

# Intermediate District 287

*Responsive. Innovative. Solutions.*

**GENERAL MEETING OF THE BOARD – Regular**

**Thursday, December 9, 2021**

**6:30 PM @ Boardroom / Teleconference**

**1820 Xenium Ln N**

**Minneapolis, MN 55441-3790**

**AGENDA**

**Page #**

- 1. CALL TO ORDER (Action)** **3**

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. Special Meeting of the Board Minutes from November 18, 2020 4
  2. Board Work Session Minutes from November 18, 2020 6
  3. Routine Human Resources Activities for December 9, 2021 7
  4. Approval of Finance Report October 2021 9
  5. Award of Bid - 2022-2023 West Education Center Roof Restoration 22
  6. Approval of World's Best Workforce FY21 Summary and FY22 Plan 23
  7. Authorization of Issuance of Individual Procurement Cards (P-Cards) 37
- 5. SHARE THE SUCCESS & RECOGNITION - (20 minutes)**
  1. Above & Beyond: Care & Treatment
  2. Above & Beyond: District Service Center
- 6. SUPERINTENDENT'S REPORT - None**
- 7. INSTRUCTIONAL REPORT - None**
- 8. BUSINESS SERVICES & LABOR RELATIONS REPORT - (40 minutes)**
  1. Facilities Report - None
  2. Financial Report
    1. Unaudited Financial Report for FY21 **(Action)** 38

Gloria Wilder, Director of Finance, will provide the Unaudited Financial Report for 2020-2021 and the Board will be asked to approve it.
  3. Human Resource Report
    1. Administrator/Unaffiliated Employment Guides – **Closed Session (Action)**

Michelle Axell, Director of Human Resources, will present the proposed 2021-2023 Employment Guides for Administrators and Unaffiliated Employees for approval. The School Board may hold a closed meeting to consider a strategy for labor negotiations. Minn. Stat. §13D.03.
- 9. BOARD BUSINESS - (10 minutes) (Information)**
  1. Policy Review & Revision - None
  2. Board Reports
    1. Chair Report
      1. Tentative January 2022 - December 2022 Board Calendar 41
    2. AMSD Report
      1. December 2021 AMSD Connections Newsletter 42
  3. District News
    1. School Board Planning Calendar 47
    2. December 9, 2021, Board Event Calendar 51
    3. 2021-2022 Get on the Bus / Local 2209 & Board Breakfast Schedule 52
    4. MSBA Leadership Conference Brochure 2022 54
  4. Once Around the Table
- 10. ADJOURNMENT**

Recommended Action: Board Chair calls meeting adjourned @ \_\_\_\_\_ PM

# Racial Equity Impact Analysis Tool

## 287 RACIAL EQUITY IMPACT ANALYSIS TOOL



### Purpose

This tool ensures that racial equity is front-and-center in discussions and prompts leaders to examine how BIPOC and low wealth communities may be affected by a proposed action or decision of the district.

### Instructions

**Use the Tool:** Have this tool available during any meeting where decisions are being made

- **Part 1 - Discussion:** Use the guiding questions to facilitate the racial equity discussion
- **Part 2 - Answer Racial Equity Impact Analysis Questions:** Before a decision is made, respond to the four equity impact analysis questions within your meeting agenda
- **Part 3 - Reflect:** Reflect on and recognize your own racial bias, as well as the presence and role of whiteness

---

### Part 1: Discussion

Use the below guiding questions to facilitate a discussion about race equity impact

#### Guiding Questions

1. Are multiple racial perspectives involved in the planning? Are participants racially diverse? Were the groups most impacted by the decision included in the discussion?
2. In what ways are we maintaining status quo or advancing race equity? What could be done differently to better support or advance racial equity efforts?
3. Who is advantaged? Who is disadvantaged? Are decisions based on the majority or those at the margins?
4. In what ways does colorblindness exist?
5. How do you know the audience is communicated with in ways that will make sense through *their* lens?
6. In what ways are other marginalized people impacted?

### Part 2: Answer Racial Equity Impact Analysis Questions

1. **Who participated in completing this analysis?**
2. **What are the racial equity impacts of this decision?**
3. **Who will benefit from and/or be burdened by this decision?**
4. **Are there strategies to mitigate any unintended consequences of this decision?**

### Part 3: Reflect

1. Place yourself on the Compass. What feelings came up for you during the planning?
2. What role did your race, experiences, or bias have in the conversation?
3. What aspects of whiteness showed up for you or were observed in others? ([Bellevue Guide](#))

**DISTRICT 287 SPECIAL BOARD MEETING**  
**Intermediate District 287**  
**November 18, 2021**  
**MINUTES**

**1. CALL TO ORDER**

Chair Regina Neville called the special meeting to order at 5:03 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Director Marty recited 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 10 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Ruthie Dallas
273	Edina	Regina Neville
270	Hopkins	Shannon Andreson
278	Orono	Michèle Kunz
279	Osseo	Mosqueda-Jones
280	Richfield	Crystal Brakke
281	Robbinsdale	Sam Sant
283	St. Louis Park	Anne Casey
284	Wayzata	Andrea Cuene
277	Westonka	Heidi Marty

Absent: 272/Seidel,

Guests: Antionette Johns and David Clough

287 Administration: Sandra Lewandowski, Tonya Allen, Michelle Axell, Anne Becker, Melissa Brateng, Radius Guess, Mae Hawkins, Ben Magras, Chad Maxa, Jon Voss, and Wauneen Mgeni

287 Staff Members: Amanda Achterkirch, Maurice O'Bannon, and Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Regina Neville, seconded by Michèle Kunz, to approve the meeting agenda. All in favor. Motion carried unanimously.*

**3. AUDIENCE OPPORTUNITY TO SPEAK - None**

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the General Board Meeting Minutes from October 28, 2021, Recommendation for Board Acceptance - FY22 Project Aware, Recommendation for Board Acceptance - FY 22 HTC Post-Secondary Education Contract, Recommendation for Board Acceptance - FY22 DSC School Safety Grant, Recommendation for Board Acceptance of funds from the American Rescue Plan Act of 2021 for COVID-19 School Testing Program Grant, Fund Balance Transfers, Authorization of Issuance of Individual Procurement Cards (P-Cards), Approval of Watchfire Data Plan, and Routine Human Resources Activities for November 18, 2021. *Motion by Anne Casey, seconded by Andrea Cuene, to approve the Consent Agenda as presented. Motion carried.*

**5. SHARE THE SUCCESS & RECOGNITIONS - None**

**6. SUPERINTENDENT'S REPORT - None**

**7. INSTRUCTIONAL REPORT - None**

**8. BUSINESS SERVICES & LABOR RELATIONS REPORTS**

**Facilities Report - None**

**Financial Report - None**

**Human Resources Report**

At the recommendation of Board Vice-Chair Cuene, a motion was made by Sam Sant, seconded by Andrea Cuene; approval of the 2021-2023 Education Minnesota Local 2209 Tentative Agreement. All in favor. Motion carried unanimously.

**9. BOARD BUSINESS**

**Policy Review & Revision - None**

**Board Report**

At the recommendation of Board Chair Neville, a motion was made by Michèle Kunz, seconded Andrea Cuene, to approve the Board Nominating Committee as presented. All in favor. Motion carried unanimously.

Chair Neville introduced Antionette Johns and David Clough from School Exec Connect, the district Superintendent search firm. Antionette and David gave a brief overview of the next steps.

**AMSD Report - None**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting.* Meeting adjourned at 5:46 PM.

The next general meeting will be held on December 9, 2021, at 6:30 PM by Teleconference.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_

Clerk \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**DISTRICT 287 WORK SESSION MEETING**  
**Intermediate District 287**  
**November 18, 2021**  
**MINUTES**

**1. CALL TO ORDER**

Chair Regina Neville called the work session meeting to order at 6:00 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing.

A Roll Call was taken, and a quorum was declared with 10 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Ruthie Dallas
273	Edina	Regina Neville
270	Hopkins	Shannon Andreson
278	Orono	Michèle Kunz
279	Osseo	Mosqueda-Jones
280	Richfield	Crystal Brakke
281	Robbinsdale	Sam Sant
283	St. Louis Park	Anne Casey
284	Wayzata	Andrea Cuene
277	Westonka	Heidi Marty

Absent:	272/Seidel,
Guests:	Antionette Johns and David Clough
287 Administration:	Radious Guess, Amanda Achterkirch, and Wauneen Mgeni
287 Staff Members:	Maurice O'Bannon

**2. NEXT STEPS: SUPERINTENDENT SEARCH**

Radious Guess, Director of Equity & Inclusion, Amanda Achterkirch, Talent Acquisition Professional, presented an overview of what unconscious and conscious bias look like in the hiring process.

**3. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:33 PM.*

The next general meeting will be held on November 18, 2021, at 6:30 PM in the District Service Center Boardroom.

Submitted by  
Wauneen Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_  
Date \_\_\_\_\_

Clerk \_\_\_\_\_  
Date \_\_\_\_\_

# Intermediate District 287

**RESPONSIVE. INNOVATIVE. SOLUTIONS.**

## **ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD**

**December 9, 2021**

<b>New Hires</b>					
<b>Name</b>	<b>Position</b>	<b>Department or Site</b>	<b>Reason for Opening</b>	<b>Effective Date</b>	<b>FTE</b>
Ivette Orozco-Mayares	School Social Worker	Ann Bremer Education Center	Separation, L. Rosario	08/24/2021	1.0
Timothy Jerabek	Educational Support Professional	North Education Center	Leave of Absence	11/17/2021	.875
Jekessa Johnson	Educational Support Professional	South Education Center	Additional Enrollment	11/17/2021	.875
Sherri Anderson	ASD Teacher	Ann Bremer Education Center	Separation, M. Blesi	11/17/2021	1.0
Khaulah Nik Rushdi	Educational Support Professional	South Education Center	Additional Enrollment	11/29/2021	.875
Kirby Crow	Educational Support Professional	West Education Center	Additional Enrollment	11/29/2021	.875
Damontae Larkin	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	11/30/2021	.875
Trishanna Hill-Burns	Educational Support Professional	North Education Center	Separation, S. Penny	12/01/2021	.875
Jane Ekongo-Njiki	Educational Support Professional	North Education Center	Separation, T. Zarlee	12/08/2021	.875

Temporary Hiring Agreement: Assignments				
Name	Position	Department or Site	Effective Date	End Date
Melissa A Winship	School Counselor	North Education Center	11/01/2021	06/08/2022

Temporary Hiring Agreement: Out of Field Permissions					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
<b>Tier 2 Current Staff</b>					
Hannah Schmoll	ASD Teacher	South Education Center	Internal Movement, M. Seiger	08/30/2021	1.0

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
<b>Tier 1 Hires</b>					
Melissa Roko	ASD Teacher	Ann Bremer Education Center	Internal Movement, J. Bennett	11/15/2021	1.0

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Feta Cole	Educational Support Professional	Ann Bremer Education Center	11/15/2021	12/21/2021	.335
Melissa Roko	Educational Support Professional to accept a temporary licensed position	Ann Bremer Education Center	11/12/2021	06/10/2022	.875
Hannah Schmoll	Educational Support Professional to accept a temporary licensed position	South Education Center	08/30/2021	06/10/2022	.875
Stefanie Tiedtke	Instructor DD	West Education Center	11/30/2021	06/10/2022	1.0

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Catherine Roby	ASD Teacher	Ann Bremer Education Center	Personal Reasons	12/17/2021
Andrew Kiel	School Social Worker	South Education Center	Personal Reasons	12/03/2021
Kirby Crow	Educational Support Professional	West Education Center	Personal Reasons	11/30/2021
Felipe Martinez	Educational Support Professional	South Education Center	Personal Reasons	12/06/2021

# CONSENT AGENDA - RECOMMENDATION

Intermediate District 287  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

## October Monthly Financial Reports

December 9, 2021

### 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 37.1 % of budget, this is in between the prior two years percentages.
- Expenditures are at 22.6% of budget, this is higher than the prior two years percentages.
- Investments totaled \$27,961,534.71 including earned interest and dividends totaling \$1,461.44.
- Cash is slightly higher than the two prior year's level.
- Enrollment Reports - October 2021 Actual ADM compared to Budget Planning and Prior Year (Oct. 2020) :
  - ALC – 230.17 ADM which is 49.8 below budget and 24.4 ADM below prior year.
  - Northern Star Online – 231.37 ADM which is 613.6 below budget and 51.5 over prior year.
  - Career & Technical Pathways – 85.97 ADM which is 18.9 below budget and 15.3 ADM over prior year.
  - Special Education – 427.78 ADM which is 67.2 below budget and 44.7 ADM below prior year.
  - Care & Treatment – 110.24 ADM which is 49.5 below budget and 28.7 ADM below prior year.
- Donations – Cash \$3,971.55

The 2020-21 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

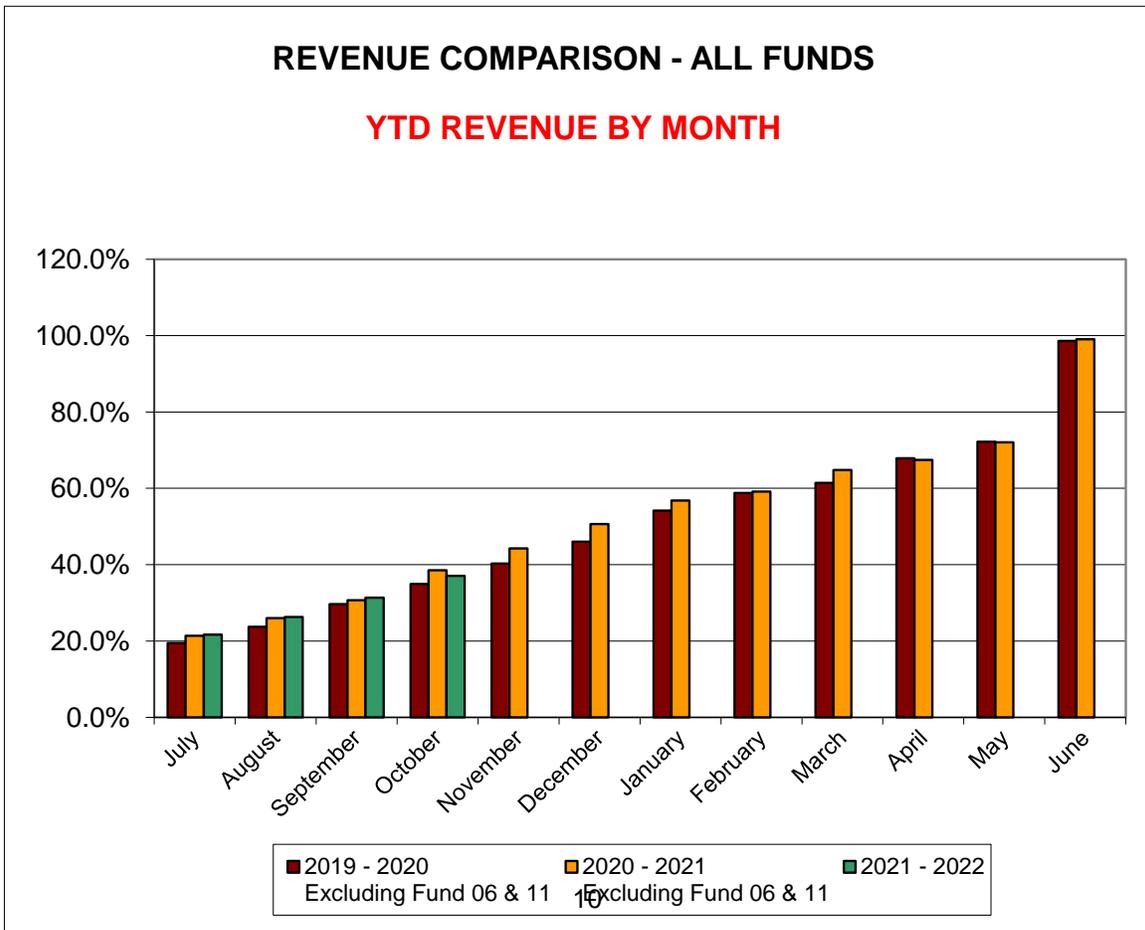
The Board approve the October Monthly Financial Reports.

**DISTRICT 287**  
**REVENUE COMPARISON**

Month	2019 - 2020		2020 - 2021		2021 - 2022	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11			
	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	22,526,381	19.5% <sup>1</sup>	23,045,139	21.3% <sup>2</sup>	23,731,333	21.7%
August	4,938,169	23.7% <sup>1</sup>	4,992,183	26.0% <sup>2</sup>	5,084,693	26.3%
September	6,849,779	29.6% <sup>1</sup>	5,108,432	30.7% <sup>2</sup>	5,527,550	31.4%
October	6,136,978	34.9% <sup>1</sup>	8,500,611	38.6% <sup>2</sup>	6,233,283	37.1%
November	6,188,449	40.3% <sup>1</sup>	6,125,945	44.2% <sup>2</sup>		
December	6,662,707	46.0% <sup>1</sup>	6,926,379	50.7% <sup>2</sup>		
January	9,383,971	54.1% <sup>1</sup>	6,603,947	56.8% <sup>2</sup>		
February	5,422,778	58.8% <sup>1</sup>	2,594,384	59.2% <sup>2</sup>		
March	3,026,005	61.4% <sup>1</sup>	6,080,355	64.8% <sup>2</sup>		
April	7,430,333	67.8% <sup>1</sup>	2,873,340	67.5% <sup>2</sup>		
May	5,048,705	72.2% <sup>1</sup>	4,939,931	72.0% <sup>2</sup>		
June	30,577,603	98.6% <sup>1</sup>	29,145,602	99.0% <sup>2</sup>		
<b>TOTAL</b>	<b>114,191,856</b>	<b>98.6%</b>	<b>106,936,248</b>	<b>99.0%</b>	<b>40,576,858</b>	<b>37.1%</b>
<b>BUDGET</b>	<b>115,793,894<sup>1</sup></b>		<b>107,978,713<sup>2</sup></b>		<b>109,500,517</b>	

<sup>1</sup> excludes Funds 06 & 11 budgeted revenue of \$86,194

<sup>2</sup> excludes Funds 06 & 11 budgeted revenue of \$28,500



## \_Board- Revenue/Expense Summary by Fund Report

October 2021-2022

Intermediate District No. 287

Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,259,913.31	17,432,035.00	431,981.11	4,029,664.11	23.12%	13,402,370.89
02 - FOOD SERVICE FUND	707,653.10	869,661.00	37,098.28	102,132.12	11.74%	767,528.88
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	17.39	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,343,042.49	8,355,169.00	0.00	5,685,521.19	68.05%	2,669,647.81
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	2,162.92	1,367.00	0.00	0.00	0.00%	1,367.00
11 - EDGEWOOD LTFM BOND FUND	23.64	0.00	0.00	0.00		0.00
12 - ALC - ACADEMIC FUND	8,378,439.10	9,282,346.00	9,303.08	1,844,433.96	19.87%	7,437,912.04
13 - CAREER & TECH FUND	1,084,353.25	1,072,740.00	0.00	1,120,457.68	104.45%	-47,717.68
14 - SPECIAL EDUCATION FUND	58,456,369.29	59,675,279.00	4,431,514.55	23,704,073.87	39.72%	35,971,205.13
20 - INTERNAL SERVICE FUND	638,383.80	636,000.00	60,807.73	147,342.20	23.17%	488,657.80
21 - SELF HEALTH INSURANCE FUND	13,064,048.41	12,159,720.00	1,262,077.99	3,942,732.95	32.42%	8,216,987.05
51 - STUDENT CLUB FUND	1,882.20	16,200.00	500.00	500.00	3.09%	15,700.00
<b>Total Revenue</b>	<b>106,936,288.90</b>	<b>109,500,517.00</b>	<b>6,233,282.74</b>	<b>40,576,858.08</b>	<b>37.06%</b>	<b>68,923,658.92</b>

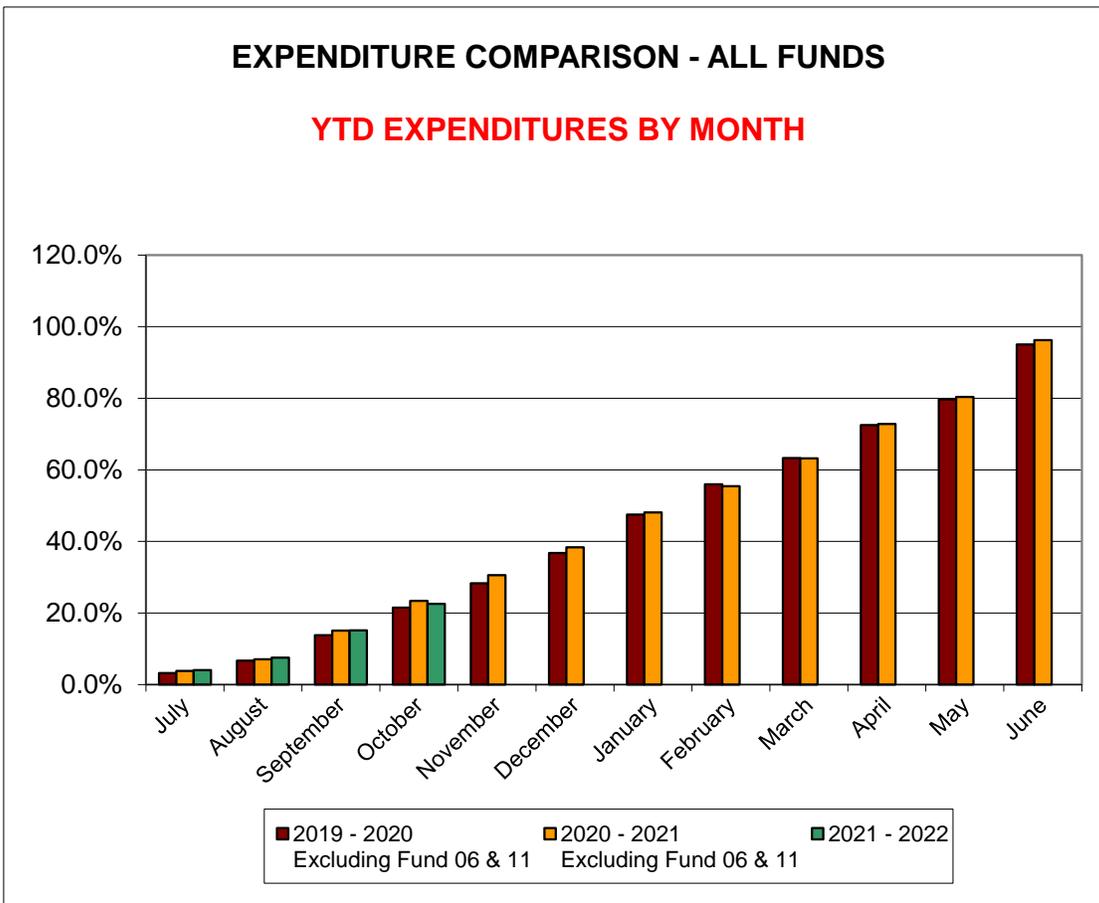
11

**DISTRICT 287**  
**EXPENDITURE COMPARISON**

Month	2019 - 2020		2020 - 2021		2021 - 2022	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11			
	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	3,679,480	3.2% <sup>1</sup>	4,177,239	3.8% <sup>2</sup>	4,493,228	4.1%
August	3,943,776	6.7% <sup>1</sup>	3,598,620	7.1% <sup>2</sup>	3,753,484	7.5%
September	8,172,502	13.8% <sup>1</sup>	8,693,373	15.0% <sup>2</sup>	8,447,438	15.2%
October	8,740,956	21.5% <sup>1</sup>	9,144,055	23.4% <sup>2</sup>	8,194,961	22.6%
November	7,836,546	28.3% <sup>1</sup>	7,897,782	30.6% <sup>2</sup>		
December	9,588,270	36.7% <sup>1</sup>	8,444,956	38.3% <sup>2</sup>		
January	12,328,880	47.5% <sup>1</sup>	10,697,937	48.1% <sup>2</sup>		
February	9,612,601	55.9% <sup>1</sup>	8,032,344	55.4% <sup>2</sup>		
March	8,426,944	63.3% <sup>1</sup>	8,529,603	63.2% <sup>2</sup>		
April	10,518,060	72.5% <sup>1</sup>	10,515,187	72.8% <sup>2</sup>		
May	8,227,221	79.7% <sup>1</sup>	8,314,387	80.4% <sup>2</sup>		
June	17,517,170	95.1% <sup>1</sup>	17,379,894	96.3% <sup>2</sup>		
<b>TOTAL</b>	<b>108,592,405</b>	<b>95.1%</b>	<b>105,425,376</b>	<b>96.3%</b>	<b>24,889,111</b>	<b>22.6%</b>
<b>BUDGET</b>	<b>114,246,965</b> <sup>1</sup>		<b>109,506,874</b> <sup>2</sup>		<b>110,161,914</b>	

<sup>1</sup> excludes Funds 06 & 11 budgeted expenditures of \$5,685,666

<sup>2</sup> excludes Funds 06 & 11 budgeted expenditures of \$1,739,175



## \_Board- Revenue/Expense Summary by Fund Report

October

2021-2022

Intermediate District No. 287

Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,413,082.71	18,549,211.00	1,223,734.77	5,534,011.88	29.83%	13,015,199.12
02 - FOOD SERVICE FUND	707,653.10	869,661.00	55,768.88	216,264.56	24.87%	653,396.44
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	409,249.22	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,590,460.87	6,584,826.00	327,125.00	1,595,461.13	24.23%	4,989,364.87
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	1,612.00	10,000.00	0.00	0.00	0.00%	10,000.00
11 - EDGEWOOD LTFM BOND FUND	167,794.85	0.00	0.00	0.00		0.00
12 - ALC - ACADEMIC FUND	10,760,249.90	10,081,319.00	719,560.47	2,472,289.18	24.52%	7,609,029.82
13 - CAREER & TECH FUND	1,514,310.50	1,112,705.00	88,417.12	216,392.83	19.45%	896,312.17
14 - SPECIAL EDUCATION FUND	57,773,178.91	60,165,301.00	4,817,059.71	11,680,020.39	19.41%	48,485,280.61
20 - INTERNAL SERVICE FUND	689,372.56	605,000.00	59,943.75	115,329.96	19.06%	489,670.04
21 - SELF HEALTH INSURANCE FUND	10,969,670.42	12,159,720.00	903,351.37	3,057,648.76	25.15%	9,102,071.24
51 - STUDENT CLUB FUND	5,785.16	24,171.00	0.00	1,692.56	7.00%	22,478.44
<b>Total Expenses</b>	<b>106,002,420.20</b>	<b>110,161,914.00</b>	<b>8,194,961.07</b>	<b>24,889,111.25</b>	<b>22.59%</b>	<b>85,272,802.75</b>

13

# Intermediate District 287

## *Responsive. Innovative. Solutions.*

---

### INTER-OFFICE MEMORANDUM

---

DATE: **November 29, 2021**

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:	<b>October 2021</b>	Totaling	<u>\$</u>	<u>3,807,987.63</u>
a) Check #'s	<i>108339 - 108558</i>			
and Wire Transfers - #'s	<i>4000001006 - 4000001026, 9000002966 - 9000003045</i>			
2. Payroll for:	<b>October 2021</b>	Totaling	<u>\$</u>	<u>2,760,464.29</u>
a) Check #'s	<i>n/a</i>			
b) Direct Deposit #'s	<i>9000075980 - 9000077783</i>			
3. Receipts for:	<b>October 2021</b>	Totaling	<u>\$</u>	<u>9,694,042.35</u>
a) Receipt #'s	<i>20220311 - 20220428</i>			
4. Invest. at end of mo.	<b>October 2021</b>			
a) Fund 01 - General Fund			<u>\$</u>	<u>27,961,534.71</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.

INSTITUTION	RATE OF RETURN (%)	PURCHASE DATE	MATURITY DATE	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	0.010			169.54
PMA - MNTrust Savings Deposit Account - Bell Bank	0.100			12,021,509.29
PMA - MNTrust Savings Dep. Acct. - Nexbank, SSB - ICS	0.080			5,939,855.88
PMA - MNTrust Term Series	0.030			10,000,000.00
Total PMA - MNTrust Investments on Books				<u>27,961,534.71</u>

**ACTIVITY DETAIL:**

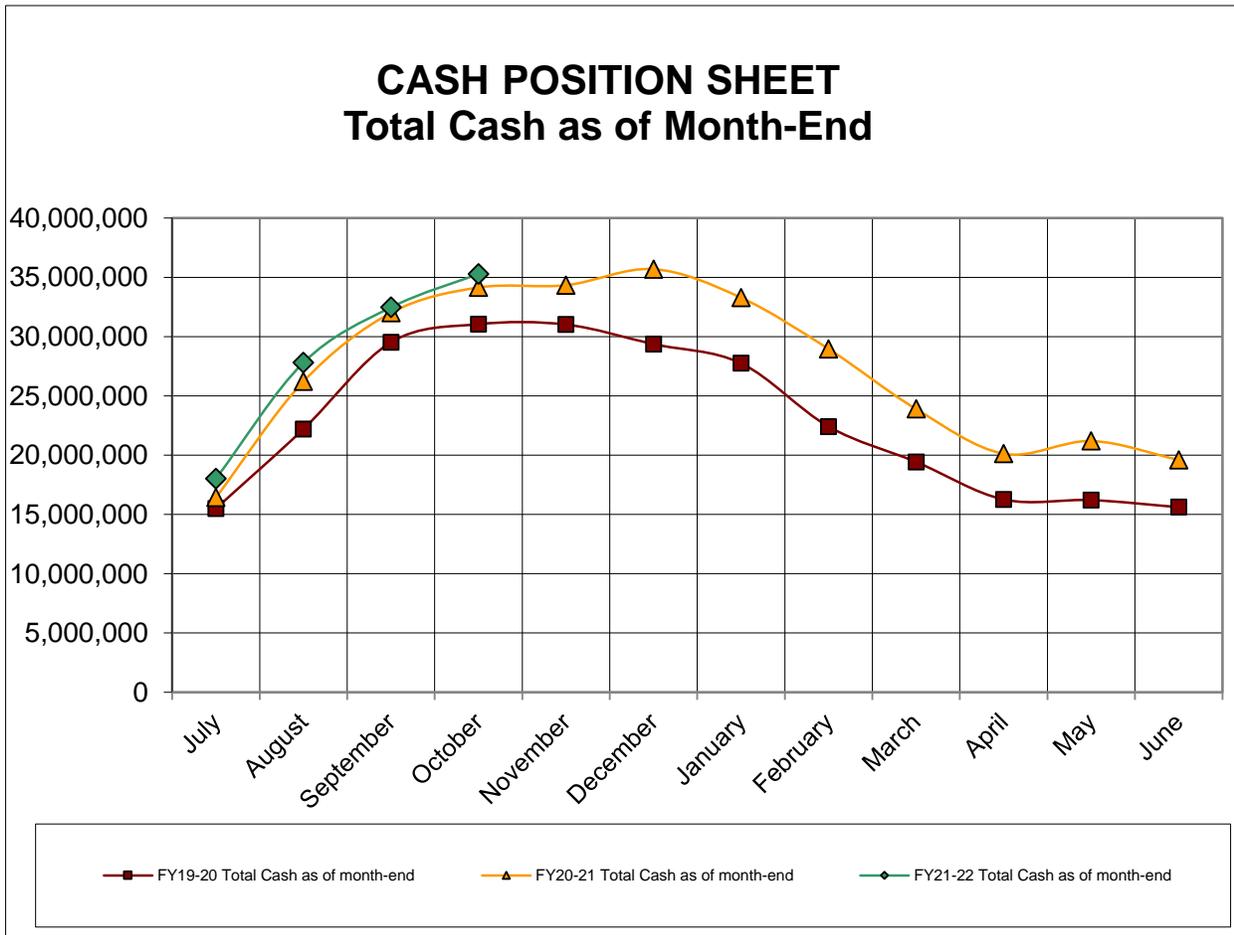
Investments on our Book at End of Prior Month	22,960,073.27
Current Month Activity	
Deposits	5,000,000.00
Withdrawals	
Interest Earned - Recorded	1,424.45
Dividends Earned	36.99
Interest Earned - Not Recorded by Month-end	-
Total Investments at End of Month & Un-recorded Interest	<u>27,961,534.71</u>

# Intermediate District 287

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

<u>Date</u>	<u>FY19-20 Total Cash as of month-end</u>	<u>FY20-21 Total Cash as of month-end</u>	<u>FY21-22 Total Cash as of month-end</u>
July	15,498,346	16,420,292	18,017,954
August	22,200,255	26,210,789	27,800,108
September	29,515,756	32,002,725	32,465,869
October	31,046,296	34,140,570	35,267,999
November	31,013,291	34,331,406	
December	29,361,403	35,688,169	
January	27,748,108	33,279,452	
February	22,407,221	28,953,988	
March	19,426,171	23,888,891	
April	16,262,715	20,119,050	
May	16,209,940	21,191,254	
June	15,614,833	19,600,706	

- Includes Self-Funded Insurance Cash Balances.



**INTERMEDIATE DISTRICT 287**  
**OCTOBER 2021 ACTIVITY**

**ELECTRONIC TRANSFERS IN:**

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
10/4/2021	MSDLAF	PULITZER CENTER ON CRISIS REPORTING	20220402	2,500.01	1619 PROJECT NETWORK GRANT
10/8/2021	MSDLAF	COBRA	20220403	27,400.20	COBRA OCTOBER PAYMENTS
10/14/2021	MSDLAF	MN STATE MMB-FNS	20220404	7,178.44	CHILD NUTRITION SEPTEMBER 2021 - ABEC
10/14/2021	MSDLAF	MN STATE MMB-FNS	20220405	14,742.22	CHILD NUTRITION SEPTEMBER 2021 - NEC
10/14/2021	MSDLAF	MN STATE MMB-FNS	20220406	10,469.48	CHILD NUTRITION SEPTEMBER 2021 - SEC
10/14/2021	MSDLAF	MN STATE MMB-FNS	20220407	4,189.89	CHILD NUTRITION SEPTEMBER 2021 - WEC
10/15/2021	MSDLAF	MN STATE MMB	20220408	4,243,239.26	IDEAS GEN ED, SP ED
10/18/2021	MSDLAF	HENNEPIN COUNTY	20220409	175.49	CHILD CARE ASSISTANCE NEC
10/20/2021	MSDLAF	PFM	20220410	4,013.96	P-CARD REBATE
10/21/2021	MSDLAF	HENNEPIN COUNTY	20220411	526.47	CHILD CARE ASSISTANCE NEC
10/21/2021	MSDLAF	121 BENEFITS	20220412	2,251.99	UNCASHED FLEX CHECKS
10/25/2021	MSDLAF	GIVE MN	20220413	1,000.00	GIVE MN DONATION
10/26/2021	MSDLAF	MN DEPT OF EDUCATION-034	20220414	203,594.73	PROJECT AWARE GRANT
10/26/2021	MSDLAF	US DEPT OF JUSTICE	20220415	26,305.73	STOP GRANT
10/27/2021	MSDLAF	MN STATE MMB	20220416	114,571.17	MA 3RD PARTY BILLING
10/28/2021	MSDLAF	APPLE CLICS	20220417	5.97	APPLE CLICS SEPTEMBER 2021
10/28/2021	MSDLAF	MN DEPT OF EDUCATION-034	20220418	126,497.81	CLSD GRANT
10/29/2021	MSDLAF	MN STATE MMB	20220419	1,253,283.38	IDEAS GEN ED, SP ED
10/29/2021	MSDLAF	MSDLAF	20220420	91.02	INTEREST EARNED OCTOBER 2021
10/29/2021	MSDLAF	MERCHANT SERVICES - ABEC	20220421	55.00	STUDENT DEFERRED REVENUE
10/29/2021	MSDLAF	MERCHANT SERVICES - NEC	20220422	35.00	STUDENT DEFERRED REVENUE
10/29/2021	MSDLAF	MERCHANT SERVICES - SEC	20220423	180.00	STUDENT DEFERRED REVENUE
10/29/2021	MSDLAF	PAYPAL	20220424	3,334.42	OCTOBER TUITION
10/29/2021	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20220425	992.05	OCTOBER STORE SALES
10/29/2021	MSDLAF	SQUARE - JITTERBUG NEC	20220426	1,356.82	OCTOBER STORE SALES
10/29/2021	MSDLAF	SQUARE - COMMON GROUNDS SEC	20220427	1,383.11	OCTOBER STORE SALES
10/29/2021	MSDLAF	SQUARE - SNACK SHACK WEC	20220428	747.59	OCTOBER STORE SALES
<b>MTD TOTALS</b>				<b>6,050,121.21</b>	

17

**INTERMEDIATE DISTRICT 287**  
**OCTOBER 2021 ACTIVITY**

**WIRE TRANSFERS OUT:**

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
10/4/2021	MSDLAF	HealthPartners	4000001015	123,736.01	HPAI Claims
10/5/2021	MSDLAF	Bank of Montreal	4000001006	93,352.63	P-Card Expense
10/8/2021	MSDLAF	US Bank	9000002966-9000002980	915.26	Staff Reimbursements
10/14/2021	MSDLAF	HealthPartners	4000001014	196,901.49	HPAI Claims
10/15/2021	MSDLAF	BPAS	4000001008	68,516.33	Veba
10/15/2021	MSDLAF	Educators Benefit Consultants	4000001009	82,850.15	403b Retirement
10/15/2021	MSDLAF	MN Dept of Revenue	4000001010	79,767.54	State Taxes
10/15/2021	MSDLAF	Public Employees Retirement	4000001011	115,271.52	Pera
10/15/2021	MSDLAF	Teachers Retirement Assn	4000001012	196,516.28	Tra
10/15/2021	MSDLAF	US Bank	4000001013	477,338.44	Federal Taxes
10/15/2021	MSDLAF	US Bank	9000075980-9000076876	1,376,906.13	Payroll
10/21/2021	MSDLAF	HealthPartners	4000001016	1,078.00	HealthPartners
10/21/2021	MSDLAF	HealthPartners	4000001017	178,264.87	HPAI Claims
10/21/2021	MSDLAF	Cash Management Services	4000001018	183.39	Cash Management Services
10/21/2021	MSDLAF	US Bank	9000002981-9000003045	9,331.32	Staff Reimbursements
10/28/2021	MSDLAF	HealthPartners	4000001025	242,759.19	HPAI Claims
10/29/2021	MSDLAF	BPAS	4000001019	68,076.76	Veba
10/29/2021	MSDLAF	Educators Benefit Consultants	4000001020	84,002.15	403b Retirement
10/29/2021	MSDLAF	MN Dept of Revenue	4000001021	79,517.24	State Taxes
10/29/2021	MSDLAF	Public Employees Retirement	4000001022	116,481.70	Pera
10/29/2021	MSDLAF	Teachers Retirement Assn	4000001023	194,950.44	Tra
10/29/2021	MSDLAF	US Bank	4000001024	475,869.08	Federal Taxes
10/29/2021	MSDLAF	Benefit Resource Inc	4000001026	10,155.20	Flex Spending Monthly Invoice
10/29/2021	MSDLAF	Benefit Resource Inc	4000001026	20,363.14	Flex Spending Account Payments
10/29/2021	MSDLAF	US Bank	9000076877-9000077781	1,383,558.16	Payroll
10/29/2021	MSDLAF	US Bank	9000077478, 9000077136	(2,782.11)	Payroll
10/29/2021	MSDLAF	US Bank	9000077782-9000077783	2,782.11	Payroll
<b>MTD TOTALS</b>				<b>5,676,662.42</b>	

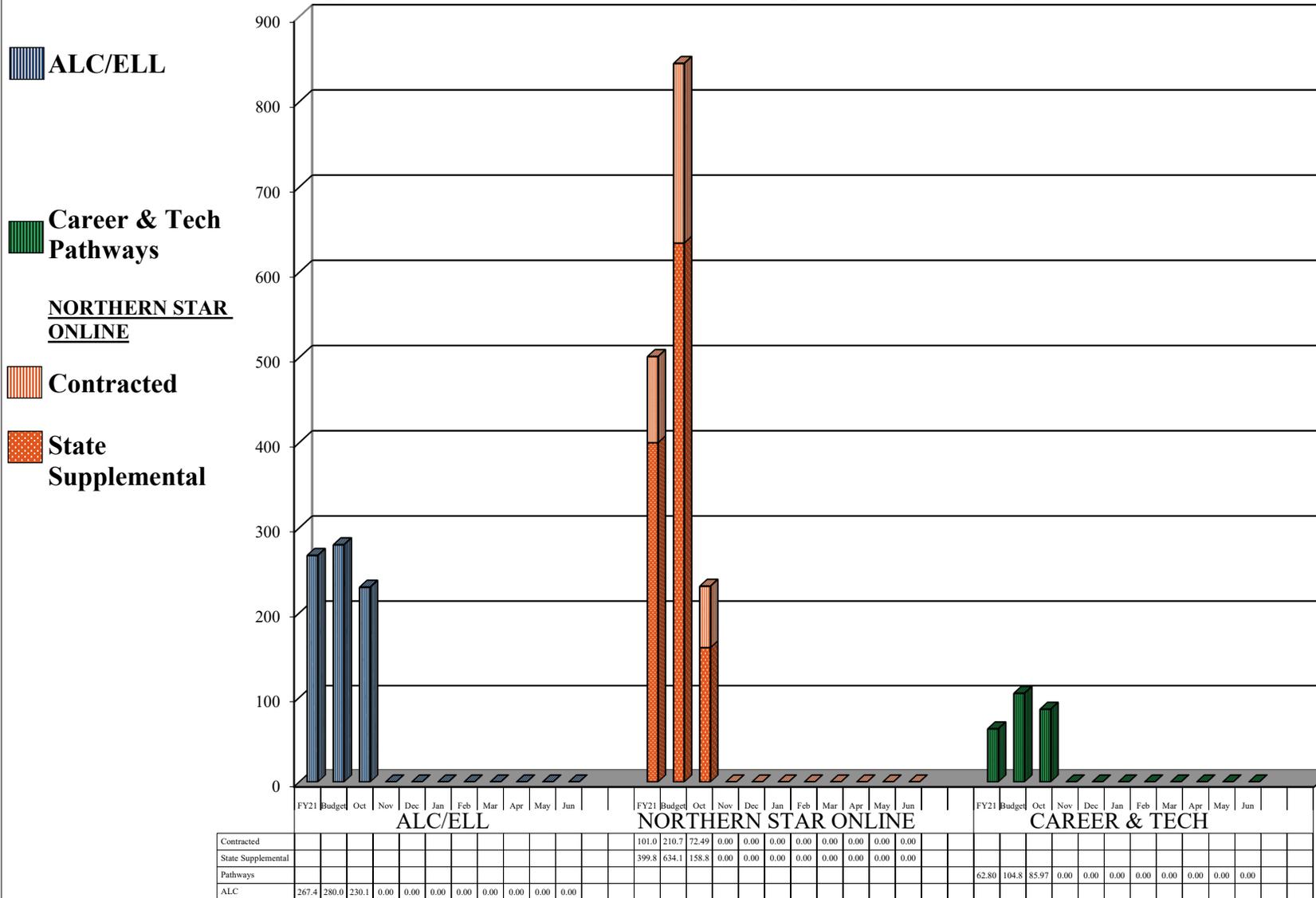
# Intermediate District 287

## 2021-22 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

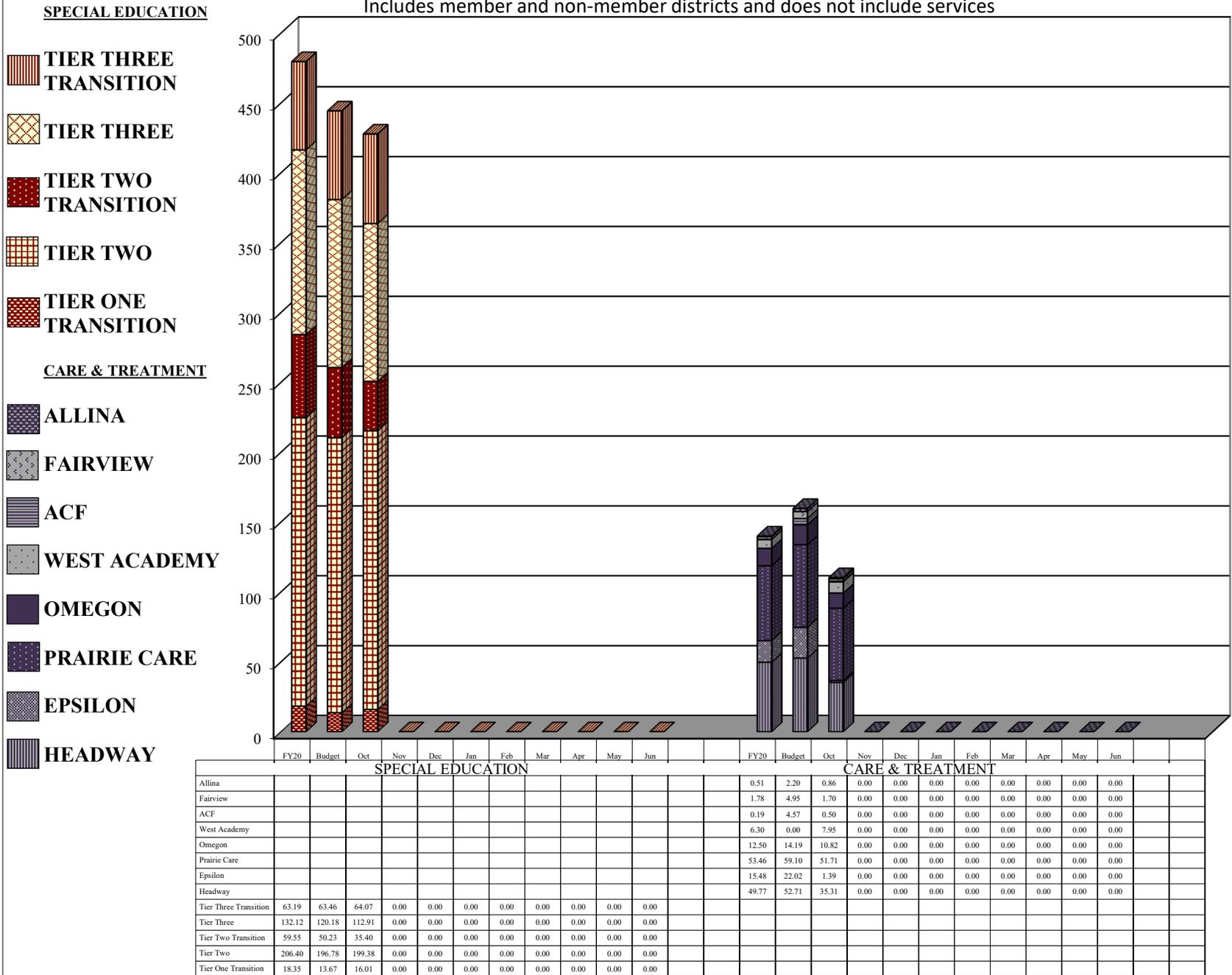
NSO Supplemental includes total enrolled ADM and revenue is generated upon credit completion at 88% of ADM



# Intermediate District 287

## 2021-22 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



**DONATION REPORT  
INTERMEDIATE DISTRICT 287  
2021-2022**

**OCTOBER 2021**

<b>DONATION DATE</b>	<b>DESCRIPTION</b>	<b>VIN#</b>	<b>EST VALUE</b>	<b>DONOR</b>	<b>CAMPUS</b>	<b>PROGRAM</b>
10/29/2021	CHECK		\$100.00	BANKS, MARVIN & PATRICE	ALL	STUDENT SUPPORT
10/31/21	CHECK		\$1,800.00	DICHTOMATIK AMERICAS LP	SEC	VET
10/15/21	EFT		\$1,000.00	GIVE MN	ALL	STUDENT SUPPORT
10/31/21	EFT		\$471.55	GIVE MN	ALL	STUDENT SUPPORT
10/31/21	CHECK		\$100.00	ISCHE, BRIDGET	SEC	VET
10/14/21	CHECK		\$500.00	KOOP FAMILY FOUNDATION	WEC	W-ALT
		<b>TOTAL</b>	<b>\$3,971.55</b>			

# CONSENT AGENDA – RECOMMENDATION

Intermediate District 287  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

## Bid Award – 2022-23 WEC Partial Roof Restoration

December 9, 2021

### Author

Kurt Vredenburg, Facilities Operations Senior Manager  
Mae Hawkins, Executive Director of Business Services

### Summary

The bid opening for the 2022-23 West Education Center (WEC) Partial Roof Restoration was held at the District Service Center on Thursday, November 18, 2021 at 2:00 P. M. A total of three (3) vendors submitted bids, as follows:

2022-23 WEC Roof Restoration	BIDDER	BIDDER	BIDDER
	Flynn Midwest LP 15525 32nd Ave. N. Plymouth, MN 55447 Ph. 763-559-0222	John A. Dalsin & Son 2830 S. 20th Ave. Minneapolis, MN 55407 Ph. 612-729-9334	McDowall Company 1431 Prosper Dr. Waite Park, MN 56387 Ph. 320-251-8640
<b>BASE BID:</b>			
Base Bid Total:			
Labor & Materials Cost	\$380,467.00	\$415,300.00	<b>\$343,777.00</b>
<b>Unit Prices:</b>			
UP#1: Deteriorated roof insulation (per board foot)	\$7.35	\$4.50	\$15.00
UP#2: Remove and replace drain bowl	\$2,600.00	\$2,800.00	\$2,800.00

It is recommended that McDowall Co., the lowest bidder be awarded the contract for the base bid total of \$343,777.00.

Due to cost of materials and labor increasing and supply chain issues, the District wanted to lock in pricing with a vendor for this project that is anticipated to be completed by the end of August 2022. This project will be funded by Long Term Facilities Maintenance revenues.

### Recommendation

Administration recommends that the Board approve the 2022-23 Partial Roof Restoration at West Education Center bid award to McDowall Company.



## 2020-21 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](mailto: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 9, 2021  
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](#)

- [1. All Students Ready for School](#)
- [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 2020-2021 school year we incorporate 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 priorities.

District Advisory Committee Members	District/School	Role
Ruthie Dallas	Brooklyn Center	Board Director
Adam Seidel	Eden Prairie	Board Director
Regina Neville	Edina	Board Chair
Shannon Andreson	Hopkins	Board Director
Michele Kunz	Orono	Board Director
Jacqueline Mosqueda-Jones	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	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	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)
  - Director of Mental Health and Family Engagement
  - Director of Teaching & Learning
  - Director of Equity and Inclusion
  - 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: insufficient number of Kindergarten students	<p><b>Check one of the following:</b></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 checked="" 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>

#### Narrative:

- What data have you used to identify needs in this goal area?
  - IEP intake process screening and consultation with member districts on students who are referred from previous evaluations for their IEP.
- How is this data disaggregated by student groups?
  - We disaggregate all data by race, gender, home district, Free-Reduced Lunch status, grade level and EL status.
- What strategies are in place to support this goal area?
  - Support for programs in the IEP intake process.

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

Goal	Result	Goal Status
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%.	Unable to report due to pandemic disruptions in instructional delivery and assessment.	<p><b>Check one of the following:</b></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 checked="" 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>

### Narrative

- What data have you used to identify needs in this goal area?
  - Previous academic screening, IEP review process, formative and summative classroom assessment
- How is this data disaggregated by student groups?
  - We disaggregate all data by race, gender, home district, Free-Reduced Lunch status, grade level and EL status.
- What strategies are in place to support this goal area?
  - Implementation of new K-8 Literacy curriculum across all programs with extensive coaching
  - School Improvement Plans include literacy goals
  - Coaching and professional development in core instructional practices
  - Therapeutic Teaching Model implemented in K-2 classrooms to provide mental health supports within the classroom.
  - Individual reading conferences implemented within programs to support individual goal-setting.

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

Goal	Result	Goal Status																																				
<p>By June 30, 2021, percent of <b>all</b> students who test in the fall and spring and meet their target growth in <b>Reading</b> 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"> <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><b>Total</b></td> <td><b>66%</b></td> </tr> </tbody> </table> <p>By June 30, 2019, percent of <b>all</b> students who test in the fall and spring and meet their target growth in <b>Math</b> 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"> <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><b>Total</b></td> <td><b>58%</b></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%	<b>Total</b>	<b>66%</b>	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%	<b>Total</b>	<b>58%</b>	<p>Unable to report: no fall testing and insufficient spring testing for 2020-2021 due to pandemic disruption of school delivery model and assessments. Data collected for individual student needs and IEPs drove classroom-based decision making and supports. Standardized measures were not applicable.</p>	<p><b>Check one of the following:</b></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 checked="" 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>
Group	FY19																																					
Am In/AK Na	78%																																					
Asian	38%																																					
Bl/Afr Am	46%																																					
Hispanic	69%																																					
Nat Haw/OPI	100%																																					
Two + Races	74%																																					
White	75%																																					
<b>Total</b>	<b>66%</b>																																					
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%																																					
<b>Total</b>	<b>58%</b>																																					

**Narrative:**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Previous academic screening, IEP review process, formative and summative classroom assessment
  - 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 6-12 through CLSD grant
  - School Assessment Teams meet to review data and plan interventions and supports

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

Goal	Result	Goal Status
<p>By June 30, 2021, the average composite score of students taking the ACT will increase from 17.96 to <b>18.5</b>.</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 <b>35%</b> in Reading, and from 18% to <b>20%</b> in Math.</p>	<p>Composite score met: 18.7</p> <p>Unable to report: insufficient spring testing for 2020-2021 due to pandemic disruption of school delivery model and assessments.</p>	<p><b>Check one of the following:</b></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</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
  - School-based engagement tracking was a significant project for all sites to identify students needing supports at home and in distance learning environments.
- 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 CLSD 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 2018</p> <table border="1" data-bbox="142 485 501 699"> <thead> <tr> <th>Years</th> <th>Grad Percent</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>17.9%</td> </tr> <tr> <td>2018</td> <td>17.6%</td> </tr> <tr> <td>2017</td> <td>30.5%</td> </tr> <tr> <td>2016</td> <td>30.1%</td> </tr> </tbody> </table>	Years	Grad Percent	2019	17.9%	2018	17.6%	2017	30.5%	2016	30.1%	<p>State-mandated target was not reached, though a slight increase was seen.</p> <p>2019-2020</p> <table border="1" data-bbox="578 447 937 707"> <thead> <tr> <th>Years</th> <th>Grad Percent</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>31.3%</td> </tr> <tr> <td>2019</td> <td>17.9%</td> </tr> <tr> <td>2018</td> <td>17.6%</td> </tr> <tr> <td>2017</td> <td>30.5%</td> </tr> <tr> <td>2016</td> <td>30.1%</td> </tr> </tbody> </table> <p><i>NOTE: Data based on 2019-20 MDE calculations</i></p>	Years	Grad Percent	2020	31.3%	2019	17.9%	2018	17.6%	2017	30.5%	2016	30.1%	<p><b>Check one of the following:</b></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 checked="" 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"/> Unable to Report</p>
Years	Grad Percent																							
2019	17.9%																							
2018	17.6%																							
2017	30.5%																							
2016	30.1%																							
Years	Grad Percent																							
2020	31.3%																							
2019	17.9%																							
2018	17.6%																							
2017	30.5%																							
2016	30.1%																							

### 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
  - School-based engagement tracking was a significant project for all sites to identify students needing supports at home and in distance learning environments.
- 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 FY22**

### **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 CAre & Treatment programs, 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 through the IEP and intake process. The Therapeutic Teaching Model piloted in 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 strategic priorities. 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). We also support readiness through our work experience programs and goals within IEPs, using Standards-Based Mastery Assessments of transition standards.

**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 submitted 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																																				
<b>1. All Students Ready for Kindergarten</b>	Continue to use IEP referral process to identify student needs and readiness for instruction.																																				
<b>2. All Students in Third Grade Achieving Grade-Level Literacy</b>	By June 30, 2022, percent of K-2 students who improve their scores on the aReading or MAP-R Assessment will increase from 81% to 100%.																																				
<b>3. Close the Achievement Gap(s) Among All Groups</b>	<p>By June 30, 2022, percent of all students who test in the fall and spring and meet their target growth in <b>Reading</b> 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="587 863 898 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><b>Total</b></td> <td><b>66%</b></td> </tr> </tbody> </table> <p>By June 30, 2022, percent of all students who test in the fall and spring and meet their target growth in <b>Math</b> 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="587 1503 919 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><b>Total</b></td> <td><b>58%</b></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%	<b>Total</b>	<b>66%</b>	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%	<b>Total</b>	<b>58%</b>
Group	FY19																																				
Am In/AK Na	78%																																				
Asian	38%																																				
Bl/Afr Am	46%																																				
Hispanic	69%																																				
Nat Haw/OPI	100%																																				
Two + Races	74%																																				
White	75%																																				
<b>Total</b>	<b>66%</b>																																				
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%																																				
<b>Total</b>	<b>58%</b>																																				

<p><b>4. All Students Career- and College-Ready by Graduation</b></p>	<p>By June 30, 2022, the average composite score of students taking the ACT will increase from 18.7 to 18.9.</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><b>5. All Students Graduate</b></p>	<p>From Spring 2020 to Spring 2021 the 4-year graduation rate will increase from 31.3% to the state-mandated goal of 67% (based on ESSA requirements).</p> <p><i>Note: Graduation data from Spring 2021 will become available by the end of 2021-22, and data from Spring 2022 will become available by the end of 2022-23.</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 grade level curriculum maps.
2. ISD 287 Early Childhood Learning Instruction and Assessment is 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 are provided to 287 and member district students through Diploma On!.
6. Students are placed in reading intervention programs based on the assessment data from Fastbridge, 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 priorities, which focus on student outcomes, racial equity and excellence, evidence-based instruction, trauma-responsive and healing-centered practices, and employee well-being. The district Local Literacy Plan supports these strategies.
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 their 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 2021-2022**

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.

# CONSENT AGENDA - RECOMMENDATION

**Intermediate District 287**  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

## Authorization of Issuance of Individual Procurement Cards (P-Cards)

December 9, 2021

### Author

Gloria Wilder, Director of Finance  
Jane Thomas, Purchasing Agent

### Summary

The administration recommends the issuance of a Procurement Card to the following employee, per Minnesota Statute 123B.02, subd 23:

- Lisa Lane                      Administrative Support                      District Service Center

With the addition of this card, the district will have 56 active p-cards in operation.

### Recommendation

Administration recommends that the Board approve the Authorization of Issuance of Individual Procurement Cards (P-Cards).

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

Regular Meeting – December 9, 2021

**AGENDA SECTION: BUSINESS SERVICES REPORT**

**ITEM: Recommendation for Board Acceptance of the  
Unaudited Financial Report for 2020-21**

**PRESENTED BY: Gloria Wilder, Director of Finance**

**1. Background Information**

The unaudited financial information for 2020-2021 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, 2021 was \$7,451,541 or 8.62% of total General Fund Expenditures.

All funds for 2020-21: the total revenues were \$106,936,289 and the total expenditures were \$106,002,420.

**2. Fiscal Impact/Funding Source:**

**3. RECOMMENDED ACTION: The Board approve the unaudited financial report for 2020-2021.**

Motion by: \_\_\_\_\_ Yes \_\_\_\_ Passed \_\_\_\_

Second by: \_\_\_\_\_ Yes \_\_\_\_ Failed \_\_\_\_

Abstentions: \_\_\_\_\_

INTERMEDIATE DISTRICT 287  
UNAUDITED FINANCIAL REPORT JUNE 30,2021  
2020-21 (FY21)

PROGRAM	BEGINNING FUND BALANCE 7/1/2020	FY21 REVENUE			FY21 EXPENDITURES			FY21 FUND BALANCE			FY21 TRANSFERS PROPOSED	ADJ. FUND BALANCE 6/30/2021	
		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			
<b>GENERAL FUND UNASSIGNED:</b>													
DISTRICTWIDE ADMINISTRATION / OPERATIONS	\$ 628,400	\$ 14,835,371	\$ 14,016,378	\$ (818,993)	\$ 15,956,463	\$ 14,598,531	\$ (1,357,932)	\$ (492,692)	46,247.38	\$ (582,153)	\$ 375,799	\$ 422,046	1
ALC/ACADEMIC EDUCATION	\$ 656,485	\$ 8,715,098	\$ 8,049,055	\$ (666,043)	\$ 10,964,971	\$ 10,246,531	\$ (718,440)	\$ (1,593,388)	(1,540,991.91)	\$ (2,197,477)	\$ 1,540,992	\$ (0)	2
CAREER & TECHNICAL EDUCATION	\$ 655,745	\$ 1,201,154	\$ 1,084,353	\$ (116,801)	\$ 1,391,924	\$ 1,383,794	\$ (8,130)	\$ 464,975	\$ 356,304	\$ (299,441)	\$ 57,679	\$ 413,983	3
SPECIAL EDUCATION	\$ 6,458,302	\$ 55,363,643	\$ 55,873,664	\$ 510,021	\$ 55,550,005	\$ 54,269,223	\$ (1,280,782)	\$ 6,271,940	\$ 8,062,744	\$ 1,604,441	\$ (1,447,232)	\$ 6,615,512	4
<b>TOTAL UNASSIGNED</b>	<b>\$ 8,398,932</b>	<b>\$ 80,115,266</b>	<b>\$ 79,023,451</b>	<b>\$ (1,091,815)</b>	<b>\$ 83,863,363</b>	<b>\$ 80,498,080</b>	<b>\$ (3,365,283)</b>	<b>\$ 4,650,835</b>	<b>\$ 6,924,303</b>	<b>\$ (1,474,629)</b>	<b>\$ 527,238</b>	<b>\$ 7,451,541</b>	<b>8.62%</b>
NONEXPENDABLE FUND BALANCE	\$ 191,573							\$ 191,573	\$ 191,573		\$ (131,596)	\$ 59,977	5
<b>GENERAL FUND ASSIGNED:</b>													
Property Acct	\$ 68,078	\$ -	\$ -	\$ -	\$ 46,271	\$ 36,980	\$ (9,291)	\$ 21,807	\$ 31,099	\$ (36,980)	\$ 155,235	\$ 186,334	
Sep/Severance	\$ 5,712,752	\$ -	\$ -	\$ -	\$ 220,000	\$ 149,546	\$ (70,454)	\$ 5,492,752	\$ 5,563,206	\$ (149,546)	\$ -	\$ 5,563,206	
Donations for Specified Purpose	\$ 6,222	\$ 2,000	\$ 350	\$ (1,650)	\$ 6,222	\$ -	\$ (6,222)	\$ 2,000	\$ 6,572	\$ 350	\$ -	\$ 6,572	
Student Clubs	\$ 25,562	\$ 16,200	\$ 1,882	\$ (14,318)	\$ 24,522	\$ 5,785	\$ (18,737)	\$ 17,240	\$ 21,659	\$ (3,903)	\$ -	\$ 21,659	
Flex Account	\$ 1,665	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,665	\$ 1,665	\$ -	\$ (1,665)	\$ 0	
Collaborative Curriculum Project	\$ 113,669	\$ 10,000	\$ -	\$ (10,000)	\$ 31,578	\$ -	\$ (31,578)	\$ 92,091	\$ 113,668.55	\$ -	\$ -	\$ 113,669	
Transportation Vehicle Depreciation	\$ 101,663	\$ -	\$ -	\$ -	\$ 101,663	\$ -	\$ -	\$ 101,663	\$ 101,663	\$ -	\$ -	\$ 101,663	
Subsequent Year Budget	\$ 839,696	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 839,696	\$ 839,696	\$ -	\$ (160,822)	\$ 678,874	
Covid 19 Additional Expense	\$ 500,000	\$ -	\$ -	\$ -	\$ 235,353	\$ 42,712	\$ (192,641)	\$ 264,647	\$ 457,288	\$ (42,712)	\$ -	\$ 457,288	6
Strategic Priorities	\$ 1,200,000	\$ -	\$ -	\$ -	\$ 748,486	\$ 711,137	\$ (37,349)	\$ 451,514	\$ 488,863	\$ (711,137)	\$ 500,000	\$ 988,863	
Tuition Adjustment Reserve	\$ 2,677,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,677,000	\$ 2,677,000	\$ -	\$ (888,391)	\$ 1,788,609	
<b>TOTAL ASSIGNED</b>	<b>\$ 11,246,307</b>	<b>\$ 28,200</b>	<b>\$ 2,232</b>	<b>\$ (25,968)</b>	<b>\$ 1,312,432</b>	<b>\$ 946,159</b>	<b>\$ (366,273)</b>	<b>\$ 9,962,075</b>	<b>\$ 10,302,380</b>	<b>\$ (943,927)</b>	<b>\$ (395,643)</b>	<b>\$ 9,906,737</b>	<b>39</b>
<b>GENERAL FUND RESTRICTED:</b>													
for Health & Safety	\$ 134,012	\$ 177,600	\$ 177,600	\$ -	\$ 224,291	\$ 101,424	\$ (122,867)	\$ 87,321	\$ 210,188	\$ 76,176	\$ -	\$ 210,188	
for LTFM	\$ 396,162	\$ 276,850	\$ 276,850	\$ -	\$ 440,004	\$ 269,114	\$ (170,890)	\$ 233,008	\$ 403,898	\$ 7,736	\$ -	\$ 403,898	
for MEDICAL ASSISTANCE	\$ 1,542,854	\$ 1,620,000	\$ 1,829,421	\$ 209,421	\$ 2,104,429	\$ 2,105,124	\$ 695	\$ 1,058,425	\$ 1,267,152	\$ (275,703)	\$ -	\$ 1,267,152	
for Safe Schools	\$ 325,680	\$ 1,421,761	\$ 1,421,761	\$ 0	\$ 1,067,893	\$ 993,244	\$ (74,649)	\$ 679,548	\$ 754,197	\$ 428,517	\$ -	\$ 754,197	7
for Compensatory Extended Time	\$ 115,262	\$ -	\$ -	\$ -	\$ 48,825	\$ -	\$ (48,825)	\$ 66,437	\$ 115,262	\$ -	\$ -	\$ 115,262	
for Compensatory	\$ 368,424	\$ 1,449,643	\$ 1,449,642	\$ (1)	\$ 1,518,928	\$ 1,553,462	\$ 34,534	\$ 299,139	\$ 264,604	\$ (103,819)	\$ -	\$ 264,604	
<b>TOTAL RESTRICTED</b>	<b>\$ 2,882,395</b>	<b>\$ 4,945,854</b>	<b>\$ 5,155,274</b>	<b>\$ 209,420</b>	<b>\$ 5,404,370</b>	<b>\$ 5,022,368</b>	<b>\$ (382,002)</b>	<b>\$ 2,423,879</b>	<b>\$ 3,015,301</b>	<b>\$ 132,906</b>	<b>\$ -</b>	<b>\$ 3,015,301</b>	
<b>TOTAL GENERAL FUND</b>	<b>\$ 22,719,207</b>	<b>\$ 85,089,320</b>	<b>\$ 84,180,957</b>	<b>\$ (908,363)</b>	<b>\$ 90,580,165</b>	<b>\$ 86,466,607</b>	<b>\$ (4,113,558)</b>	<b>\$ 17,228,362</b>	<b>\$ 20,433,557</b>	<b>\$ (2,285,650)</b>	<b>\$ -</b>	<b>\$ 20,433,557</b>	
Non Expendable for Non-Major Funds	\$ 1,167	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,167	\$ 1,167	\$ -	\$ (1,167)	\$ (0)	
<b>NONMAJOR FUNDS :</b>													
Food Services	\$ -	\$ 824,604	\$ 707,653	\$ (116,951)	\$ 824,604	\$ 707,653	\$ (116,951)	\$ -	\$ -	\$ -	\$ -	\$ -	8
Construction (06) - Bond	\$ 409,232	\$ 16	\$ 17	\$ 1	\$ 409,249	\$ 409,249	\$ 0	\$ (1)	\$ -	\$ (409,232)	\$ -	\$ -	9
Construction (11) - LTFM	\$ 167,771	\$ 23	\$ 24	\$ 1	\$ 167,795	\$ 167,795	\$ (0)	\$ (1)	\$ -	\$ (167,771)	\$ -	\$ -	9
Debt Service (07)	\$ 12,847,378	\$ 8,056,741	\$ 8,343,042	\$ 286,301	\$ 6,591,795	\$ 6,590,461	\$ (1,334)	\$ 14,312,324	\$ 14,599,960	\$ 1,752,582	\$ 1,167	\$ 14,601,127	10
Scholarship Fund(10)	\$ 92,754	\$ 2,048	\$ 2,163	\$ 115	\$ 14,000	\$ 1,612	\$ (12,388)	\$ 80,802	\$ 93,305	\$ 551	\$ -	\$ 93,305	
Internal Service Fund (20)- Dental	\$ 747,571	\$ 656,000	\$ 638,384	\$ (17,616)	\$ 590,000	\$ 689,373	\$ 99,373	\$ 813,571	\$ 696,583	\$ (50,989)	\$ -	\$ 696,583	
Internal Service Fund (21)-Health	\$ 10,355,589	\$ 13,350,000	\$ 13,064,048	\$ (285,952)	\$ 10,906,310	\$ 10,969,670	\$ 63,360	\$ 12,799,279	\$ 12,449,967	\$ 2,094,378	\$ -	\$ 12,449,967	11
<b>TOTAL NONMAJOR FUNDS</b>	<b>\$ 24,621,463</b>	<b>\$ 22,889,432</b>	<b>\$ 22,755,332</b>	<b>\$ (134,100)</b>	<b>\$ 19,503,753</b>	<b>\$ 19,535,813</b>	<b>\$ 32,060</b>	<b>\$ 28,007,142</b>	<b>\$ 27,840,982</b>	<b>\$ 3,219,519</b>	<b>\$ -</b>	<b>\$ 27,840,982</b>	
<b>TOTAL ALL FUNDS</b>	<b>\$ 47,340,670</b>	<b>\$ 107,978,752</b>	<b>\$ 106,936,289</b>	<b>\$ (1,042,463)</b>	<b>\$ 110,083,918</b>	<b>\$ 106,002,420</b>	<b>\$ (4,081,498)</b>	<b>\$ 45,235,504</b>	<b>\$ 48,274,538</b>	<b>\$ 933,869</b>	<b>\$ -</b>	<b>\$ 48,274,538</b>	

INTERMEDIATE DISTRICT 287  
UNAUDITED FINANCIAL REPORT JUNE 30, 2021  
2020-21 (FY21)

- 1) The fund balance for Districtwide Administration and Operations decreased. A transfer in from Special Education of \$249,691 was made, the Subsequent Year Budget Assigned Fund Balance deficit and Nonexpendable transfers were smaller than prior year netting a return to the fund of \$279,678. In addition, a transfer out of the fund to the Property Acct of \$155,235 was made for unfinished projects.
- 2) The ALC Academic Education fund had a fund balance decrease of \$2,197,477. This was mainly due to a decrease in enrollment experienced in the Northern Star Online program. A transfer from the Tuition Reserve account was made in the amount of \$1,588,391 and the difference between prior year Subsequent Year Budget and Non-expendable transfers reduced fund balance by \$47,399. The net result brings this fund to \$0.
- 3) The fund balance for the Career & Technical Education decreased due to a decline in enrollment. A net transfer back into the fund was made from prior year's Subsequent Year Budget Assigned Fund Balance.
- 4) The Special Education area includes fund balance transfers out of: \$500,000 for transfer for Strategic Priorities, \$700,000 for tuition reserve and \$249,691 to Districtwide Administration. A net positive transfer of 2,459 was made from Non-expendable fund.
- 5) Non-Expendable fund balance is reserved for pre-paid expense from prior year
- 6) The Covid 19 Additional Expense Assigned Fund Balance has been set aside to help with costs associated with the Covid 19 pandemic that can not be covered by the federal grants.
- 7) The Safe School Fund Balance increased \$428,200 in FY21. \$376,036 of the fund balance will be used in FY22 to pay for the purchase of new radios for North Education Center, South Education Center and West Education Center buildings.
- 8) A transfer of \$378,877 from the general fund was made to offset the deficit in Food Service. The Admin/Operation expenditure and Food Services revenue balances above reflect this transfer. This transfer was approved as a consent agenda item in November 18th board packet.
- 9) The remaining fund balances in Construction Funds 6 & 11 were used in FY21 for the ABEC Phase 3 construction projects.
- 10) Debt service fund balance includes the amounts held in escrow to pay the Qualified School Construction Bonds for North Education Center on February 1, 2029.
- 11) The Health Internal Service fund expense came in as expected in revised budget. The reserve increased and will be used to protect the district against future claims.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## Board Calendar (Second & Fourth Thursday of the Month)

*Start Time: 6:30 PM*

<b>January 2022 – December 2022</b>	
<b>TENTATIVE</b>	
January 13, 2022 <i>(MSBA Conflict)</i>	January 27, 2022
February 10, 2022	February 24, 2022
March 10, 2022	March 24, 2022
April 14, 2022	
May 12, 2022	May 26, 2022
June 9, 2022	June 23, 2022
No July Meeting	
August 25, 2022	
September 8, 2022	September 22, 2022
October 13, 2022	October 27, 2022
November 10, 2022	
December 8, 2022	

December 2021

Volume 19

Number 3

## Columbia Heights Public Schools Takes Sustainability to the Next Level

### December 17, 2021 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center  
Bethel University  
Arden Hills

### January 7, 2022 Legislative Session Preview

7:30 a.m. - 10 a.m.

Quora Education Center  
NE Metro 916  
Little Canada

### January 28, 2022 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center  
Bethel University  
Arden Hills

### February 4, 2022 Board of Directors Meeting

7 a.m. - 9 a.m.

Quora Education Center  
NE Metro 916  
Little Canada

Columbia Heights Public Schools (CHPS) is home to an innovative solution for sorted organic waste: The Biodigester. Housed at CHPS's very own North Park School for Innovation (NPSfI), the Biodigester is being integrated into the PreK-Fifth Grade curriculum at the school. North Park School for Inno-

vation is focused on Science, Technology, Engineering and Math education that inspires creativity grounded in a commitment to sustainability. The educational experience of the students is supported by a newly renovated building with outside learning and play spaces that include edible landscaping and rain gardens. A unique feature of NPSfI is the Biodigester that takes all the food waste and much of the paper waste from the school and turns it into soil that can be used in the school gardens and turned into fuel to heat the building.



The NPSfI Biodigester is one of four in the country in use, so in regards to sustainable schools, they are on the cutting edge of integrating this technology into the field of education. Jeff Cacek, NPSfI Principal, said "It started 10 to 12 years ago, when we started putting a lot of energy into recycling. Every year we have decided to add one more thing." NPSfI has been leading the way for CHPS in sustainability programs and was named a U.S. Department of Education Green Ribbon School in 2018, so adding this new equipment is the perfect addition to a sustainable school. "The Biodigester takes all of our carbon-based

*Continued on page 2*

The recently released state budget forecast projects a budget surplus of \$7.7 billion for the current biennium and almost \$6 billion for the 2024-25 biennium! This incredibly positive news provides state policymakers with a golden opportunity to stabilize Minnesota's education funding system and help our students and communities recover from the pandemic as outlined in AMSD's legislative priorities which are highlighted in this newsletter. We look forward to sharing our legislative priorities with legislators at AMSD's annual Session Preview program on January 7. Further details about the preview are available [here](#). Happy holidays and I look forward to seeing you on January 7!

*From the AMSD Chair, Kelsey Dawson Walton, Osseo Area Schools Board Member*

# Students Taking Action on Food Insecurity and Climate Change

*Continued from page 1*

waste," says Cacek, "and instead of putting it onto a compost pile to produce methane and taking eight months to create compost, the Biodigester does it overnight." This system is a fully-automated, waterless digester process that is capable of reducing the mass and volume of organic waste by a minimum of 70 percent.

---

How does the biodigester and biomass boiler work?



1. Empty our food waste and compostable material into the biodigester.
  2. Let the system process for about a day.
  3. The food waste and compostable material is converted into a high biofuel in 24 hours.
  4. The fuel is used to run an integrated biomass boiler.
  5. The resulting heat is delivered to the existing heating system.
- 

CHPS's Agriculture Specialist, Wes Nugteren, works in all of the district's schools and focuses lessons on the Blooming Heights School Garden and nutrition programming. Nugteren uses the Biodigester's compost to help the gardens at both NPSfl and Blooming Heights flourish. "Students can feel a source of pride in what they're learning about and taking action toward these issues like food insecurity and climate change." By integrating the Biodigester into not only his lesson plans, but multiple NPSfl teachers' lesson plans, students not only reap the benefits of having such a system, but are also learning about how important composting and sustainability is for the planet.

The Biodigester and Biomass Boiler were a gift to the ISD #13 courtesy of Waste to Energy Canada (WTEC) and is valued at over \$269,000. This gift allows CHPS to decrease waste and continue to pave the way for sustainability in schools. WTEC is a technology driven company, focused on providing off-grid holistic infrastructure solutions, that deploy logical, proven, economical, modular/scalable, technology platforms. They are focused on community independence, security, home, family and the next generation. Director of Technology, Security & Building Operations Bryan Hennekens has discussed how the district can start to turn its organic waste into energy without shipping it off to be properly disposed of. The Biodigester at NPSfl is the first initiative for CHPS to implement this innovative sustainability initiative.

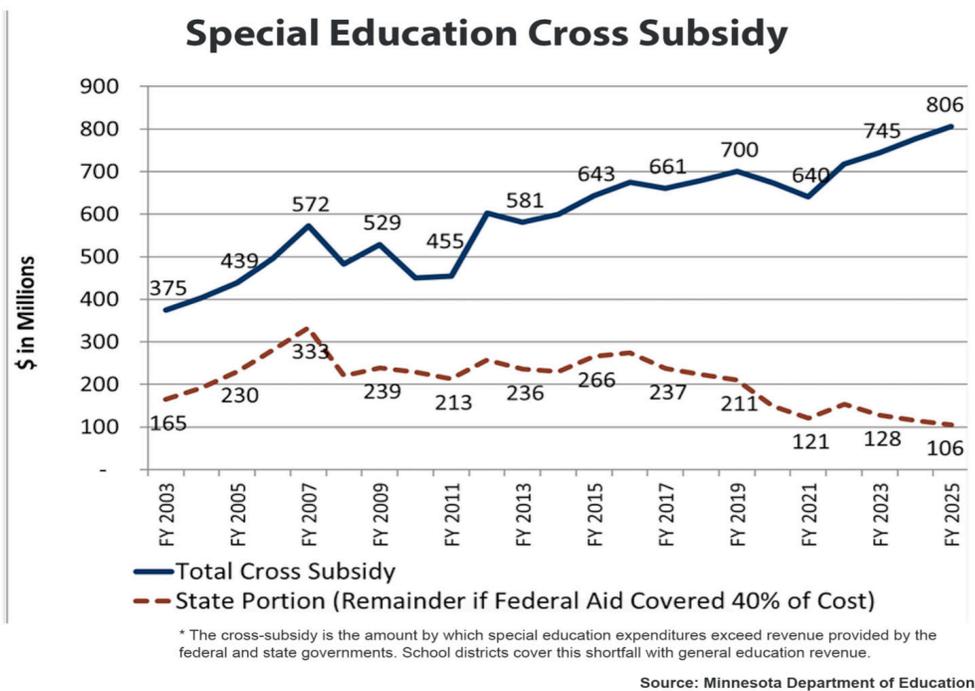
North Park School for Innovation's key messages are: our learners unlock their potential through a strong academic foundation, they use science and the design thinking process to develop new solutions, they create an environmentally-sustainable community, they discover their passion through creativity and our learners see challenges as an opportunity for growth. These commitments are what drive the curriculum at NPSfl and adding the Biodigester to their school sustainability plan is just one more way of helping our young students become well-rounded individuals in the future. CHPS is proud of the steps that NPSfl is taking at a building level and is excited to start implementing more sustainable practices throughout the district.

*This month's member feature was submitted by Emma Bute, Communications Coordinator, Columbia Heights Public Schools.*

# AMSD Board Adopts 2022 Legislative Platform

The 2022 legislative session convenes on January 31. While the biennial budget was adopted last session, the recently announced budget surplus provides state policymakers a once in a generation opportunity to stabilize Minnesota’s education funding system and address the challenges exacerbated by the pandemic such as student mental health and severe staff shortages.

Teachers, staff, and administrators are filling new roles and duties that require additional support. Growing needs (mental health support; public health protocols; student nutrition; childcare) dominate not just district board meetings, but media headlines.



One-time federal funding has provided critical resources during the pandemic to address some of these challenges — including technology, transportation costs, personal protective equipment, school nutrition programs, COVID testing and more — but this funding does not continue into the future, creating what has been described as a “fiscal cliff” for school districts. The projected budget surplus offers state policymakers the opportunity to eliminate the pending fiscal cliff and ensure that school districts can continue to respond to the challenges of the pandemic.

Not to mention that many of Minnesota’s longstanding financial challenges for education continue.

The 2019 Legislature made significant strides to address the growing special education cross-subsidy by reforming the special education funding formula and establishing cross-subsidy reduction aid. However, the 2021 Omnibus Education Finance Bill fell far short of the funding needed to prevent the cross-subsidy from growing again. As the chart above shows, the cross-subsidy is projected to grow to \$806 million by FY 2025. Similarly, the shortfall in the English learner program was more than \$117 million in FY 2020. The 2021 bill included the largest increase to the basic formula in 15 years — a 2.45 percent increase for the current school year and a 2 percent increase for the 2022-23 school year. But as the chart on page 4 shows, the basic formula would be \$598 per pupil higher today if it had simply kept pace with inflation since 2003. Furthermore, current inflationary pressures are significantly exceeding the formula increase approved in the 2021 session.

AMSD member school districts are committed to helping students recover from the COVID-19 pandemic and closing opportunity gaps based on race and socioeconomic status. With that backdrop, the Association of Metropolitan School Districts Board of Directors adopted a legislative platform focused on four key areas:

# Surplus Offers Chance to Stabilize Education Funding

Continued from page 3

## Stabilizing Education Funding

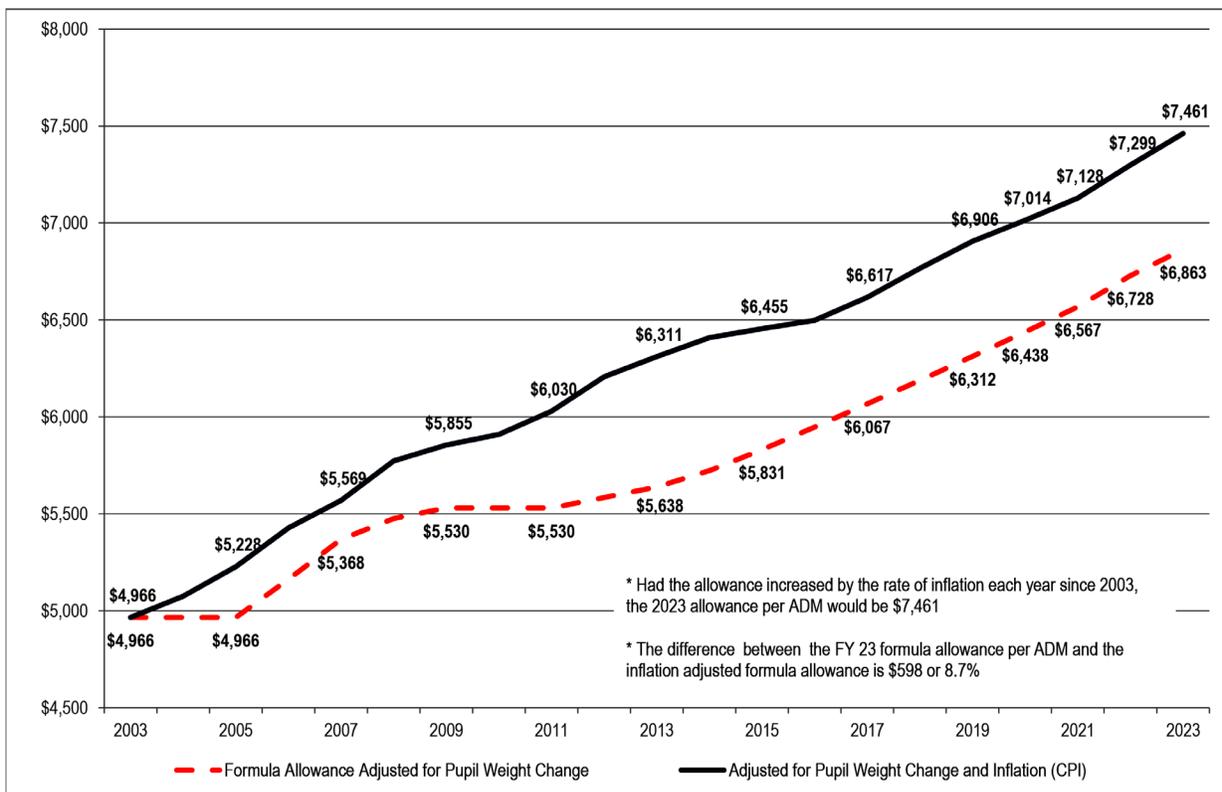
Stable education funding remains a key priority for AMSD member school districts. In addition, the COVID-19 pandemic continues to bring additional unforeseen costs and challenges that need to be addressed by state policymakers.



## Association of Metropolitan School Districts

### General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE Inflation Estimates, July 2021



Association of Metropolitan School Districts



As happens all too frequently, the regular 2021 legislative session ended without the omnibus education finance bill being adopted. The unpredictable nature of the current funding system leaves school leaders scrambling to finalize budgets and makes long-term planning nearly impossible.

AMSD urges state policymakers to stabilize the funding system by linking the basic formula to inflation to provide a predictable and consistent funding stream that allows school boards and administrators to engage in strategic, long-range planning. In addition, it is critical that lawmakers address the ongoing shortfalls in the special education and English learner programs.

Funding stability would further be enhanced by allowing locally elected school boards to renew an existing operating referendum at the same level, and by increasing equalization of the operating

Continued on page 5

# Student Mental Health at a Crisis Level

*Continued from page 4*

referendum, local optional, and debt service levies to reduce taxpayer and education funding disparities.

## **Ensuring Safe, Modern School Facilities**

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 2022 Platform urges lawmakers 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 making additions to existing buildings.

## **Increase and Diversify Teacher Workforce**

Addressing the labor shortage is a critical issue. Virtually every school district has faced shortages of teachers, substitute teachers, paraprofessionals, bus drivers and other staff. Demographics make it likely that this challenge will continue even after the pandemic. As we work to grow the educator workforce, it is critical that state policymakers continue efforts to diversify that workforce to better reflect the growing diversity of our students.

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 staff. According to the 2021 Teacher Supply and Demand Report, just 5.6 percent of Minnesota's more than 100,000 licensed teachers self-identified as teachers of color, while more than one third — 36.3 percent — of the 2020-21 student population was composed of students of color.

The 2021 Legislature made significant investments to recruit and retain teachers of color in Minnesota. The 2022 AMSD legislative platform calls on state policymakers to build on this momentum by expanding incentives and alternatives to attract, develop and retain teachers, particularly teachers of color and teachers in shortage areas. An important strategy to reach this goal is to maintain multiple pathways to licensure in the tiered licensure system.

## **Reduce Mandates and Enhance Local Control**

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 2022 AMSD platform continues to urge legislators to oppose new unfunded mandates and reduce existing unfunded mandates. The platform also calls on lawmakers to provide greater flexibility for 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, to establish the school calendar that best meets the needs of their students and community, and to replace the high school MCA exams with a nationally-recognized college entrance exam. AMSD is also asking the Legislature to address the rapidly escalating costs associated with data information requests so scarce resources can be directed to student programming.

- LINK: [View the 2022 AMSD Legislative Platform](#)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## School Board Planning Calendar 2021-2022

2021 Meetings (August - December)		2022 Meetings (January - June)	
July 22	October 14	January 13	March 24
August 26	October 28	(possible conflicts with MASA)	April 14
September 9	November 11	January 27	May 12
September 23	December 9	February 10	May 26
		February 24	June 9
		March 10	June 23

1 <sup>st</sup> Meeting of the Month	2 <sup>nd</sup> Meeting of the Month
--------------------------------------	--------------------------------------

START TIME 6:30 PM

JULY 22, 2021

- Consent agenda:
  - Approval of Radio Bid
  - Approval of Agreement - Camera Software
  - Approval of Multiple Agreements to Provide Educational Services - Care and Treatment Sites
  - Approval of Authorization for Issuance of Purchasing Cards
- Update on State & Federal Funding report
- 2209 Closed Session

AUGUST 26, 2021

### Kudos & Recognition

- What Board Members Need to Know About “2021-2022 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)
- COVID 19 POLICIES
- Update on Back to School Planning

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

- Wilder Contracts - TTM & KOFI

SEPTEMBER 9, 2021

### Kudos & Recognition

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

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

### Coherence Result 2021

### Update to Public Comment Procedure

### Special Presentation:

- Moving Racial Consciousness to Action tool
- Update on the Year of Learning

### Annual Presentation

SEPTEMBER 23, 2021

### Kudos & Recognition

### 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 (Summary of Summer Projects)~~
- What the Board Needs to Know

<ul style="list-style-type: none"> <li>KPI update / Strategic Plan update HOLD for Aug/Sept meeting</li> </ul> <p><b>Spotlight - TBD</b></p>	<p>Emergency and Crisis Plans for 2021-22 Jake Horejsh ..... (Action)</p> <ul style="list-style-type: none"> <li>What the Board Needs to Know MSBA Resolution on TTM funding ..... (Action)</li> </ul>
<p><b>OCTOBER 14, 2021</b></p> <p><b>Kudos &amp; Recognition</b></p> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <p><b>Special Presentation</b></p> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Facilities Report ( Summary of Summer Projects)</li> </ul>	<p><b>OCTOBER 28, 2021</b></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: Ann Bremer Education Center (virtual)</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Insurance Premium Rate recommendation</li> </ul> <p><b>Special Presentation</b></p> <ul style="list-style-type: none"> <li>2021 Strategic Priorities/Coherence Impact Report and Presentation - <a href="#">Presentation</a></li> </ul> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Financial Report September - Quarterly Update (Action)</li> <li>HR Closed Session: <ul style="list-style-type: none"> <li>Local 2209 Negotiations - Update 2021-2023 Contract</li> </ul> </li> </ul>
<p><b>NOVEMBER 11, 2021</b></p> <p><i>(Only one Board meeting this month!)</i></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: Care &amp; Treatment</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Fund balance transfers (consent agenda item)</li> </ul> <p><b>Special Presentation: Board Work Session</b></p> <ul style="list-style-type: none"> <li>KPI update &amp; School Improvement Plans update - 2020-21 plans (30 min) (<i>carryover from last year</i>)</li> </ul> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Grant updates - Ben and Jon [SRCL update] (<i>carryover from last year</i>)</li> <li>National Trends - COVID 19 and Future Economic Impacts (Mae Hawkins)</li> <li>Update on Key Performance Indicators <ul style="list-style-type: none"> <li>What the Board Needs to Know about Emergency &amp; Crisis Plans (Action)</li> <li>Jake Horejsh, Student &amp; Staff Safety Manager - Health and Safety will present a brief overview of our 21-22 emergency preparedness plan and answer questions.</li> </ul> </li> <li>HR Closed Session: <ul style="list-style-type: none"> <li>Local 2209 Negotiations - Tentative Agreement 2021-2023 Contract</li> <li>2021-2023 Employment Guide for Administrative and Unaffiliated Employees</li> </ul> </li> </ul>	
<p><b>DECEMBER 9, 2021</b></p> <p><i>(Only one Board meeting this month!)</i></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: District Service Center</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Financial Report October (consent agenda)</li> <li>Legislative Platform</li> </ul> <p><b>Special Presentation</b></p> <ul style="list-style-type: none"> <li>STOP Violence Federal Grant Update (Ben M.) (<i>carryover from last year</i>)</li> <li>Data Presentation (PowerBI)</li> </ul> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Officer Election Process - (Chair Report)</li> <li>World's Best Workforce Report &amp; ESSA Update (Jon Ben)</li> <li>Unaudited Financial Report for FY21 (action item)</li> <li>2021-2022 Yearly ADM Summary</li> </ul>	

<p style="text-align: center;"><b>JANUARY 13, 2022</b> <i>*Organizational Meeting</i></p> <p>Election of Board Officers Oath of Office Annual Resolutions</p> <ul style="list-style-type: none"> <li>Electronic signatures resolution - was this included in the annual resolutions? <i>(Please move to the annual organizational meeting)</i></li> <li>FY20 Audit - Auditor Presentation - (Annual Report) (recurring) (action item) <i>(Please move to top of Agenda behind election of officers)</i></li> <li>Financial Report November (consent agenda)</li> <li>Report on UBER goal including strategic implementation plans and budget</li> </ul>	<p style="text-align: center;"><b>JANUARY 27, 2022</b> <b>Regular Meeting</b></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: Hennepin Technical College programs</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Superintendent Mid-Year Evaluation Procedure (recurring)</li> </ul> <p><b>Special Presentation -</b></p> <ul style="list-style-type: none"> <li>Learning model, phase three update for the Board.</li> </ul> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Financial Report December - Quarterly update (action item)</li> <li>2021-22 Budget Update</li> <li>Equity Policy Second Read</li> </ul>
<p style="text-align: center;"><b>FEBRUARY 10, 2022</b></p> <p><b>Kudos &amp; Recognition</b> *online student letter</p> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Update on Culture and Climate Uber Goal -Staff WELLBEING</li> </ul> <p><b>Special Presentation</b></p> <ul style="list-style-type: none"> <li>EL Certificates</li> <li>Radios and the Vaccine Article</li> </ul> <p><b>Under HR Report:</b></p> <ul style="list-style-type: none"> <li>What the Board Needs to Know: HR Planning and upcoming hiring season: Michelle Axell, Director of Human Resources and Amanda Achterkirch, Talent Acquisition Professional will share recruitment &amp; retention strategies.</li> </ul> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>ESSA submissions for schools identified for Comprehensive Support and Improvement (will recur annually)</li> </ul>	<p style="text-align: center;"><b>FEBRUARY 24, 2022</b></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: Itinerant</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Financial Report January -consent agenda</li> <li>2022-2023 School Calendar Approval (recurring)</li> <li>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.</li> </ul> <p><b>Special Presentation -Coherence and Strategic Planning</b></p> <p><b>Annual Presentation</b></p> <p><b>Chair Report</b></p> <ul style="list-style-type: none"> <li>Trauma Sensitive Organization Ben M</li> </ul>
<p style="text-align: center;"><b>MARCH 10, 2022</b></p> <p style="text-align: center;"><b>Equity (60 min)   Equity Work Session</b></p> <p><b>Kudos &amp; Recognition</b></p> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Confidentiality Commitments</li> </ul> <p><b>Special Presentation</b></p> <p><b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Approval of revised Administrative Organizational Plan (recurring)</li> </ul> <p>FY22 Budget Revision - annual report (action item) FY23 Budget Assumption/Program Withdrawal Report - Annual Report (Action item)</p>	<p style="text-align: center;"><b>MARCH 24, 2022</b></p> <p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: North Education Center</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Financial Report February - consent agenda</li> <li>Verbal update: Expansion of Furthering Your Education program (The Transforming Teaching &amp; Learning (TTL) Scholarship)</li> <li>What the Board Needs to Know about <a href="#">Operational Results</a> (recurring) (video)</li> <li>Approval of Contracts:</li> <li>FY23 - Food Services Prime Vendor Contract (consent agenda)</li> </ul>

<p><b>HR Closed Session (2209)</b></p> <ul style="list-style-type: none"> <li>Initial Review - Parameters for Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>Approval of the RFQ Transportation Contracts</li> </ul> <p><b>Special Presentation -</b>  <b>Annual Presentation - none</b>  <u>Chair Report</u></p>
<p><b>APRIL 14, 2022</b></p>	
<p><b>Kudos &amp; Recognition/Spotlight</b></p> <ul style="list-style-type: none"> <li>Above &amp; Beyond: Northern Star Online</li> <li>Gateway to College award?</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>HR Report: Discontinuing Educational Programs and Positions/Staff Reduction ULA Resolution (only if necessary)</li> <li>Organizational Chart Approval</li> </ul> <p><b>Special Presentation - none</b>  <b>Annual Presentation -</b></p> <ul style="list-style-type: none"> <li>Facilities - Long Term Facilities Maintenance Plan Approval - (Action item)</li> </ul> <p><u>Chair Report</u></p>	
<p><b>MAY 12, 2022</b></p> <p><b>RETIREMENT EVENT</b>  <b>5:00 PM - 6:30 PM</b></p>	<p><b>MAY 26, 2022</b></p>
<p><b>Kudos &amp; Recognition</b></p> <ul style="list-style-type: none"> <li>Itinerant</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Superintendent Evaluation Closed Session (carry over)</li> </ul> <p><b>Special Presentation - none</b>  <b>Annual Presentation - none</b></p> <ul style="list-style-type: none"> <li>Financial Report March - Quarterly update (Action)</li> </ul> <p><u>Chair Report</u></p>	<p><b>Kudos &amp; Recognition</b></p> <p>Above &amp; Beyond: South Education Center</p> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Superintendent's Evaluation Update (10 min)</li> <li>Approval of Computer Refresh (carry over)</li> <li>Financial Report April- consent agenda</li> </ul> <p><b>Special Presentation - none</b>  <b>Annual Presentation -</b></p> <ul style="list-style-type: none"> <li>Probationary Licensed, and Non-Licensed Non-Renewal Resolutions (recurring)</li> <li>Learning Conversations, Superintendent Luncheon Recap</li> </ul>
<p><b>JUNE 9, 2022</b></p>	<p><b>JUNE 23, 2022</b></p>
<p><b>Kudos &amp; Recognition/Spotlight</b></p> <ul style="list-style-type: none"> <li>2022 Graduation video</li> </ul> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <p>Jaynie Leung FY 23 Lease Agreement</p> <p><b>Special Presentation - none</b>  <b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>Food Services Report - (Annual Report)</li> <li>Annual Food Service Program Resolution <b>Action Item</b></li> <li>Liability and WC Renewal Rates</li> <li>Consent Agenda: Recommendation to Renew Teachers on Call (TOC) Agreement</li> </ul> <p><u>Chair Report</u></p> <p>Data Privacy &amp; Records policy bucket - 1st read</p>	<p><b>Kudos &amp; Recognition/Spotlight</b></p> <p>Above &amp; Beyond: West Education Center</p> <p><b>Consent Agenda OR What the Board Needs to Know OR Verbal Update</b></p> <ul style="list-style-type: none"> <li>Financial Report May (consent agenda)</li> <li>Special Education Monitoring Report (Ask Melissa)</li> <li>PrairieCare Partnership Report (Kate and Chad Jayasekera)</li> </ul> <p><b>Special Presentation - none</b>  <b>Annual Presentation</b></p> <ul style="list-style-type: none"> <li>KPI update / Strategic Plan update <b>HOLD for Aug/Sept meeting</b></li> <li>2022-23 Original Budget Approval - Annual Report <b>Action Item</b></li> <li>Approval of 2022-23 Rates. <b>Action Item</b></li> <li>Staff Reduction ULA Resolution (<b>Resolution</b>) Michelle Axell, Director of Human Resources, will present a Resolution placing tenured licensed staff on unrequested leave of absence.</li> <li>SEIU Local 284 – <b>Closed Session (Information)</b> Michelle Axell, Director of Human Resources will present the <i>Tentative Agreement</i> for Board approval. The School Board may hold a closed meeting to consider strategy for labor negotiations. Minn. Stat. §13D.03.</li> </ul> <p><u>Chair Report</u></p> <p>Data Privacy &amp; Records policy bucket - 2nd read</p>

**INTERMEDIATE DISTRICT 287**  
**December 9, 2021**  
**SCHOOL BOARD CALENDAR**

**December 2021**

01	Tuesday	Special Board Meeting	5:00PM	DSC
02	Tuesday	Special Board Meeting	5:00PM	DSC
03	Tuesday	Special Board Meeting	5:00PM	DSC
06	Tuesday	Special Board Meeting	5:00PM	DSC
07	Tuesday	Special Board Meeting	5:00PM	DSC
08	Tuesday	Special Board Meeting	5:00PM	DSC
09	Thursday	General Board Meeting	6:30PM	DSC
14	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm316

***TENTATIVE*****January 2022**

13	Thursday	General Board Meeting	6:30PM	DSC
27	Thursday	General Board Meeting	6:30PM	DSC

**February 2022**

08	Tuesday	Get on the Bus	8:00AM	DSC
10	Thursday	General Board Meeting	6:30PM	DSC
22	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm316
24	Thursday	General Board Meeting	6:30PM	DSC

**March 2022**

10	Thursday	General Board Meeting	6:30PM	DSC
24	Thursday	General Board Meeting	6:30PM	DSC

**April 2022**

12	Tuesday	Get on the Bus	8:00AM	DSC
14	Thursday	General Board Meeting	6:30PM	DSC
26	Tuesday	Local 2209/Board Breakfast	7:00AM	DSC-Rm316

**May 2022**

12	Thursday	General Board Meeting	6:30PM	DSC
26	Thursday	General Board Meeting	6:30PM	DSC

**June 2022**

09	Thursday	General Board Meeting	6:30PM	DSC
23	Thursday	General Board Meeting	6:30PM	DSC

◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change

# Intermediate District 287

*RESPONSIVE. INNOVATIVE. SOLUTIONS.*

## Get on the Bus & Local 2209 Breakfast Schedule

2021-2022

### Get on the Bus

Tuesday, February 8<sup>th</sup>

West Education Center & Hennepin Tech Center

Bus leaves 287 DSC @ 8:30 AM

Michèle Kunz

_____	_____
_____	_____
_____	_____
_____	_____

Tuesday, April 12<sup>th</sup>

Itinerant Center

Bus leaves 287 DSC @ 8:30 AM

Michèle Kunz

_____	_____
_____	_____
_____	_____
_____	_____

### Local 2209/Board Breakfast

7:00 AM

Tuesday, December 14<sup>th</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Michèle Kunz

_____	_____
_____	_____
_____	_____

Tuesday, February 22<sup>nd</sup>  
District Service Center  
(3<sup>rd</sup> Floor – Room 316)

Michèle Kunz \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tuesday, April 26<sup>th</sup>  
District Service Center  
(3<sup>rd</sup> Floor – Room 316)

Michèle Kunz \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



*Where School Boards Learn to Lead*



# January 13-14, 2022

## Minneapolis Convention Center

- Learning to Lead – School Board Basics: Phase I, January 11, Hilton Hotel Minneapolis
- Leadership Foundations – School Finance and Management: Phase II, January 12, Hilton Hotel Minneapolis
- Charter School Board Member Training, January 12, Hilton Hotel Minneapolis
- Evening Early Birds, January 12, Minneapolis Convention Center

# Conference at a Glance

## Tuesday, January 11

6:30 p.m. – 9:30 p.m. Learning to Lead – School Board Basics: Phase I (Hilton Hotel Minneapolis)

## Wednesday, January 12

8:30 a.m. – 4:00 p.m. Leadership Foundations – School Finance and Management: Phase II (Hilton Hotel Minneapolis)

8:30 a.m. – 3:30 p.m. Charter School Board Member Workshop (Hilton Hotel Minneapolis)

7:00 p.m. – 9:30 p.m. Early Bird Sessions (Minneapolis Convention Center)

- Inclusive School Board Leadership, Kinect Education
- When Board Meetings Go Sideways, MSBA staff

## Thursday, January 13

7:30 a.m. Registration

8:00 a.m. Exhibit Hall opens

8:00 a.m. Board Skills Sessions, MSBA staff

8:00 a.m. Board Chair Q & A with MSBA Executive Director

9:00 a.m. Opening Session (doors open)

- Keynote: John Miller: “Personal Accountability and the Question Behind the Question”

11:00 a.m. Exhibit Hall time

11:00 a.m. School Board and Superintendent Support Staff Networking Opportunity

11:00 a.m. School Excellence Showcase

11:30 a.m. Recognition Luncheon

12:50 p.m. Director District Discussions

1:30 p.m. Round Tables

2:30 p.m. Workshops

3:45 p.m. Workshops

5:00 p.m. Governor Tim Walz invited

Minnesota School Board Directors of Color and Indigenous Fellowship Awards and Celebration (after Governor)

## Friday, January 14

7:30 a.m. Registration & Exhibit Hall opens

8:00 a.m. Round Tables

9:15 a.m. Workshops

10:15 a.m. Closing Session (doors open)

- Keynote: Cindra Kamphoff: “Shifting Your Mindset: Developing Resilience and Grit in Uncertain Times”

Noon Adjourn

Visit <https://mnmsba.org/workshops-events/msba-leadership-conference> for more details.

Visit [www.mnmsba.org/LeadershipConferenceHousing](http://www.mnmsba.org/LeadershipConferenceHousing) to register for housing online or call 888-947-2233 between 9:00 a.m. and 3:00 p.m.

**Thank you to Ratwik, Roak and Maloney, P.A.,  
for supporting the printing and mailing of this conference brochure.**

# Featured Speakers



**Thursday, January 13**

**John G. Miller**

**“Personal Accountability and The Question Behind the Question”**

In this last year, more than ever, board members have seen the all-too common traps of complaining, victim thinking, entitlement, finger-pointing, and blame from our communities and others in school districts. How do we practice personal accountability while bringing our communities and school districts back together for the common purpose of student achievement of all students?

Are you asking yourself:

- How can I provide leadership in this changing world?
- What can I do to develop myself?
- What can I do to understand other people’s challenges and frustration?
- How can I become part of the solution?

Explore a practical method for putting personal accountability into daily action for yourself and those around you. An invaluable resource for anyone seeking to learn, grow, and change in their leadership role and everyday life.

## **Biography**

John Miller was born in 1958 in Ithaca, N.Y. At 18, John asked 16-year-old Karen on a date and they married in June 1980. They finally settled in Minneapolis. In early 1986, John began a new career providing leadership and sales management training to Twin Cities’ corporations from all industries.

This is how and when John created *QBQ! The Question Behind the Question*. Throughout a decade of selling and facilitating training for executives and managers, he discovered the incredible need for personal accountability. In 1995, he chose to become a keynote speaker, titling his sessions “Personal Accountability and the QBQ!”—even though some people told him that “personal accountability isn’t a topic.” John’s speaking career took off and he began writing books, gaining the new title of “author.”



**Friday, January 14**

**Cindra Kamphoff**

**“Shifting Your Mindset: Developing Resilience and Grit in Uncertain Times”**

In uncertain times, we need to master our mindset and emotions every day to handle the challenges we experience in our lives and as school board members. Join Dr. Cindra Kamphoff, a consultant to the World’s Best, to learn how to lead yourself and your team with resilience and grit to embrace today’s challenges.

## **Biography**

Dr. Kamphoff is recognized nationally for her work and contributions to the field of performance psychology. As a leader, high performance coach, author, professor, and speaker, Dr. Kamphoff brings passion, energy, and authenticity to her work with athletes, performers, and business people. She believes we perform each day, and the strategies and skills used to enhance performance in sport are similar strategies and skills used to enhance life.

She received her M.S. and Ph.D. degrees in Sport and Performance Psychology from the University of North Carolina at Greensboro, and her B.S. from the University of Northern Iowa. She is the CEO of Mentally Strong Consulting, a consulting company that provides mental training for individuals, teams, and groups. She has over 20 years of work with elite, Olympic, college, and high school athletes.

# Pre-Conference Extras

Registration begins 30 minutes before each workshop.  
All workshops are held at the Hilton Hotel Minneapolis.

## **Learning to Lead – School Board Basics: Phase I**

6:30 p.m. – 9:30 p.m. Tuesday, January 11

Tuition is \$125. Walk-ins add \$10.

Help new board members hit the ground running with this session. *Learning to Lead – School Board Basics: Phase I* covers the role of the school board, the role of the superintendent, the leadership team relationship, and common scenarios facing new board members.

Visit <https://mnmsba.org/workshops-events/learning-to-lead-school-board-basics-phase-i> for more information and to register.

## **Leadership Foundations – School Finance and Management: Phase II**

8:30 a.m. – 4:00 p.m. Wednesday, January 12

Tuition is \$210. Walk-ins add \$20.

Presented by MSBA staff and state experts. *Leadership Foundations – School Finance and Management: Phase II* includes the training school boards are required to have by state law. The session covers core topics such as the budget, school finance, local levies, policies, significant laws affecting school boards, collective bargaining, and personnel issues.

Visit <https://mnmsba.org/workshops-events/leadership-foundations-school-finance-and-management-phase-ii> for more information and to register.

## **Charter School Board Member Workshop**

8:30 a.m. – 3:30 p.m. Wednesday, January 12

Tuition is \$210 for MSBA Charter Associates; \$270 for Non-Associates. Walk-ins add \$20.

Presented by MSBA staff. This workshop covers the three state-mandated areas for charter school board members: governance, employment, and finance. Charter school board members are required to start these workshops within six months of election to a charter school board and complete the workshops within one year.

Visit <https://mnmsba.org/workshops-events/charter-school-board-training> to register.

# Pre-Conference Extras: Evening Early Birds

Registration begins 30 minutes before each workshop.  
All workshops are held at the **Minneapolis Convention Center**.

## **Inclusive School Board Leadership**

7:00 p.m. – 9:30 p.m. Wednesday, January 12

Tuition: \$125; walk-ins add \$10

*Presenters: Staff, Kinect Education*

Inclusive School Board Leadership engages school board members to consider their role in creating equitable and inclusive learning environments. Ensuring a district-wide sense of value and belonging requires that all school board members have the tools they need to provide inclusive recommendations, make inclusive decisions, and achieve equitable success in academic outcomes. Join the partners of Kinect Education Group for an immersive and engaging session with tangible takeaways and tools for success as an inclusive school board member.

## **When Board Meetings Go Sideways**

7:00 p.m. – 9:30 p.m. Wednesday, January 12

Tuition: \$125; walk-ins add \$10

*Presenters: Staff, Minnesota School Boards Association*

Public school boards are facing more instances of public incivility, interruptions of meetings, and problems when citizens don't follow courtesies for open forum. Learn some strategies for keeping your board meetings on point and walk through some small group scenarios on handling difficult situations at board meetings. This workshop will be interactive and will involve table-top exercises.

## **Health & Safety**

MSBA will monitor the impact of the COVID-19 pandemic on in-person events. We are working closely with our hotels and the Minneapolis Convention Center to help mitigate and prevent the spread of COVID-19 to provide a safe conference experience. We are also following CDC (Centers for Disease Control) guidance, as well as local, state, and federal guidelines.

No matter our safety protocols, there is an inherent risk of exposure to COVID-19 with any public gathering. The best way to have a safe event is for everyone to be diligent about their own personal safety both inside and outside of the conference. With many school districts having implemented masking requirements, we anticipate that our conference safety guidelines will align with those policies. As our guidelines are finalized, we will continue to inform attendees through emails as well as on the MSBA website.

# Workshop Topics & Special Features

**Workshop topics:** In December, view a complete list of workshops with descriptions at <https://mnmsba.org/workshops-events/msba-leadership-conference>.

Workshop topics will include: School-Based Mental Health, Engineering in the Classroom, Board Meeting Management, Board-Superintendent Relationships, Contracts, Nutrition, Creative Collaboration, MSHSL, PELSB, Law Updates, Data Practices, Crisis Management, Finance, and much more.

## SPECIAL FEATURES

### Skills Sessions

Join us Thursday morning for special sessions on the nitty-gritty aspects of school boarding: The Open Meeting Law, superintendent contracts, and legislative advocacy. Board chairs can attend a special session to talk to MSBA Executive Director Kirk Schneidawind about what districts need from MSBA.

### School Excellence Showcase

Visit with proud Minnesota students and staff who are showcasing unique programs from their schools.

### Recognition Luncheon

Celebrate the accomplishments of Minnesota's school leaders at Thursday's luncheon. Registration is required.

### Director District Discussions and Elections

Your MSBA Director District representatives will be setting aside time to meet with board members from their region. Director Districts with openings on the MSBA Board of Directors will also have presentations from board members running for those positions. Bring any issues you'd like to discuss to add to the conversation.

### Round Tables

Join us for two 20-minute sessions 1:30 p.m. Thursday, and three rounds of 20-minute sessions 8:00 a.m. Friday in the Exhibit Hall. These informal sessions provide a great opportunity to converse with an expert in a small-group setting.

### Minnesota School Board Directors of Color and Indigenous (MSBDOCI) Fellowship Awards and Celebration

The Minnesota School Board Directors of Color and Indigenous Fellowship will present the 2022 Annual Lighthouse and Xiong Awards. All are welcome to attend.

### School Board and Superintendent Support Staff Networking Opportunity

Get to know other school district staff with similar positions and job duties. Share tips and tricks to become the most effective in your position. Connect and check-in with your colleagues.

# Join Us in Person

## Reserve Your Hotel Room Today

Housing is open for the 2022 MSBA Leadership Conference. MSBA encourages you to **make your hotel reservation early** at one of our long-time conference hotels (the Hilton Minneapolis, the Millennium Hotel, and Hyatt Regency Minneapolis).

Please visit <https://mnmsba.org/workshops-events/leadership-conference-housing> to make your housing reservations as early as possible.



R R M

RATWIK, ROSZAK  
& MALONEY, P.A.

A law firm dedicated to your needs.

### Advancing School Law



Student Management



Labor & Employment Law



In-Service Trainings



Special Education



Data Privacy & Open Meeting Law



School Board Advice & Policy Development



Investigations, Harassment & Discrimination



School Business Office Affairs

444 Cedar St., Suite 2100  
St. Paul, MN 55101

P: 612-339-0060  
[www.ratwiklaw.com](http://www.ratwiklaw.com)

Find us on social media



# Update Board Members' Information As Soon As Election Results are Canvassed

## How Do I Update My Board Members' Information?

After Election Day, a district administrator needs to log into [www.mnmsba.org](http://www.mnmsba.org) and click on the Member Admin link (located toward the top right of the screen) to let us know who your new board member(s) are and who will be leaving your board. You will be asked to enter contact information (address, e-mail address, phone number, etc.) for the new board member(s).

## Why?

Registration for all MSBA events is online only. The MSBA database must be updated before event registration for any new board member(s) can occur.

## Registration

The Leadership Conference registration/tuition is FREE as a benefit to your district for being a member of MSBA. Even though the conference is free, please go online to register your attendees.

Other pre-conference and conference-related opportunities to register for include:

- Learning to Lead – School Board Basics: Phase I (\$125) – January 11, 2022
- Leadership Foundations – School Finance and Management: Phase II (\$210) – January 12, 2022
- Early Bird Workshops (\$125) – January 12, 2022
- The Recognition Luncheon (\$38) – January 13, 2022

To register for the above-mentioned opportunities, please visit <https://mnmsba.org>. After logging in, click on the "Member Admin" link at the top of the webpage and then click on "Event Registration." All registrations should go through your district office.

---

**Watch for the MSBA Leadership Conference App!**

## Minnesota School Boards Association

1900 West Jefferson Avenue  
St. Peter, MN 56082

[www.mnmsba.org](http://www.mnmsba.org)

Phone: 507-934-2450

Fax: 507-931-1515