

General Meeting of the Board
Thursday, September 8, 2022 6:30 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

Agenda

1. **CALL TO ORDER** (Action)
 - 1.1. The Oath of Office
2. **APPROVAL OF GENERAL MEETING AGENDA** (Action)
3. **AUDIENCE OPPORTUNITY TO SPEAK** (Information)
4. **APPROVAL OF CONSENT AGENDA** (Action)
 - 4.1. General Board Meeting Minutes from August 25, 2022
 - 4.2. Approval of Authorization of Issuance of Individual Procurement Card
5. **SHARE THE SUCCESS & RECOGNITION - None**
6. **SUPERINTENDENT'S REPORT - (20 minutes)** (Information)
 - 6.1. Back to School Video
 - 6.2. District 287 Innovative Mental Health Grant: American Rescue Plan (ARP), State Fiscal Recovery Funds (SFRF)
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - None**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (30 minutes)**
 - 9.1. Policy Review & Revision (Action)
 - 9.1.1. HM200 Face Covering Policy
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. **Closed Session:** Local 284 Negotiations
 - 9.2.2. AMSD Report
 - 9.2.2.1. September 2022 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Planning Calendar
 - 9.3.2. September 8, 2022, Board Event Calendar
 - 9.3.3. 2022-2023 Get on the Bus & Local 2209/Board Breakfast Schedule
 - 9.4. Once Around the Table
10. **ADJOURNMENT**
11. **Closed Session:** Local 284 Negotiations

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](#))

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

BOARD MEMBER OATH OF OFFICE January 2022 – December 2022

**"I, _____ do solemnly swear
that I will support the Constitution of the United States
and the Constitution of the State of Minnesota, and
that I will faithfully and justly perform and discharge
all the duties of the office and trust, which I now assume
as a member of the Board of Intermediate School District 287,
to the best of my judgment and ability."**

Board Member _____
(Signature)

Date September 8, 2022

Oath of Office administered by
Crystal Brakke, Board Chair

(Signature)

Acknowledgement:

State of Minnesota, County of Hennepin

On this 08 day of September, 2022, appeared before me

Wauneen Denson-Mgeni
who is personally known to me to be the signer of the above
instrument and he/she acknowledged that he/she executed it.

NOTARY PUBLIC _____

Wauneen Denson-Mgeni of Hennepin County Minnesota
Commission expires January 31, 2023

DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
August 25, 2022
MINUTES

1. CALL TO ORDER

Board Chair Crystal Brakke called the general meeting to order at 6:41PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Chair Crystal Brakke 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
272	Eden Prairie	Francesca Pagan
270	Hopkins	Shannon Andreson
278	Orono	Michèle Kunz
279	Osseo	Jackie Mosqueda-Jones
280	Richfield	Crystal Brakke
281	Robbinsdale	Sam Sant
283	St. Louis Park	Anne Casey
284	Wayzata	Sarah Johansen
277	Westonka	Heidi Marty

Absent: 273/Birdman (virtual)

Guests:

287 Administration: Marcy Doud, Tonya Allen, Anne Becker, Melissa Brateng, Mae Hawkins, Elisabeth Lodge Rogers, Ben Magras, Jon Voss, Gloria Wilder, and Wauneen Denson-Mgeni

287 Staff Members: Nevin Koenig, Bryce Koenig, Lisa Hager, Jessica Hanke, Patty McKay, Quinn Nelson, Dana Trattles, Luke Varien, Keith Niemi, Liz Rockler, and Julie Tuorila

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Francesca Pagan, seconded by Michèle Kunz, approve the meeting agenda. No votes against. Motion carried.*

3. OPEN FORUM FOR COMMUNITY COMMENTS

Bryce Koenig from Local 284 addressed the Board.

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the General Meeting of the Board Minutes from June 23, 2022, Routine Human Resources Activities for August 25, 2022, Authorization of Issuance of Individual Procurement Cards (P-Cards), Multiple Year Agreement – Laundering Rental Services Agreement, Grow Your Own – Legislative Grant – Pathway for Adults Program, Grow Your Own – Legislative Grant – Pathway for Secondary Students Program, Open Your Heart to the Hungry and Homeless Grant, Professional Educator Licensing and Standards Board (PELSB) Teacher Mentorship and Retention of Effective Teachers Grant (TMRG), Carl D. Perkins Education Act – Basic and Reserve Funds, Title II – Part A, Teacher and Principal Training and Recruiting, Title III – Part A, English Language Acquisition, Language Enhancement and Academic Achievement Funding, Laundering Rental Services Agreement, and FY23 Life & Vocational Skills Grant. *Motion by Sam Sant, seconded by Jackie Mosqueda-Jones, to approve the Consent Agenda as presented. No votes against. Motion carried.*

5. MOTION TO RESCIND

At the recommendation of Board Chair Brakke, *a motion was made by Anne Casey, seconded by Sarah Johansen; move that the Board rescind its approval of the Leave of Absence requested by the employees named in the agenda item 5.1.1 and approved by the Board on the dates listed in agenda item 5.1.1 as requested by the named employees and district administration. The following voted in favor: Sant, Pagan, Marty, Kunz, Brakke, Dallas, Anderson, Casey, Johansen, and Mosqueda-Jones.*

6. SHARE THE SUCCESS & RECOGNITIONS - None

7. SUPERINTENDENT’S REPORT

Superintendent Doud briefly provided an update on her first couple months of her Superintendency.

Superintendent Doud presented a brief overview on the 2022-2023 upcoming Board communications.

Benjamin Magras, Executive Director of School and Student Outcomes, presented an update on the 2022-2023 school year and events for the opening week. [2022-2023 Back to School](#)

Dr. Elisabeth Lodge Rodgers, Assistant Superintendent, presented an overview on summer school. A summary document was presented, "[What the Board Needs to Know About Summer of Learning Experiences.](#)"

Superintendent Doud presented and recommended approval of the proposed 2022-2023 District Organizational Chart. *Motion by Shannon Andreson, seconded by Sam Sant, to approve the proposed 2022-2023 District Organizational Chart as presented. No votes against. Motion carried.*

8. INSTRUCTIONAL REPORT - None

9. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report - None

Financial Report

Mae Hawkins, Executive Director of Business Services presented the monthly financial report for June 2022. Motion by Sarah Johansen, seconded by Ruthie Dallas, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.

Mae presented the district's Annual Food Service Program Resolutions Revision motions. *Resolution motion by Francesca Pagan, seconded by Michèle Kunz, to waive the reading and approve the as provided by the printed shared documentation. The following voted in favor: Andreson, Brakke, Casey, Dallas, Johansen, Kunz, Marty, Mosqueda-Jones, Pagan, and Sant. There were no abstentions or no votes cast. The resolution passed.*

Human Resources Report - None

10. BOARD BUSINESS

Policy Review & Revision

Anne Becker, Executive Director of Human Resources, presented and the HM200 Face Covering Policy for a first read.

Anne presented and recommended approval of the HM240 COVID-19 Required Testing or Proof of Vaccination Policy. *Motion by Sam Sant, seconded by Heidi Marty, to approve the HM240 COVID-19 Face Covering Policy as presented The following voted in favor: Andreson, Brakke, Casey, Dallas, Johansen, Kunz, Marty, Mosqueda-Jones, Pagan, and Sant. No votes against. Motion carried.*

Anne presented the district's resolution on Decision Making on Health and Safety Measures for the 2022-23 School Year motions. *Resolution motion by Sarah Johansen, seconded by Heidi Marty, to waive the reading and approve the resolution Decision Making on Health and Safety Measures for the 2022-23 School Year as provided by the printed shared documentation. The following voted in favor: Andreson, Brakke, Casey, Dallas, Johansen, Kunz, Marty, Mosqueda-Jones, Pagan, and Sant. There were no abstentions or no votes cast. The resolution passed.*

Chair Report

Motion by Crystal Brakke, seconded by Michèle Kunz, to accept Anne Casey as Board Vice-Chair for January 2022 December 2022 calendar year as presented. No additional nominations. Motion carried unanimously.

At the recommendation of Board Brakke, a motion was made by Francesca Pagan, seconded by Jackie Mosqueda-Jones; the school board may hold a closed meeting to consider a strategy for labor negotiations, pursuant to Minn. Stat. §13D.03. All in favor. Motion carried unanimously. The meeting was closed to the public at 8:05 PM. A motion was made by Anne Casey, seconded Francesca Pagan, to reopen the general meeting. All in favor. Motion carried unanimously. The general meeting reopened at 8:59 PM.

Board Chair Brakke announced that she is the new AMSD Chair.

AMSD Report

Once Around the Table

11. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 9:04 PM.

The next general meeting will be held on September 8, 2022, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Signed: Chair _____

Clerk _____

Date _____

Date _____

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

September 8, 2022

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:

Paul Ruhland

Work Coordinator Instructor

South Education Center

With the addition, the district will have 53 active p-cards.

Recommendation

Approve and Authorize Issuance of Individual Procurement Cards (P-Cards).

Intermediate Districts Innovative Mental Health Grant

American Rescue Plan (ARP) State Fiscal Recovery Funds (SFRF)

Intermediate District Innovate Mental Health Grants

PROPOSAL

MDE recommends funding for grants to fund innovative projects to improve mental health outcomes for youth attending an Intermediate School District organized under Minnesota Statutes 136D.01 that provides instruction to students in a setting of federal instructional level 4 or higher.

PROBLEM

Intermediate School Districts serve some of our highest need students in the state. Member districts who cannot serve the needs of a student will place them in an Intermediate. With the influx of student mental health issues nationwide, the health and safety risks for students and staff in intermediates has become more acute.

REQUEST

\$4.4 million of ARP funds

IMPACT

Four Intermediate Districts will be eligible to apply for grants to implement innovative, evidence-based mental health practices that will reduce mental health and school safety risks in the short-term, but will give us measurable data to identify promising practices to scale statewide in the future.

LEAD AGENCY

Minnesota Department of Human Services in partnership with the Department of Education

What does this mean for District 287

- **Allocation:** \$1,258,225.76 (based on ADMs)
 - For all 287 students, not a specific program
- **Fiscal Host:** Amherst H. Wilder Foundation
- **Anticipated Timeline:** October 2022 – June 30, 2023

Allowable Use of Funds

- Implementation of evidence-based practices (EBP) to address mental health needs and race and equity gaps
 - Allowable uses included: salary, benefits, program supplies (curriculum, therapeutic games, screening tools, etc.), training and professional development, and other related costs

**One-time funds*

Projected Budget Items

- Therapeutic Teaching Model (TTM) staffing
- Project Aware - Reflective Consultation with Wilder
- Restorative Practices Coordinator
- Equity Coordinator
- Sensory Equipment
- Drumming/ Music Therapy
- Mental Health Screener
- Professional Development
- Indirect portion to Wilder for grant management costs

Next Steps

- Grant application was submitted on September 6th
- Once approved, we will finalize contract with the Wilder Foundation

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – September 8, 2022

AGENDA SECTION: BOARD BUSINESS

ITEM: COVID-19 Face Covering (HM200) Policy

PRESENTED BY: Anne Becker, Executive Director of Human Resources

1. Background Information

The COVID-19 Face Covering (HM200) Policy is presented for a second read and approval. A motion is necessary to approve this policy as presented.

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approves the COVID-19 Face Covering (HM200) Policy Bucket as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

Policy Series: Health and Medical

Subject: COVID-19 Face Covering

Board Approved: August 2021

Revision Date:

HM200 FACE-COVERINGS

I. PURPOSE

The District serves some of the most vulnerable and medically-fragile students in Hennepin County, if not the State. The Board is committed to putting in place health and safety measures that are designed to protect students and staff. This policy is based upon the public health guidance and COVID-19 knowledge available at the time it was adopted. Administrators and the Senior Manager for Health, Safety, and Security/COVID Coordinator will be the final interpreters of public health guidance in implementing this policy.

School settings will continue to have both vaccinated and unvaccinated people congregated indoors. For this reason, face coverings are an important preventative measure, even for those who are vaccinated, to limit the spread of COVID-19 and associated disruptions to the educational environment. Face coverings are also meant to help protect people from the spread of COVID-19 in those situations where a person does not know that they are infected.

II. GENERAL STATEMENT OF POLICY

Given the ongoing public health threat caused by the COVID-19 pandemic and in accordance with public health guidance, all persons are strongly recommended to wear a face covering when they are in any building that is owned, leased, or operated by or on behalf of District 287, regardless of vaccination status. This includes all Care & Treatment sites. Similarly, it is strongly recommended that all persons wear a face covering when they are in any vehicle that is owned, leased, or operated by or on behalf of the District, regardless of vaccination status, unless an exemption or exception stated in this policy applies.

III. DEFINITIONS

A. Disability. The term “disability” means a mental or physical impairment that substantially or materially limits a major life activity.

B. Face Covering. The term “face covering” means any paper or disposable mask, cloth face mask, medical-grade mask, medical grade respirator, scarf, bandanna, neck gaiter (if more than one layer), or religious face covering that covers the nose and mouth completely in accordance with CDC guidance. Masks with valves, mesh, openings, holes, vents, or visible gaps in the material do not qualify as face coverings.

- C. **Face Shield.** The term “face shield” means a clear plastic barrier that covers the face, extends below the chin, and wraps around the sides of the face to the ears. A face shield may not have an exposed gap between the forehead and the shield’s headpiece.
- D. **Medical Authority.** For purposes of this policy, the term “medical authority” means a medical doctor, clinical psychologist, physician assistant, or nurse practitioner who has seen or treated the student or employee in question.
- E. **Medical Condition.** For purposes of this policy, the term “medical condition” means a disease, illness, injury, or physiologic, mental, or psychological disorder. A biological or psychological state that is within the range of normal human variation is not a medical condition.
- F. **Parent.** For the purpose of this policy, the term “parent” means the legal parent, legal guardian, or conservator of a child who is under the age of eighteen. A student who is eighteen years of age or older is considered to be a “parent” for purposes of this policy, unless a court has found that the student is incompetent and has appointed a conservator for the student.
- G. **Visitor.** For purposes of this policy, the term “visitor” means any person other than a student or employee of the District. The term visitor includes, but is not limited to, parents, community members, substitutes, vendors, and contractors.

NOTE: As long as face coverings are strongly recommended, and not required, this Policy consists of the provisions above only.

The provisions below would also be part of this Policy if the District were to mandate the use of face coverings. To require face coverings, the Board would have to revise the Policy (through formal action at a Board meeting), or the Superintendent could exercise the specific authority delegated to her by the Board in the Resolution Regarding Decision Making on Health and Safety Measures for the 2022-23 School Year, approved by the Board at its regular meeting on August 25, 2022.

A mandate may be imposed if, for example, new public health guidance is issued or there is a rise in COVID cases within the District and/or Hennepin County. If that happens, the provisions below would become effective only after: such action was taken; staff, students, and families had received notice of the mandate; and new masking signs had been posted. In addition, wherever the term “strongly recommended” appears in the Policy, it would mean “required.”

IV. EXEMPTIONS

A. Circumstances When a Face Covering Should Not Be Used

1. **Children under the age of two.** A face covering should not be placed on a child under the age of two.
2. **Incapacitated persons.** A face covering should not be placed on any person who is unconscious, incapacitated, or otherwise unable to remove the face covering without assistance.
3. **Trouble breathing.** A face covering should not be placed on any person who has trouble breathing.

B. Persons Who Are Exempt from Wearing a Face Covering

Medical condition, mental health condition, or disability. A person is not required to wear a face covering if the person cannot wear a face covering or cannot wear a face covering safely due to a developmental, medical, behavioral, mental health condition, or disability. This includes a person who has a medical condition that compromises the person's ability to breathe. Documentation from a medical authority is required for this exemption.

V. WHEN FACE COVERINGS MAY BE TEMPORARILY REMOVED

- A. People may temporarily remove their face covering in the following situations:
1. Eating or drinking
 2. Communicating with an individual who is deaf or hard of hearing;
 3. Communicating with an individual who has a disability, medical condition, or mental health condition that makes communication with that individual difficult while wearing a face covering;
 4. Participating in activities, such as showering, that would cause the face covering to become wet;
 5. Receiving a service, such as a nursing or medical service, which would be difficult or impossible to perform with a face covering;
 6. When staff are working alone, including when alone in an office, classroom, cubicle with walls or barriers (including Plexiglas) that are at least face level, or other enclosed work area;
 7. When playing musical instruments that make wearing a face covering difficult or impracticable¹ and
 8. When asked to remove the covering for identification purposes, such as when a person enters a school building during the school day and a staff member asks the person to remove the face covering briefly for the purposes of verifying the person's identity.

V. WHEN FACE SHIELDS ARE PERMITTED AS AN ALTERNATIVE TO FACE COVERINGS

- A. A face shield may be used as an alternative to a face covering when:
1. Wearing a face covering is problematic for a student in grades kindergarten through eighth grade.
 2. Staff wearing a face covering may impede the educational process.
 3. Staff, students, or visitors cannot tolerate a face covering due to a developmental, medical, or behavioral health condition.
 4. A face covering would impede the direct student support services being provided by staff.
 5. A face covering would interfere with religious attire that is worn as part of a sincerely-held religious belief.

¹ Depending on the activity, face shields should also be considered as an alternative.

6. A visitor states that he or she cannot wear a face covering due to a medical condition, mental health condition, or disability; or a face covering would interfere with religious attire that is worn by the visitor as part of a sincerely-held religious belief.

VI. COMPLIANCE

A. Discipline of Students. This policy contains reasonable school board regulations. Any student who is not exempt from the requirements of this policy and who willfully violates this policy is subject to discipline. The District will administer such discipline in accordance with the Minnesota Pupil Fair Dismissal Act and the Individuals with Disabilities Education Act.

B. Discipline of Employees

Nonexempt employees who refuse to wear a face covering will be subject to discipline. Employees must understand the importance of complying with District policies because employees serve as a role model for students and because their actions play an important role in protecting the health and safety of our students and colleagues.

Cross References:

[HM220 Isolation Policy](#)

Other References

[MDH Best Practice Recommendations for COVID-19 Prevention in Schools](#)

[CDC Consistent and Correct Mask Use](#)

Intermediate District 287

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The provisions below would also be part of this Policy if the District were to ~~again require mandate the use of~~ face coverings. To require face coverings, the Board would have to revise the Policy (through formal action at a Board meeting), or the Superintendent could exercise the specific authority delegated to her by the Board in the Resolution Regarding Decision Making on Health and Safety Measures for the 2022-23 School Year, approved by the Board at its regular meeting on August 25, 2022.

~~A mandate may be imposed~~~~The requirement could be reinstated~~ if, for example, new public health guidance is issued or there is a rise in COVID cases within the District and/or Hennepin County. If that happens, the provisions below would become effective only after: such action was taken; as soon as ~~as~~ staff, students, and families had received notice of the mandate; and new masking signs had been posted. In addition, wherever the term “strongly recommended” appears in the Policy, it would mean “required.”

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4. Participating in activities, such as showering, that would cause the face covering to become wet;
5. Receiving a service, such as a nursing or medical service, which would be difficult or impossible to perform with a face covering;
6. When staff are working alone, including when alone in an office, classroom, cubicle with walls or barriers (including Plexiglas) that are at least face level, or other enclosed work area;
7. When playing musical instruments that make wearing a face covering difficult or impracticable¹ and
8. When asked to remove the covering for identification purposes, such as when a person enters a school building during the school day and a staff member asks the person to remove the face covering briefly for the purposes of verifying the person's identity.

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¹ Depending on the activity, face shields should also be considered as an alternative.

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6. A visitor states that he or she cannot wear a face covering due to a medical condition, mental health condition, or disability; or a face covering would interfere with religious attire that is worn by the visitor as part of a sincerely-held religious belief.

VI. COMPLIANCE

A. Discipline of Students. This policy contains reasonable school board regulations. Any student who is not exempt from the requirements of this policy and who willfully violates this policy is subject to discipline. The District will administer such discipline in accordance with the Minnesota Pupil Fair Dismissal Act and the Individuals with Disabilities Education Act.

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Cross References:

[HM220 Isolation Policy](#)

Other References

[MDH Best Practice Recommendations for COVID-19 Prevention in Schools](#)

[CDC Consistent and Correct Mask Use](#)



Association of Metropolitan School Districts

ELECTION GUIDE

2022





Association of Metropolitan School Districts

A MESSAGE FROM THE AMSD BOARD CHAIR

The last two years have brought extraordinary challenges for our public schools — and for Minnesotans from every walk of life. School board members, administrators, educators, and staff are committed to helping our students and families not just recover from the pandemic and trauma of the last two years but also to grow and thrive. Strong support from state policymakers will be critical. Those elected in the 2022 election will make funding and policy decisions that will shape the future of our public schools and state.

While Minnesota has a reputation as a state that values local control, the reality is that the Legislature is primarily responsible for funding our public schools and they also establish a broad range of requirements that impact teaching and learning ranging from academic standards to the school calendar to student discipline, and much more. Consequently, it is critically important to find out where candidates for governor and the legislature stand on education specific funding and policy issues.

This guide summarizes significant issues facing public education in Minnesota and will help you understand some key issues being experienced by our member school districts. This guide:

- Outlines recent legislative action.
- Provides information and tools to evaluate candidates' positions on education issues.
- Offers sample questions to pose to candidates

to find out where they stand on important issues and policies.

The challenges and opportunities we face in public education are both daunting and powerful. Collectively, we are responsible for creating a high-quality public education system that provides an excellent and equitable education for all of our students. Public education is an obligation of the state deemed so important that it is embedded in the Minnesota State Constitution.

Our public education system must continually adapt to educate a workforce in an economy that requires workers who are flexible lifelong learners and adept communicators. Our future, our kids, our economy and our democracy are all strengthened by a strong public education system.

We encourage you to share this guide with candidates and community members in your district to help them understand the expectations that have been placed on our public schools and the critical role policymakers play to ensure each and every child reaches their full potential.

AMSD Board Chair Crystal Brakke is a school board member from Richfield Public Schools and Intermediate District 287.



AMSD ELECTION RESOURCES

AMSD urges citizens concerned about public education to become familiar with the local issues and challenges in their school district.

AMSD is also available to political candidates to assist with answering questions related to education policy and funding issues. Please contact Scott Croonquist, AMSD executive director, at 612-430-7811 or scroonquist@amsd.org with questions.





Association of Metropolitan School Districts

EXPECTATIONS FOR PUBLIC SCHOOLS

Federal and state policymakers have established ambitious goals and expectations for our public schools including preparing each and every student to be college and/or career ready upon graduation from high school. This is a goal we must strive to reach to ensure Minnesota has the highly-educated workforce we need to compete in the global economy. State policymakers must provide adequate, equitable and sustainable resources so our schools can meet the ambitious goals and expectations established in state law including:

- All students are prepared for Kindergarten.
- All students achieve reading proficiency by the end of third grade.
- Achievement gaps are closed among racial and ethnic groups of students, students living in poverty, and students receiving special education services.
- All students graduate from high school.
- All students graduate prepared for college or career.

2021-22 FACTS ABOUT MINNESOTA EDUCATION

K-12 Enrollment: 870,506

2021 Graduation Rate: 83.3 percent

Percent of Students Eligible for Free or

Reduced-Price Lunch: 31.6 percent

Students Receiving Special Education

Services: 16.9 percent

Percent of English learners: 8.9 percent

Homeless: .8 percent

Achieving these goals requires a sustained commitment by state policymakers including addressing critical issues such as:

- Increasing the basic formula by at least the rate of inflation each year.
- Providing the funding necessary to deliver important and mandated special education and English learner programming.
- Increasing referendum equalization to address property tax and funding disparities.
- Creating incentives and alternatives to attract and retain teachers of color and teachers in shortage areas.



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RECENT LEGISLATIVE ACTION

The federal government provided significant funding during the pandemic that helped address a variety of challenges — including technology, transportation costs, personal protective equipment, school-age care, school nutrition programs, COVID testing and more. It is important to remember, however, that the federal funding was one-time and does not continue into the future. The following investments and policy changes were approved during the 2021 and 2022 sessions:

2021

The Omnibus Education Finance Bill approved in the 2021 session included an increase in the per pupil basic funding formula of 2.45 percent for FY2022 and a 2 percent increase in FY2023. This was the largest formula increase in a decade and at the time, it appeared the increase would come close to matching the rate of inflation. Unfortunately, we now know that inflation has greatly exceeded the increase provided.

The Legislature also extended funding for 4,000 Voluntary Pre-K seats for two additional years and modest increases to the special education and English learner programs. However, these programs continue to be vastly underfunded.

The bill also included funding for a variety of grant programs to increase the number of teachers of color and Indigenous teachers in our schools including \$5 million per year in ongoing



funding for the Grow Your Own Program.

2022

The 2022 session was incredibly disappointing and frustrating. The session adjourned without an agreement on an E-12 supplemental budget bill, despite a historic budget surplus — and leaving school districts across the state in a position of trimming programs and reducing staff to balance their increasingly challenged budgets.

A couple of bills of note were adopted in the 2022 session. Gov. Walz signed into law the Student Data Privacy Act, which enhances student data privacy while still allowing schools, students and families to use important technology.

In addition, legislation appropriating \$92.7M to fund mental health programs and initiatives, including \$2 million in FY2023 for school-linked behavioral health grants, was approved.



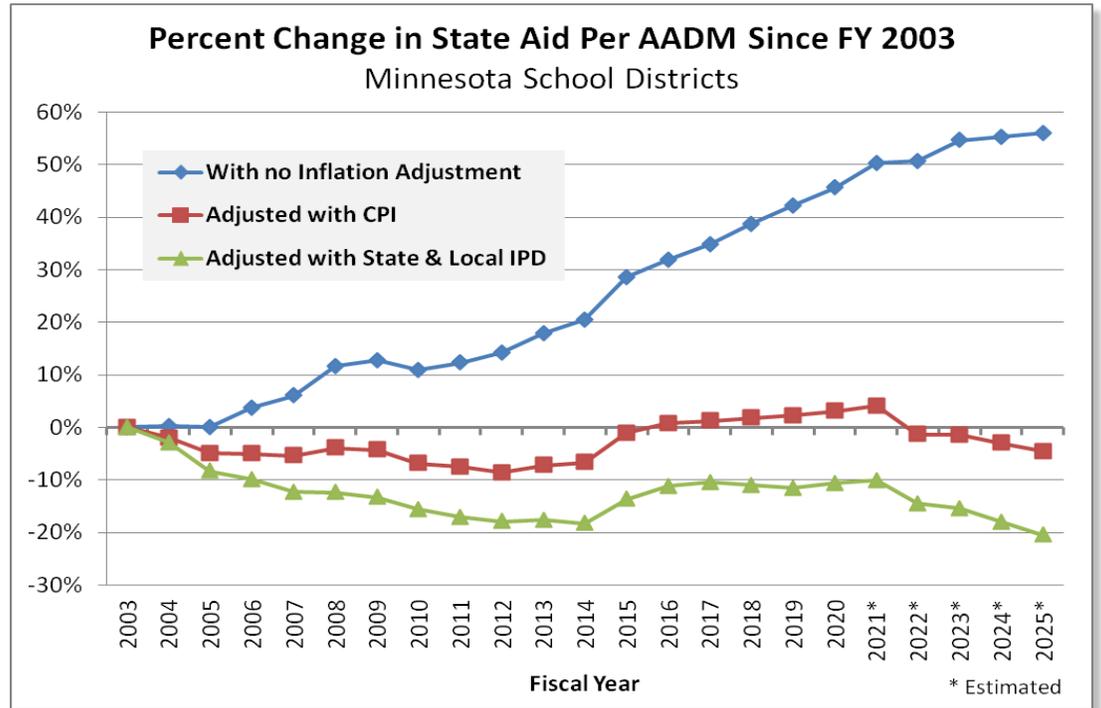
Association of Metropolitan School Districts

EDUCATION FUNDING

The complex nature of Minnesota’s education funding system makes it difficult to analyze and evaluate funding trends and sufficiency. Different pictures can be painted depending on the funding stream being measured and the starting and ending point of

the analysis. Two major state policy changes adopted in 2001 and 2002 — repealing the general education levy and removing projected inflation from the state budget forecast — make a compelling case for using 2003 as the baseline year for measuring Minnesota’s commitment to funding education. The 2001 Legislature repealed the fully equalized general education levy as a primary source of funding for education and committed to funding education with state income and sales tax revenue. How has the state done since then?

The chart above shows the percent change



in state aid per pupil for school districts — excluding aid to charter schools — since 2003. This is inclusive of all state aid — general operations, special education, transportation, deferred maintenance, etc. — as well as aid for new programs approved since 2003 such as full-day Kindergarten and voluntary pre-Kindergarten. The chart shows the increase unadjusted for inflation, and adjusted for inflation using the Consumer Price Index (CPI) and the Implicit Price Deflator (IPD) for State and Local Governments. The IPD is the index that more accurately measures the inflationary costs impacting school districts. As the



Association of Metropolitan School Districts

EDUCATION FUNDING

chart shows, while total state aid per pupil has increased by more than 50 percent since 2003, **it has decreased by almost 15 percent when adjusted for inflation as measured by the IPD.**

The decline in state support for the general education formula, the most important funding stream for school districts, is even more pronounced. The formula accounts for 55 to 60 percent of a school district's revenue. As the formula chart below shows, the formula would be \$925 per pupil higher today if it had kept pace with inflation since 2003 – and that is using the Consumer Price Index which understates the inflationary pressures school districts face.

Not only has the general education formula failed to keep up with inflation, school districts are having to redirect an increasing share of their general education revenue to cover growing shortfalls in the special education and English learner programs. Statewide, the special education funding shortfall has grown to more than \$800 million and the shortfall in the English learner program has risen to \$170 million.

So, why do Minnesota school districts continue to face budget challenges? The



answer is clear:

The general education formula has lost \$925 per pupil in purchasing power since 2003 and the state has consistently failed to sufficiently fund the special education and English learner programs.

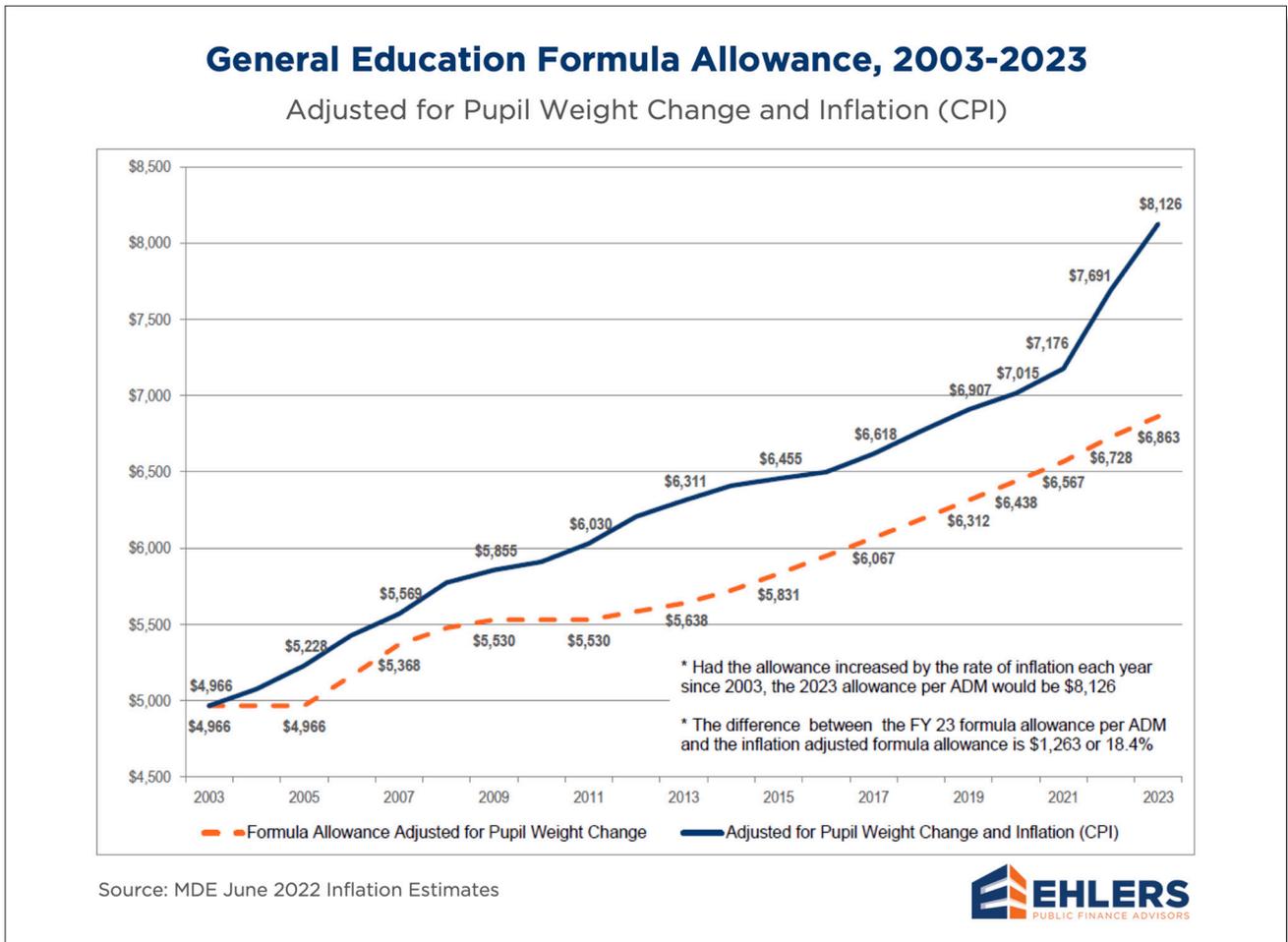


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EDUCATION FUNDING

The following six education funding facts provide some context to the school funding climate in Minnesota per the points above. The data highlights the funding trends and helps explain some of the cost drivers challenging school districts' budgets. It also helps explain why school districts have been making budget adjustments in recent years that include layoffs, increased class sizes and higher activity fees.

THE BASIC EDUCATION FORMULA CONTINUES TO LAG BEHIND INFLATION



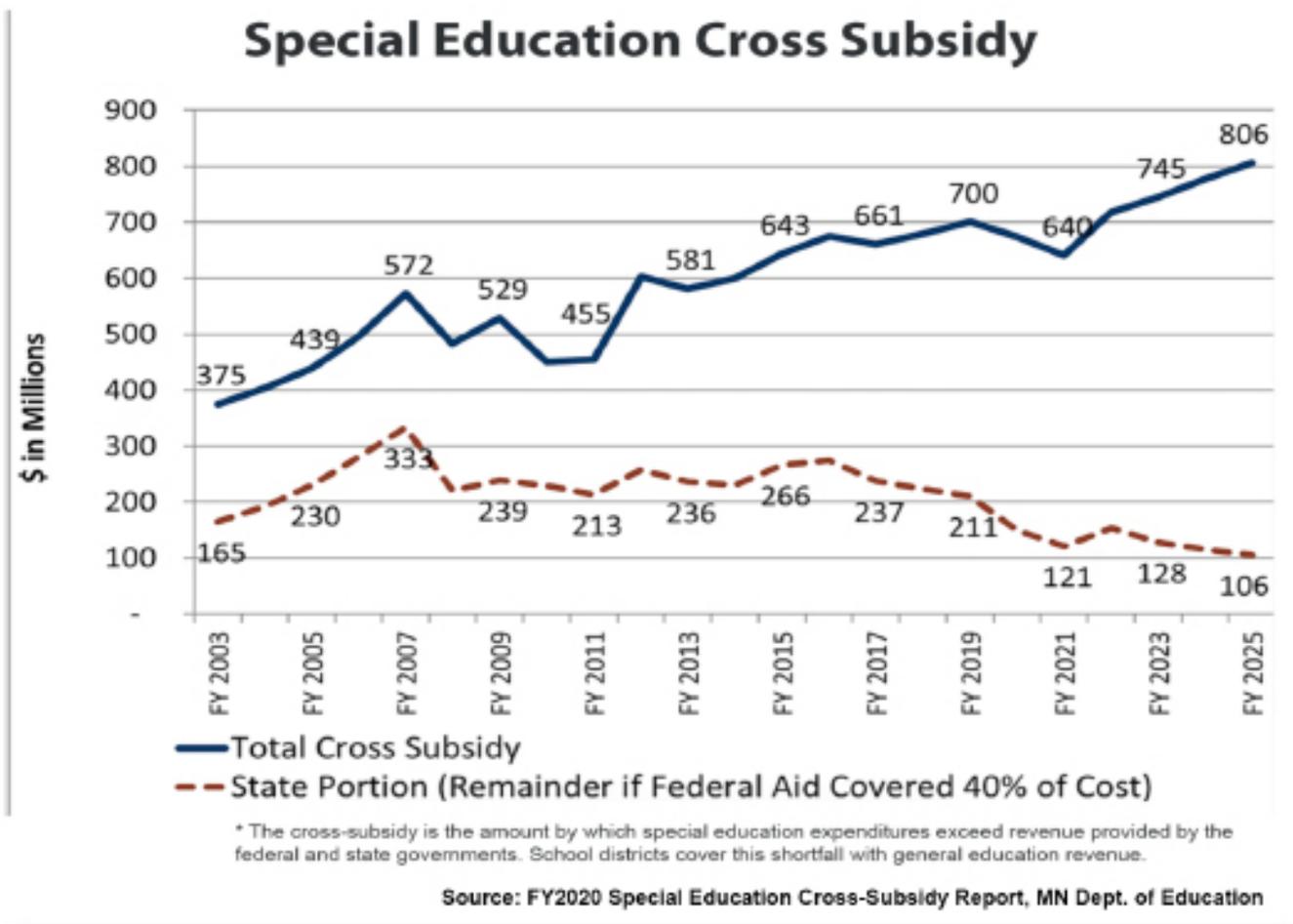
Basic education revenue is the primary source of general operating funds for school districts and the most important funding stream for school districts — it accounts for 55 to 60 percent of a school district's revenue. Between 2003 and 2023, the basic formula has lost ground to inflation. The formula would be \$1,263 per pupil higher today if it had kept pace with inflation since 2003 – and that is using the Consumer Price Index which understates the inflationary pressures school districts face.



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EDUCATION FUNDING

THE STATE FALLS FAR SHORT OF PAYING FOR ITS SPECIAL EDUCATION MANDATES



In 1975, the federal government passed landmark legislation requiring states to provide a “free and appropriate education to special education students.” This historic legislation ended years of discrimination against students with physical and cognitive disabilities. However, the state and

federal governments have never provided the funding necessary to serve our special education students. Consequently, school districts are forced to use money meant for regular classroom instruction to make up the difference. That difference is known as the “cross-subsidy.”



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EDUCATION FUNDING

THE STATE FALLS FAR SHORT OF PAYING FOR ITS SPECIAL EDUCATION MANDATES

According to the Minnesota Department of Education's FY2020 cross-subsidy report data, the cost of providing special education services exceeded the funding the state and federal governments provided to school districts by \$673 million. AMSD districts — which account for more than 60 percent of the total statewide cross-subsidy — saw a combined shortfall of more than \$457 million in FY2020.

At the start of the 2021 legislative session, the Minnesota Department of Education projected that \$70 million was needed just to prevent the cross-subsidy from growing. However, the 2021 Omnibus Education Finance Bill provided just \$10.425 million in one-time funding in FY2022 for cross-subsidy reduction aid. At that point the state projected the cross-subsidy to increase again in FY2022 to \$717.9 million and to \$744.8 million in FY2023.

AMSD and the state's leading education organizations called on the Governor and legislators to specifically fund the special education cross-subsidy. While legislators from both parties acknowledged the state was not meeting its obligation and expressed vocal support to address the growing special education

THERE IS A COMMON MISPERCEPTION THAT THE CROSS-SUBSIDY IS STRICTLY DUE TO THE FAILURE OF THE FEDERAL GOVERNMENT TO MEET ITS OBLIGATION.

AS THE CHART SHOWS, **THE CROSS-SUBSIDY IS PROJECTED TO BE \$128 MILLION IN FY2023 EVEN IF THE FEDERAL GOVERNMENT MET ITS GOAL OF COVERING 40 PERCENT OF THE COST.**

funding shortfall, the Legislature ultimately did not pass any supplemental funding in 2022 to address this urgent need.



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EDUCATION FUNDING

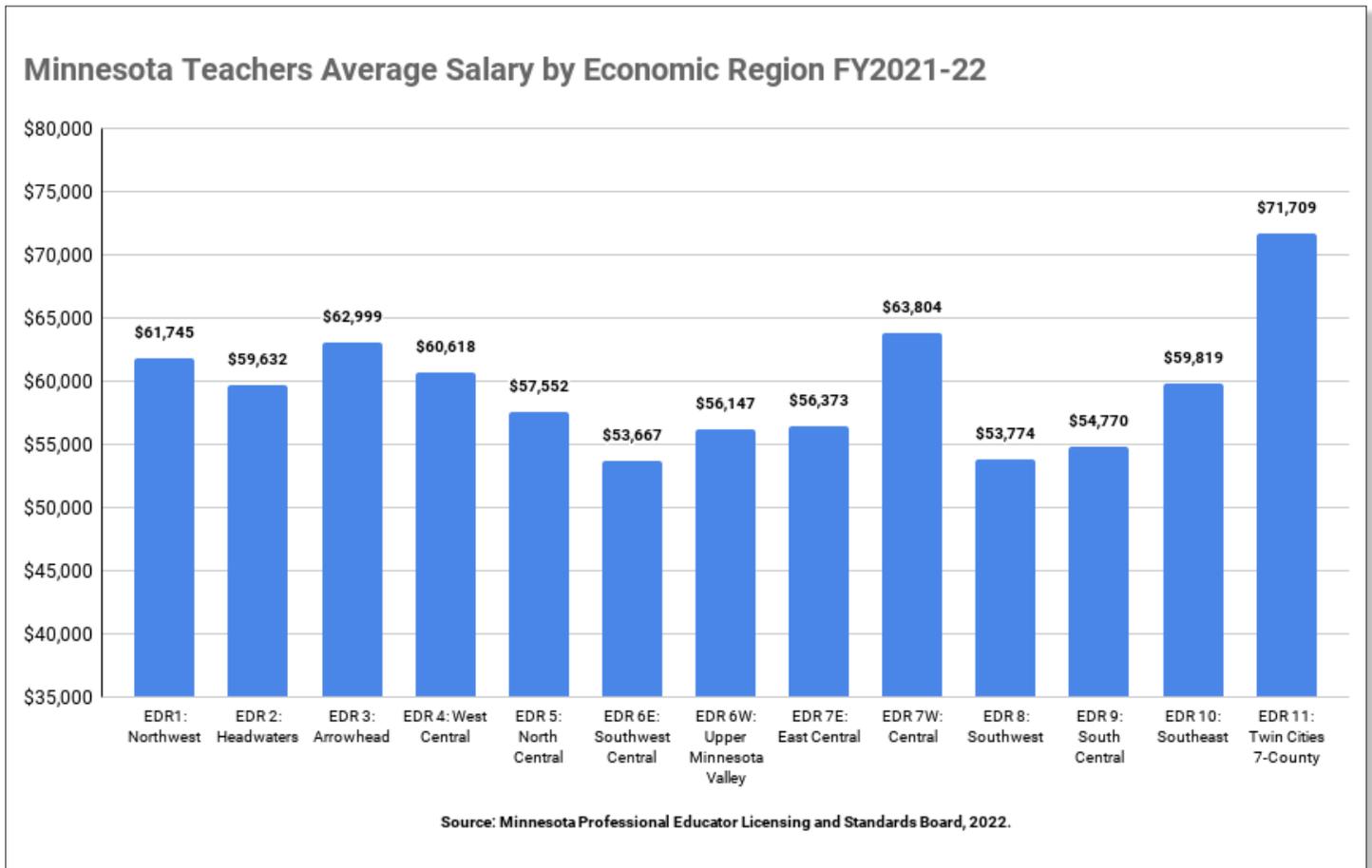
GEOGRAPHIC OPERATING COST DIFFERENTIALS

Metropolitan area and regional center school districts face significantly higher labor costs than their rural counterparts. Unlike many states, Minnesota’s education funding formula does not recognize the geographic wage differentials.

A 2014 University of Minnesota study showed that there is a 41 percent difference in costs faced by school districts in regions that command the

highest and lowest wages.

Consequently, metro school districts are heavily reliant on passing operating referendums to provide basic programs and services for their students. However, these referenda have a widely different impact on local property taxpayers depending on the property tax wealth of the school district.





Association of Metropolitan School Districts

EDUCATION FUNDING

THE SCHOOL PROPERTY TAX SYSTEM IS INEQUITABLE

Minnesota’s education funding system is based on a state and local partnership to provide the resources and opportunities our students need throughout their preK–12 experience. This is what prepares them to graduate from high school ready for college or career.

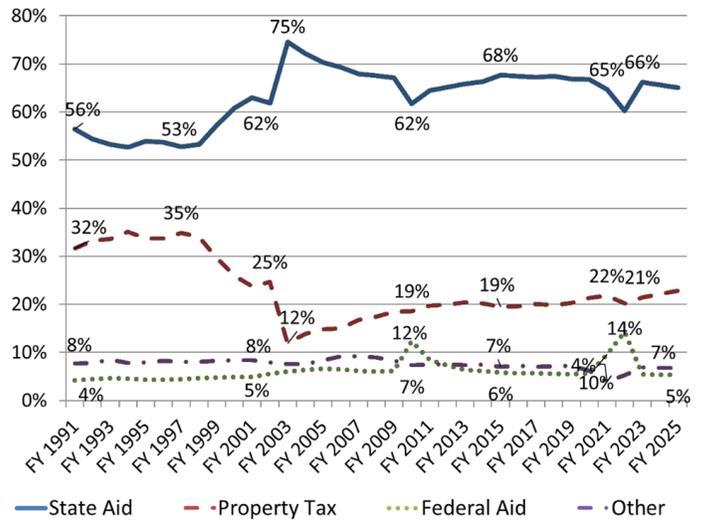
Local property taxes provide about 21 percent of the revenue for Minnesota school districts – a level that has been fairly constant for several years. According to the Minnesota Department of Education, the State share of education revenue rose from 62 percent in FY 2011 to 67 percent in 2021.

Districts rely on school levies just to maintain current programs or to reduce budget cuts. Operating referenda provide resources for basic, essential services and programs for students. School districts also rely on capital projects referenda to provide the technology their students need in today’s digital world and capital bond referenda to build and maintain safe and secure facilities for students, staff and the public.

Unlike many other states, Minnesota’s education funding system does not account for regional wage variations. As a result, metro school districts, which face significantly higher labor costs, are heavily dependent on voter-approved operating

Education Funding Trends

PK-12 Education Revenue by Source (All Funds)
February 2022 Forecast



referendums. This reliance creates inequities for school districts, students and taxpayers.

Homeowners who live in comparably valued homes, and who pay similar amounts in property taxes, do not always generate a similar level of funding for their school district. Some school districts generate three and four times more than other school districts due to variations in property tax base. Districts with more commercial/industrial property are able to spread out property taxes and reduce the tax burden on their homeowners. It is vital that the Governor and legislators address funding and property tax disparities.



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EDUCATION FUNDING

THE STATE IS NOT PROVIDING SUFFICIENT RESOURCES TO EDUCATE OUR ENGLISH LEARNERS

- According to the Department of Education's special population report, there were more than 77,000 students who were eligible for English learner services in Minnesota in the 2021-22 school year. More than 60 percent of these students attended school in an AMSD member school district. Statewide, the percentage of English learners has increased from 6.5 percent to nearly 9 percent since 2003. The statewide number of students who were English learners grew from 3.2 percent in 1997-98 to 8.9 percent in 2021-22 according to the Minnesota Department of Education.
- The Minnesota State Demographic Center in 2020 estimated 11.7 percent of Minnesotans speak a language other than English at home.
- In FY2020, AMSD school districts spent more than \$135 million on services for English learners but received just \$35.9 million in English learner funding. In other words, AMSD school districts redirected nearly \$100 million in general education revenue to provide important services to English learners. Statewide, the FY2020 English learner cross-subsidy was more than \$117 million in FY2020.

MORE STUDENTS HAVE SIGNIFICANT NEEDS AND CHALLENGES REQUIRING SCHOOLS TO PROVIDE MORE SERVICES

Economic disparity.

- Nearly 40 percent of students in Minnesota qualify for free or reduced price lunch. Student eligibility for free and reduced price lunch is based on family income. For FY2022-23, a student from a family of four is eligible for the free lunch program if the family income is at or below \$36,075 (130 percent of the federal poverty level).

A student from a family of four qualifies for the reduced price lunch program if their family income is at or below \$51,338 (185 percent of the federal poverty level).

English proficiency.

- Students who are English learners or do not speak English as their primary language often need translation or other resources in classrooms where English is the primary language.

Homelessness.

- 2015-2016 was the first year the Minnesota Department of Education started tracking Homeless students for school districts.

Special education IEPs.

- Special education students have an Individualized Education Plan (IEP) and receive individualized instruction based on unique goals and objectives.



Association of Metropolitan School Districts

QUESTIONS FOR LEGISLATIVE CANDIDATES

EDUCATION FUNDING

- What are your education funding priorities for the upcoming budget session?
- In the coming year, school districts will be forced to spend almost \$700 million of funds meant for regular classroom instruction on mandated special education programs. Will you support significantly increasing special education funding to reduce the cross-subsidy?
- Do you believe the education funding formula should recognize the higher cost of labor in metropolitan and regional center school districts?
- Do you support increasing operating referendum equalization to address these inequities?

VOUCHERS

- Do you support vouchers, expanded tax credits or other taxpayer subsidies for non-public schools?
- Should non-public schools that receive taxpayer funding be required to comply with state mandates, held accountable for how taxpayer dollars are spent and be open to all students?

LOCAL CONTROL AND WORKING WITH LOCAL SCHOOL BOARD(S)

- If elected/re-elected, how will you work with your local school district(s) to address their education funding and policy issues?
- Do you support allowing locally-elected school boards to renew an existing operating referendum by a majority vote of the school board after a public hearing?
- Would you be willing to vote against your caucus' position if it is in the best interest of your local school district(s)?
- Do you support reducing mandates and encouraging innovation for school districts?
- Do you support allowing locally-elected boards to establish the school calendar and classroom time requirements that best meet the needs of their students and families?



Association of Metropolitan School Districts

GET INVOLVED

WHERE DO YOU **START?**



- Meet with your superintendent(s).
- Meet with school board members.
- Review the AMSD resources included in this guide.
- Attend community candidate forums.
- When candidates call or knock on your door, ask questions.
- Write or call local candidates and ask them about their position on education issues that matter to you.
- Become involved with your local Legislative Action Coalition or Parent Teacher Organization.
- Stay active during the legislative session and contact your local leaders on issues that impact your school district.

MOST IMPORTANTLY: **VOTE**



Association of Metropolitan School Districts

ELECTION RESOURCES



LEGISLATIVE RESOURCES

- **Minnesota House of Representatives:**
<http://www.house.leg.state.mn.us/>
- **Minnesota Senate:**
<http://www.senate.mn/>
- **Republican House Caucus:**
<https://www.house.leg.state.mn.us/Caucus/Home/GOP>
- **Republican Senate Caucus:**
<https://www.senate.mn/caucus/republican>
- **DFL House Caucus:**
<https://www.house.leg.state.mn.us/Caucus/Home/DFL>
- **DFL Senate Caucus:**
<https://www.senate.mn/caucus/dfi>

CANDIDATE INFORMATION

- **League of Women Voters:**
<http://www.lwvmn.org/>
- **MN Secretary of State:**
<http://www.sos.state.mn.us/>
- **Candidate Filings:**
<http://candidates.sos.state.mn.us>



Association of Metropolitan School Districts

MEMBER DISTRICTS

Anoka Hennepin Schools, Bloomington Public Schools, Brooklyn Center Community Schools, Buffalo-Hanover-Montrrose Schools, Burnsville-Eagan-Savage, Centennial School District, Columbia Heights Public Schools, Duluth Public Schools, Eastern Carver County Schools, Eden Prairie Schools, Edina Public Schools, Elk River Area Schools, Farmington Area Public Schools, Fridley Public Schools, Hastings School District, Hopkins Public Schools, Intermediate School District 287, Intermediate School District 917, Inver Grove Heights Schools, Lakeville Area Public Schools, Mahtomedi Public Schools, Metro ECSU, Minneapolis Public Schools, Minnetonka Public Schools, Mounds View Public Schools, Northeast Metro Intermediate School District 916, North St. Paul-Maplewood-Oakdale School District, Northwest Suburban Integration School District, Orono Schools, Osseo Area Schools, Prior Lake-Savage Area Schools, Richfield Public Schools, Robbinsdale Area Schools, Rochester Public Schools, Rockford Area Schools, Rosemount-Apple Valley-Eagan Public Schools, Roseville Area Schools, Shakopee Public Schools, South St. Paul Public Schools, South Washington County Schools, SouthWest Metro Intermediate District, Spring Lake Park Schools, St. Anthony-New Brighton School District, St. Cloud School District, St. Louis Park Public Schools, St. Michael-Albertville Schools, St. Paul Public Schools, Stillwater Area Public Schools, Wayzata Public Schools, West St. Paul-Mendota Heights-Eagan School District, Westonka Public Schools and White Bear Lake Area Schools.

ABOUT AMSD

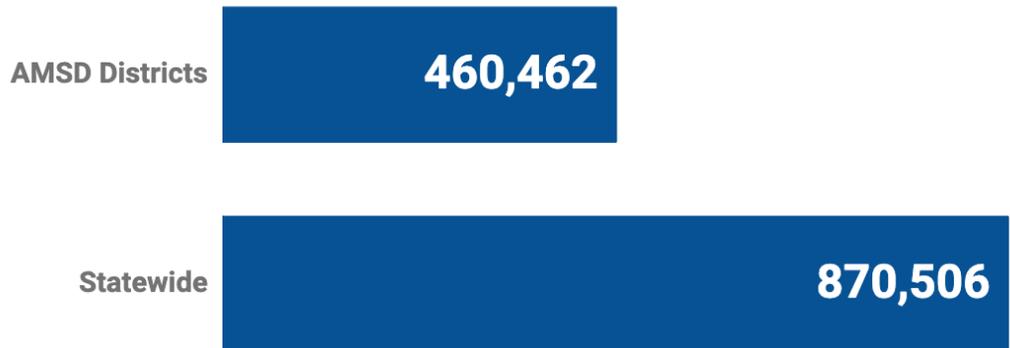
In existence since 1974, AMSD currently represents 46 greater metropolitan area and regional center school districts and 6 intermediate/cooperative districts that collectively enroll more than half of all public school students in Minnesota. The mission of AMSD is to advocate for member school districts so they can lead the transformation of public education. AMSD helps our member districts articulate challenges and needs to state policymakers. AMSD's members include urban, suburban and regional center school districts.



Association of Metropolitan School Districts
 2 Pine Tree Drive, Suite 380
 Arden Hills, MN 55112
 612-430-7750

Because of its broad-based membership, AMSD is in a unique position to identify the needs of its member school districts and seek meaningful policy changes to help districts meet those needs.

2021-2022 Minnesota Public School Enrollment



Source: Minnesota Department of Education data



Association of Metropolitan School Districts

ADDITIONAL RESOURCES

AMSD WEB RESOURCES

- AMSD Legislative Session Information:
<https://www.amsd.org/2022session/>
- AMSD Research & Charts:
<https://www.amsd.org/document-library/research-statistics/>
- AMSD Recommended Education Reports:
<https://www.amsd.org/document-library/education-reports/>
- AMSD Reimagine Minnesota Plan:
www.amsd.org/reimagineminnesota



AMSD POSITION PAPERS

- **Position on Assessment:**
<https://www.amsd.org/doc/position-assessment>
- **Position on Charter Schools:**
<https://www.amsd.org/doc/position-charters>
- **Position on Compensatory Revenue:**
<https://www.amsd.org/doc/position-compensatory>
- **Position on Early Childhood Education:**
<https://www.amsd.org/doc/position-earlyeducation>
- **Position on Employee Health Insurance:**
<https://www.amsd.org/doc/position-insurance>
- **Position on English Learner Funding:**
<https://www.amsd.org/doc/position-englishlearner>
- **Position on Facilities Funding:**
<https://www.amsd.org/doc/position-facilitiesfunding>
- **Position on Guns on School Property:**
<https://www.amsd.org/doc/position-guns>
- **Position on Mandates and Local Control:**
<https://www.amsd.org/doc/position-mandates>
- **Position on Special Education:**
<https://www.amsd.org/doc/position-specialeducation>
- **Position on Vouchers:**
<https://www.amsd.org/doc/position-vouchers>
- **Position on Tiered Licensure:**
<https://www.amsd.org/doc/position-paper-tiered-licensure-for-teachers/>
- **Position on a proposed amendment to update the existing education language in the Minnesota Constitution:**
<https://www.amsd.org/wp-content/uploads/2021/01/Constitutional-Amendment.pdf>
- **Position on Referendum Renewals:**
<https://www.amsd.org/doc/position-paper-school-board-renewal-of-an-operating-referendum/>

CONNECTIONS

News from the Association of Metropolitan School Districts

September 2022
Volume 19
Number 11

ISD 199 Student Success Coaches & Learning Partners Provide Support for Return to School

September 9, 2022

Board of Directors Meeting

7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

September 30, 2022

Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

October 7, 2022

Board of Directors Meeting

7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

October 28, 2022

Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University

COVID-19 and its disruptions left students around the world with unfinished academic and social-emotional learning. Inver Grove Heights Schools students showed above-average academic growth during the pandemic, but staff knew that students and families would still need additional support to get learning for all students back on track. During the 2021-2022 school year, ISD 199 used some federal Elementary and Secondary School Emergency Relief (ESSER III) funds to introduce Learning Partners and Student Success Coaches at each school. The new positions provide additional student support inside and outside of the classroom. After the first year of having these educators in place, students became even more successful in the school setting, both in terms of academics and social-emotional learning.



Hilltop Elementary School Student Success Coach Sarah Zaiser (left) visited the local permanent supportive housing site before the first day of school to build relationships with families.

Before the start of the 2021-2022 school year, ISD 199 prioritized assessing students so staff could accurately address what each student needed in order to learn at or above grade level. Learning Partners were put in place to collaborate with teachers on assessing and identifying student needs. They used the assessment information to plan, design, and provide extra targeted small group instruction or enrichment to students to accelerate their learning and increase teaching time during the school day.

Continued on page 2

In addition to the state constitutional offices, congressional races, and all 201 state legislative seats, there are school board races and important referendum questions on the ballot this fall. This month's newsletter highlights the eight AMSD school districts that have referendum questions on the Nov. 8 ballot. It can be very challenging for school leaders to break through the 'noise' of high-profile races and political advertisements to ensure communities and voters have the information they need about their school referendum questions. Hopefully AMSD as a collective and each of us as individuals can support our communities in getting the information they need to make informed choices this fall. If there is a way for us to help, please be in touch. Wishing all of you the best of luck as you advocate for public education in your communities this election season!

From the AMSD Chair, Crystal Brakke, Richfield Public Schools Board Member

Efforts Resulted in Better Outcomes and More Success For Students

Continued from page 1

After assessing students, Learning Partners worked side-by-side with teachers in the classroom. They used evidenced-based strategies to support student understanding of core instruction and strengthen student engagement. They assisted with and modeled high quality core instruction, lessons personalized to student needs, targeted small groups, support, and best practices to help students succeed in class.

Student Success Coaches complemented the work of Learning Partners by providing support outside of the classroom. They worked with the larger school community, providing additional support to teachers, introducing schoolwide lessons and activities, connecting with families, and directly teaching students in small groups. They also shared best practices for managing student behavior with teachers. They worked alongside teachers to identify ways to further produce positive outcomes that kept students in class and focused on learning.



Kindergarten students built block cities to engage in cooperative play. The curriculum, Incredible Flexible You, was led by elementary-level Student Success Coaches.

On the student side, Student Success Coaches worked with their schools to develop students' core life skills. Staff paired students in third, fourth, and fifth grade with students in kindergarten, first grade, and second grade for buddy projects. Matching up older and younger students provided leadership opportunities and built schoolwide peer relationships. At Inver Grove Heights Middle School, they gave students role models by inviting local professionals to speak to eighth graders about how to be successful. Student Success Coaches at the middle and high school levels also connected with students in fifth and eighth grade to guide them through their upcoming transition to a new school.

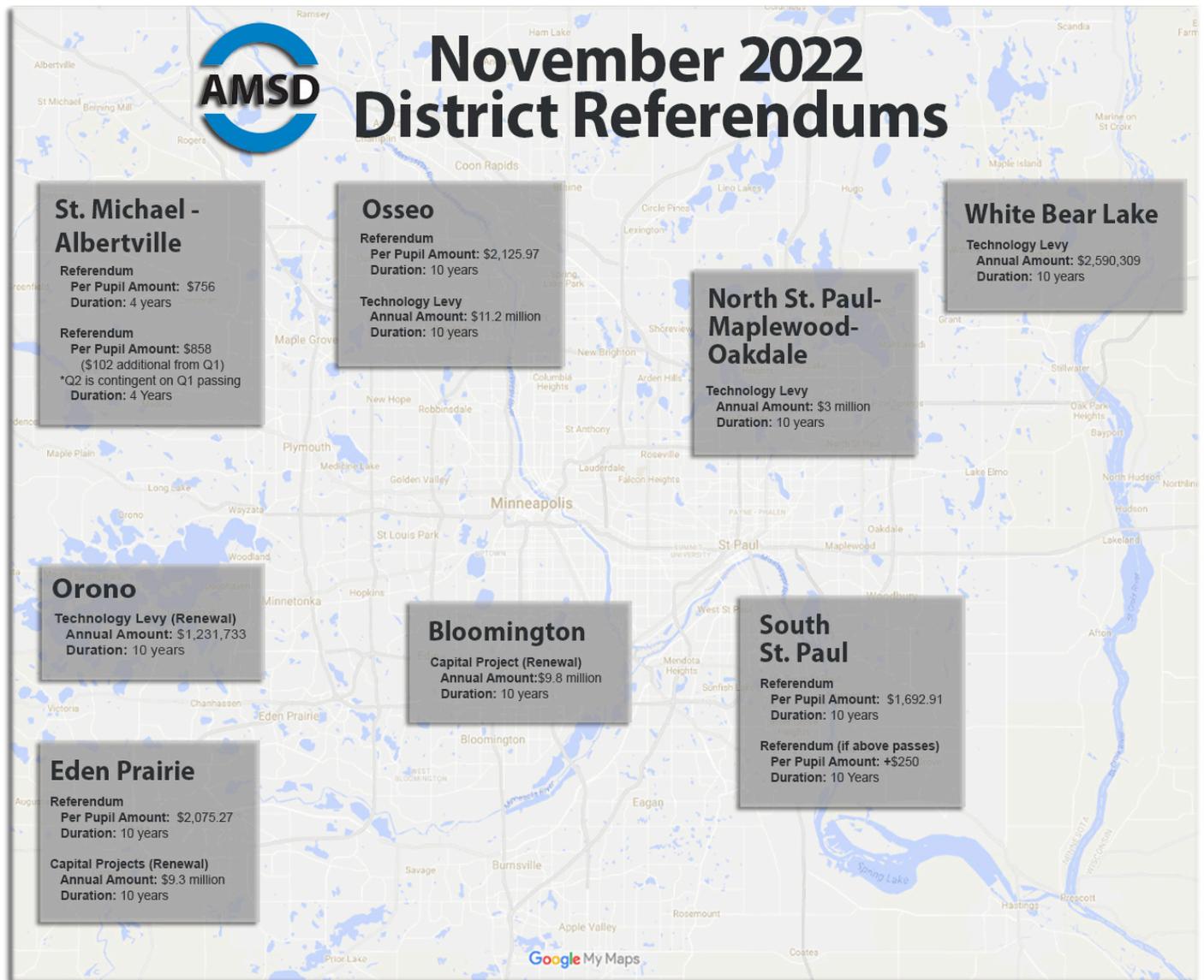
In addition to building relationships with students, Student Success Coaches worked with parents to remove any obstacles to learning. They sought out families who had disengaged with school, held listening sessions with families to better understand student needs, and organized community events to strengthen connections between school and home.

All of the efforts of the Student Success Coaches and Learning Partners resulted in better outcomes and more success for students. Increased positive relationships between students and between the schools and parents led to higher attendance, fewer tardies, and more engagement in the classroom. Students with previous negative behaviors decreased those behaviors and their referrals, choosing to use self-regulation techniques more often. All of these positive changes and the additional support provided for core instruction also led to improved grades.

ISD 199 has taken intentional steps to reduce the impacts of the pandemic on student learning, including introducing Learning Partners and Student Success Coaches. In their first year of work, both student support positions created the conditions for students to be successful in school. They helped remove barriers to academic learning and improved peer relationships and social-emotional skills with the help of families and teachers. ISD 199 staff continue to go above and beyond to maintain the district's culture of high expectations that accelerates learning for all students rather than remediating learning. The work of Learning Partners and Student Success Coaches has further helped students achieve success with the tools, teaching, and relationships they have provided. ISD 199 is lucky to have these versatile educators in our buildings to offer personalized support for student learning and be additional bridges between families and our schools.

This month's member feature was submitted by Katie Sheridan, Communications & Marketing Manager, Inver Grove Heights Schools.

Eight AMSD Districts on the November Ballot with Referendums



Eight AMSD school districts will have referendum questions on the ballot on Tues., Nov. 8. The ballot questions include operating referendum renewals or increases and/or capital project levy renewals or increases. A [chart on www.amsd.org](http://www.amsd.org) outlines the AMSD member district referendum questions and includes a link to the school district website where detailed information about the referendum questions can be found. Voters are encouraged to contact their local school officials if they have questions about their school district's referendum.

Why referendums are necessary

Education funding is primarily a state and local partnership in Minnesota with the federal government providing a modest level of aid. The importance of the local component of that partnership is illustrated in the graph on the following page. Basic revenue, provided by the state, is the most important funding stream for school districts, accounting for just over 70 percent of general education revenue. However, two key local levies, voter approved referendum revenue (9 percent) and local optional revenue (6.9 percent), provide nearly 16 percent of general education revenue. Metropolitan

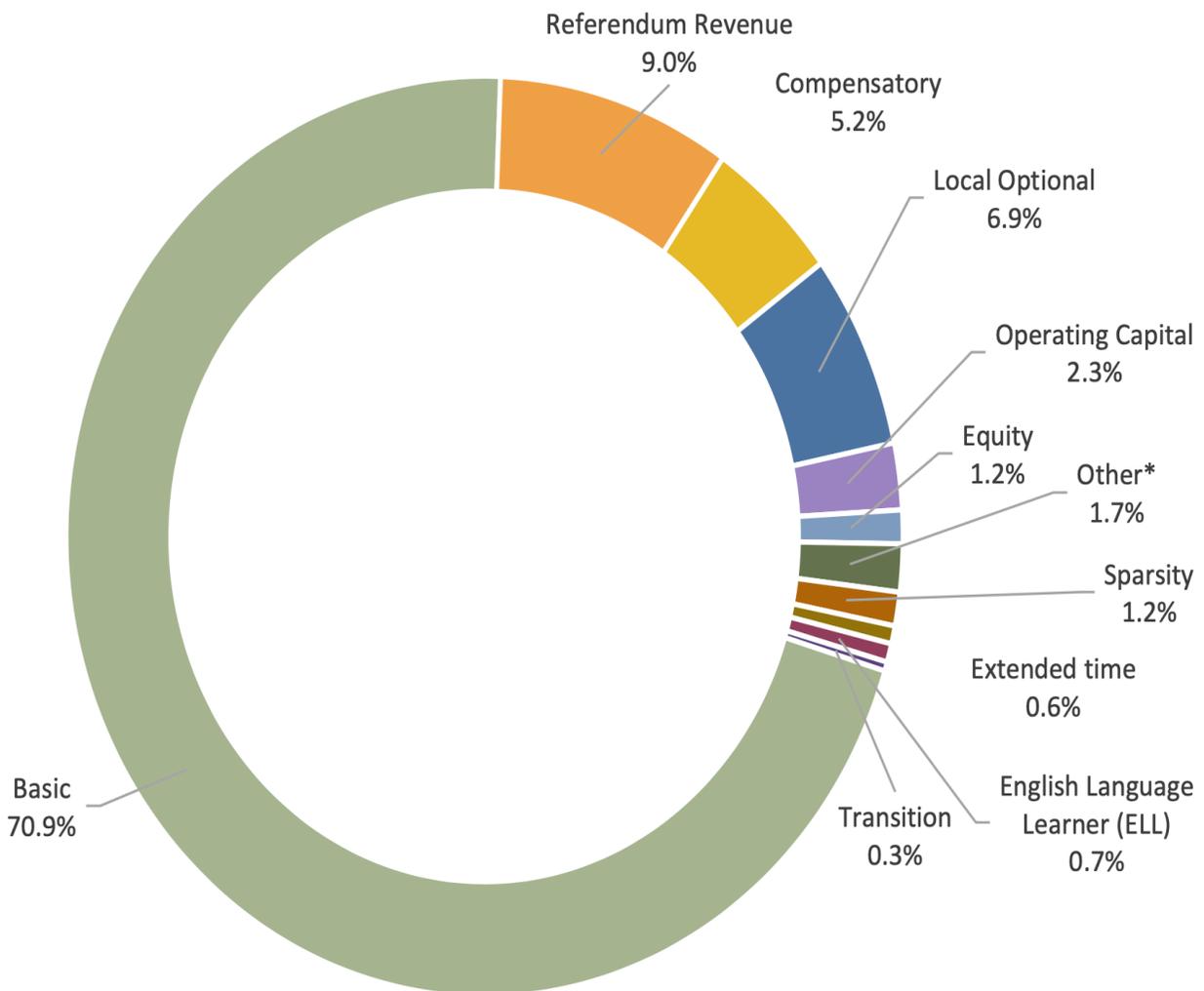
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Education Funding is a State/Local Partnership

Continued from page 3

and regional center school districts are particularly reliant on voter-approved referenda because Minnesota, unlike many other states, does not account for regional variations in labor costs. AMSD member districts rely on the operating referendum to cover the market-driven labor cost differentials. Some member districts receive 20 percent or more of their operating revenue from a voter approved referendum.

FY2023 General Education Program Components (2022-23 School Year)



*Other includes Declining Enrollment, Small Schools, Gifted & Talented, PSEO and various other Adjustments.

Source: Minnesota House of Representatives Fiscal Analysis Department, July 2022

Referendum Revenue Supports Essential Programming

Continued from page 4

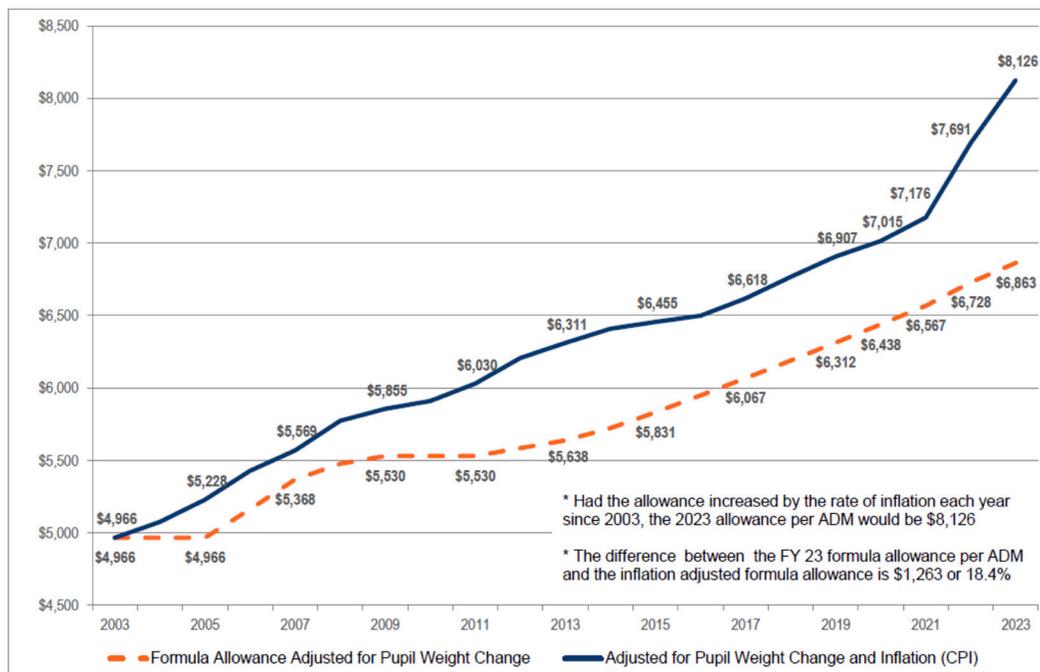
Adding to the importance of referendum revenue, the federal and state governments continue to significantly underfund the special education and English learner programs. Similarly, the general education formula continues to lag far behind inflation. Based on updated calculations from the Minnesota Department of Education, the general education formula would be \$1,263 per pupil higher today if it had kept pace with inflation since 2003 — and that is using the Consumer Price Index which understates the inflationary pressures school districts face.

With the Legislature failing to address the growing special education cross-subsidy or provide any supplemental funding for education in the 2022 session, referendum revenue will be essential in helping school districts recover from the pandemic. While the federal government provided emergency funding over the past three years to help school districts address the enormous challenges presented by the COVID-19 pandemic, the funds were one-time and do not continue.

Capital projects referendums provide school districts with revenue to address needs related to classroom technology, cybersecurity assessments, building security, including cameras, door lock systems, visitor management systems, and emergency response structures. The State does not provide a dedicated funding stream for technology which is critical to ensuring students have the opportunities they need to reach their full potential and graduate from high school prepared for post-secondary or career.

General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2022 Inflation Estimates



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

School Board Planning Calendar 2022-2023

2022 Meetings (August - December)

July (<i>not meeting</i>)	October 13
August 25	October 27
September 8	November 10
September 22	December 8

2023 Meetings (January - June)

January 12	March 23
(<i>possible conflicts with MASA</i>)	April 13
January 26	May 11
February 9	May 25
February 23	June 8
March 9	June 22

Resources/Templates (make a copy of the template)

- [What the Board Needs to Know](#) - template
- [Consent Agenda Recommendation](#) - template

Presentation Templates:

- | | |
|--|--|
| • Template 1 | • Template 2 |
| • Shoes slides template | • Stripe slides template |
| • Ribbon slides template | • Minimalist slides template |
| • Data slides template | |

1 st Meeting of the Month	2 nd Meeting of the Month
START TIME 6:30 PM	
AUGUST 25, 2022	
<p>Kudos & Recognition</p> <p>Special Presentation</p> <ul style="list-style-type: none"> • 287 Anti-Racist Leadership Program Pilot Proposal (<i>carryover</i>) <p>Board Chair Business</p> <ul style="list-style-type: none"> • Appointment of Board Vice-Chair 	<p>Annual Presentation - none</p> <ul style="list-style-type: none"> • Coherence-Uber Goal (First Read) • Racial Equity-Kendi Follow Up Or My Grandmother's Hand's (<i>carryover</i>) • Financial Report June - (Action) • COVID 19 Policies (<i>carryover</i>) • Update on Back to School Planning <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Wilder Contracts - TTM & KOFI (<i>carryover</i>)
<p>SEPTEMBER 8, 2022</p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Kudos (back to school - first days of school video) <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <p>Special Presentation:</p> <ul style="list-style-type: none"> • Mental Health ARP grant 	<p>SEPTEMBER 22, 2022</p> <p>Kudos & Recognition</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Routine monthly finance report - July/August • Special Presentation • Data Dashboard? • Safety Update <p>Annual Presentation</p> <ul style="list-style-type: none"> • What the Board Needs to Know Emergency and Crisis Plans for 2022-23 Jake Horejsh

<p>Annual Presentation</p> <ul style="list-style-type: none"> • <p>Spotlight - TBD</p>	<ul style="list-style-type: none"> • Marcy's Uber Goal • What the Board Needs to Know MSBA Resolution on TTM funding <i>(Action)</i> • <i>Resolution Authorizing Parameters for Sale & Award of 2022A LTFM Bonds (Action - 2022 only)</i> 		
<p>OCTOBER 13, 2022 Kudos & Recognition</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update Special Presentation Annual Presentation</p>	<p>OCTOBER 27, 2022 Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: Ann Bremer Education Center (virtual) <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <p>Special Presentation</p> <ul style="list-style-type: none"> • Insurance Premium Rate recommendation <p>Annual Presentation</p> <ul style="list-style-type: none"> • 2022 Strategic Priorities/Coherence Impact Report and Presentation - Presentation • Financial Report September - Quarterly Update (Action) • Facilities Report • HR Closed Session: <ul style="list-style-type: none"> ○ Local 2209 Negotiations - Update 2021-2023 Contract (<i>carryover from last year</i>) 		
<p style="text-align: center;">NOVEMBER 10, 2022 <i>(Only one Board meeting this month!)</i></p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: Care & Treatment <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Fund balance transfers (consent agenda item) • Joint Powers Agreement - AWARE Grant <p>Special Presentation: Board Work Session</p> <ul style="list-style-type: none"> • KPI update & School Improvement Plans update - 2020-21 plans (30 min) (<i>carryover</i>) <p>Annual Presentation</p> <ul style="list-style-type: none"> • Grant updates - Ben and Jon [SRCL update] (<i>carryover from last year</i>) • Update on Key Performance Indicators • What the Board Needs to Know about Emergency & Crisis Plans (<i>Action</i>) • Jake Horejsh, Student & Staff Safety Manager - Health and Safety will present a brief overview of our 22-23 emergency preparedness plan and answer questions. • Board Ratification of Award of 2022A LTFM Bonds (Action - 2022 only) • HR Closed Session: <ul style="list-style-type: none"> ○ Local 2209 Negotiations - Tentative Agreement 2021-2023 Contract ○ 2021-2023 Employment Guide for Administrative and Unaffiliated Employees (<i>carryover</i>) 			
<p style="text-align: center;">DECEMBER 8, 2022 <i>(Only one Board meeting this month!)</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: District Service Center • Above & Beyond: Care & Treatment <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report October (<i>consent agenda</i>) • Legislative Platform </td> <td style="width: 50%; vertical-align: top;"> <p>Special Presentation</p> <ul style="list-style-type: none"> • STOP Violence Federal Grant Update (Ben M.) (<i>carryover from last year</i>) • Data Presentation (PowerBI) <p>Annual Presentation</p> <ul style="list-style-type: none"> • Officer Election Process - (Chair Report) • World's Best Workforce Report & ESSA Update (Jon Ben) • Unaudited Financial Report for FY22 (action item) • 2022-2023 Yearly ADM Summary </td> </tr> </table>		<p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: District Service Center • Above & Beyond: Care & Treatment <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report October (<i>consent agenda</i>) • Legislative Platform 	<p>Special Presentation</p> <ul style="list-style-type: none"> • STOP Violence Federal Grant Update (Ben M.) (<i>carryover from last year</i>) • Data Presentation (PowerBI) <p>Annual Presentation</p> <ul style="list-style-type: none"> • Officer Election Process - (Chair Report) • World's Best Workforce Report & ESSA Update (Jon Ben) • Unaudited Financial Report for FY22 (action item) • 2022-2023 Yearly ADM Summary
<p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: District Service Center • Above & Beyond: Care & Treatment <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report October (<i>consent agenda</i>) • Legislative Platform 	<p>Special Presentation</p> <ul style="list-style-type: none"> • STOP Violence Federal Grant Update (Ben M.) (<i>carryover from last year</i>) • Data Presentation (PowerBI) <p>Annual Presentation</p> <ul style="list-style-type: none"> • Officer Election Process - (Chair Report) • World's Best Workforce Report & ESSA Update (Jon Ben) • Unaudited Financial Report for FY22 (action item) • 2022-2023 Yearly ADM Summary 		

<p style="text-align: center;">JANUARY 12, 2023 <i>*Organizational Meeting</i></p> <p>Election of Board Officers: Oath of Office Annual Resol</p> <ul style="list-style-type: none"> • Electronic signatures resolution - was this included in the annual resolutions? (<i>Please move to the annual organizational meeting</i>) • FY22 Audit - Auditor Presentation - (Annual Report) (recurring) (action item) (<i>Please move to top of Agenda behind election of officers</i>) • Financial Report November (consent agenda) • Report on UBER goal including strategic implementation plans and budget Legislative Platform 	<p style="text-align: center;">JANUARY 26, 2023 Regular Meeting</p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: Hennepin Technical College programs <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Superintendent Mid-Year Evaluation Procedure (recurring) <p>Special Presentation - Annual Presentation</p> <ul style="list-style-type: none"> • Financial Report December - Quarterly update (action item) • 2022-23 Budget Update and 23-24 Budget Planning • Equity Policy First Read
<p style="text-align: center;">FEBRUARY 9, 2023</p> <p>Kudos & Recognition *online student letter (<i>carryover</i>)</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Update on Culture and Climate Uber Goal -Staff WELLBEING • What the Board Needs to Know about Community Support following the Feb 1, 2022tragedy at SEC (ELR and Deb Carlson-Doom) <p>Special Presentation Annual Presentation</p> <ul style="list-style-type: none"> • ESSA submissions for schools identified for Comprehensive Support and Improvement (will recur annually) • Equity Policy Second Read • FY23 Budget Revision - annual report (<i>action item</i>) 	<p style="text-align: center;">FEBRUARY 23, 2023</p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: Itinerant <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report January -consent agenda • HR Report: Resolution Reducing Programs and Positions (recurring) Michelle Axell will present a Resolution asking the Board to direct administration to make recommendations for any necessary reductions in programs and positions. <p>Special Presentation -Data (PowerBI) Presentation (Ben)</p> <p>Under HR Report: What the Board Needs to Know: HR Planning for the upcoming hiring season: Anne Becker, Executive Director of Human Resources will share the recruitment & hiring outlook for 2023-2024.</p> <p>Annual Presentation Chair Report</p> <ul style="list-style-type: none"> • Trauma Sensitive Organization Ben M
<p style="text-align: center;">MARCH 9, 2023</p> <p style="text-align: center;">Equity (60 min) Equity Work Session</p> <p>Kudos & Recognition</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Confidentiality Commitments <p>Special Presentation Annual Presentation</p> <ul style="list-style-type: none"> • Approval of revised Administrative Organizational Plan (recurring) • FY24 Budget Assumption/Program Withdrawal Report - Annual Report (Action item) 	<p style="text-align: center;">MARCH 23, 2023</p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> • Above & Beyond: North Education Center <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> • Financial Report February - consent agenda • Verbal update: Expansion of Furthering Your Education program (The Transforming Teaching & Learning (TTL) Scholarship) • Approval of On-site Solar Contracts for Ann Bremer Education Center, North Education Center, District Service Center and West Education Center. (Rich Ragatz from

<ul style="list-style-type: none"> 2023-2024 School Calendar Approval (recurring) 	<p>Ideal Energies will share a presentation prior to board approval.)</p> <ul style="list-style-type: none"> Approval of Contracts: FY24 - Food Services Prime Vendor Contract (consent agenda) Approval of the RFQ Transportation Contracts Approval of Grants (list to come later) <p>Special Presentation - Annual Presentation - none</p> <p><u>Chair Report</u></p> <ul style="list-style-type: none"> HR Report: Facilities - Long Term Facilities Maintenance Plan Approval (Action item)
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APRIL 13, 2023

<p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> Gateway to College award? <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> HR Report: Discontinuing Educational Programs and Positions/Staff Reduction ULA Resolution (only if necessary) Organizational Chart Approval 2023-2024 <p>Special Presentation - 1. Data Dashboard, 2. Safety and MH update, include grants (carry over)</p> <p>Annual Presentation -</p> <p><u>Chair Report</u></p>

<p align="center">MAY 11, 2023</p> <p>Kudos & Recognition</p> <ul style="list-style-type: none"> Above & Beyond: North Education Center Above & Beyond: Northern Star Online <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Superintendent Evaluation Closed Session (carry over) <p>Special Presentation - NSO Update</p> <p>Annual Presentation - none</p> <ul style="list-style-type: none"> Financial Report March - Quarterly update (Action) SEIU Local 284 – Closed Session (Information) Michelle Axell, Director of Human Resources will present parameters for Board consideration. The School Board may hold a closed meeting to consider strategy for labor negotiations. Minn. Stat. §13D.03. (carry over) <p><u>Chair Report</u></p>	<p align="center">MAY 25, 2023 RETIREMENT EVENT 5:00 PM - 6:30 PM</p> <p>Kudos & Recognition</p> <p>Above & Beyond: South Education Center</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Superintendent's Evaluation Update (10 min) Financial Report April- consent agenda <p>Special Presentation - none</p> <p>Annual Presentation -</p> <ul style="list-style-type: none"> Probationary Licensed, and Non-Licensed Non-Renewal Resolutions (recurring) Learning Conversations, Superintendent Luncheon Recap Safety Response Team Recap/Decision Making
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<p align="center">JUNE 8, 2023</p> <p>Kudos & Recognition/Spotlight</p> <ul style="list-style-type: none"> 2023 Graduation video <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <p>Approval of HTC Lease Agreement Approval of HTC PSEO Agreement Approval Liability Carrier Change and WC Renewal Rates Approval of Renewal of Janitorial Services Contracts Recommendation to Renew Teachers on Call (TOC) Agreement Approval of Grants</p>	<p align="center">JUNE 22, 2023</p> <p>Kudos & Recognition/Spotlight</p> <p>Above & Beyond: West Education Center</p> <p>Consent Agenda OR What the Board Needs to Know OR Verbal Update</p> <ul style="list-style-type: none"> Financial Report May (consent agenda) Special Education Monitoring Report (Ask Melissa) PrairieCare Partnership Report (Kate and Chad Jayasekera) (carry over) <p>Special Presentation - none</p> <p>Annual Presentation</p> <ul style="list-style-type: none"> KPI update / Strategic Plan update HOLD for Aug/Sept meeting
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Special Presentation - none

Annual Presentation

- Food Services Report - (Annual Report)
- Annual Food Service Program Resolution **Action Item**

Chair Report

Data Privacy & Records policy bucket - 1st read (*carry over*)

- 2023-24 Original Budget Approval - Annual Report **Action Item**

- Approval of 2023-24 Rates. **Action Item**

Chair Report

Data Privacy & Records policy bucket - 2nd read (*carry over*)

INTERMEDIATE DISTRICT 287
September 8, 2022
SCHOOL BOARD CALENDAR

September 2022

08	Thursday	General Board Meeting	6:30 PM	DSC
22	Thursday	General Board Meeting	6:30 PM	DSC

October 2022

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

November 2022

10	Thursday	General Board Meeting	6:30 PM	DSC
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December 2022

08	Thursday	General Board Meeting	6:30 PM	DSC
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TENTATIVE

January 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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February 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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March 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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April 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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May 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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June 2022

23	Thursday	General Board Meeting	6:30 PM	DSC
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- ◆ General Board Meeting – Date Change
- ◆ New Event
- ◆ Event Date Change

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule 2022-2023

Get on the Bus

Tuesday, October 18th

Care & Treatment

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, December 6th

North Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, February 7th

West Education Center & Hennepin Tech Pathways

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, April 11th

South Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209/Board Breakfast

7:00 AM

Tuesday, October 25th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, December 13th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, February 21st
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, April 25th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____