

General Meeting of the Board
Thursday, June 22, 2023 6:30 PM

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

Agenda

1. **CALL TO ORDER** (Action)
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 June 8, 2023.
 - 4.2. Approval of Monthly Financial Report - May 2022
 - 4.3. Routine Human Resources Activities for June 22, 2023
 - 4.4. Approval of 2023-24 Lease Agreement with Hennepin Technical College (HTC)
 - 4.5. Approval of Post-Secondary Enrollment Contract with Hennepin Technical College (HTC) Agreement
 - 4.6. Approval of Cyber Insurance
 - 4.7. Approval of Cyber Security Services Agreement
 - 4.8. Approval of 2023-24 Rates
 - 4.9. Approval of Pest Removal Agreement
 - 4.10. Approval of Waste Handling Contract
5. **SHARE THE SUCCESS & RECOGNITION – (10 minutes)** (Information)
 - 5.1. 2023 Graduation Video and Other Highlights
6. **SUPERINTENDENT'S REPORT - (45 minutes)** (Information)
 - 6.1. Congratulations, Kevin Witherspoon!
 - 6.2. Racial Equity Audit Recommendations
 - 6.3. Strategic Plan Update
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report
 - 8.2.1. Approval of 2023-2024 Original Budget (Action)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (10 minutes)** (Information)
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Superintendent Evaluation Summary (Information)
 - 9.2.2. AMSD Report
 - 9.2.2.1. June 2023 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Calendar
 - 9.3.2. June 22, 2022, Board Event Calendar
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

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 GENERAL MEETING OF THE BOARD
Intermediate District 287
June 8, 2023
MINUTES

1. CALL TO ORDER

Chair Brakke called the general meeting to order at 6:32 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Director Bowman 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 8 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Ruthie Dallas (late)
273	Edina	Michael Birdman
280	Richfield	Crystal Brakke
281	Robbinsdale	ReNae Bowman
278	Orono	Michèle Kunz
283	St. Louis Park	Anne Casey
284	Wayzata	Sarah Johansen
279	Westonka	Heidi Marty

Absent: 272/Ross, 270/Andreson, and 279/Mosqueda-Jones

Guests:

287 Administration: Superintendent Doud, Tonya Allen, Anne Becker, Mae Hawkins, Ben Magras, Camille Hepola, Elisabeth Lodges Rogers, Mae Hawkins, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Sarah Schreifels, Ryan Henderson, Alexia Poppy-Finley, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by ReNae Bowman, seconded by Sarah Johansen, approve the meeting agenda. All in favor. No votes against. Motion carried.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the General Meeting of the Board Minutes from June 8, 2023, Website and Mass Communications Agreement, Multifunctional Devices Lease Agreement, Janitorial Services Agreement Extensions, Liability Carrier and WC Renewal Rates, Care & Treatment Agreement - Allina Health Systems, Care & Treatment Agreement - On-Belay, Care & Treatment Agreement - PrairieCare, Care & Treatment Agreement - Volunteers of America, Care & Treatment Agreement - YOUABLE Emotional Health, Renew Teachers on Call (TOC) Agreement, Agreement to Provide Support for Targeted Services and/or Credit Recovery - Eagle Ridge Academy, Agreement to Provide Online Educational Services for Credit Recovery - Minnesota Online High School, Amendment #2 to School Mental Health Program Agreement, Insurance Committee's Recommendation to Enter into a Contract with HealthPartners with an Increased Specific Stop-Loss Amount of \$150,000, and Handshake Agreement. *Motion by Michèle Kunz, seconded by Heidi Marty, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Alexia Poppy-Finley, the West Education Programs (WEP) Principal, and Superintendent Doud introduced Ryan Henderson, EBD Instructor at WEP. Ryan was the June 2023 Above & Beyond winner. Ryan thanked the Board, Superintendent Doud, and Administrators for their support.

6. SUPERINTENDENT'S REPORT - None

7. INSTRUCTIONAL REPORT - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report - None

Financial Report

Sarah Schreifels, Food Service Manager, presented an overview of the food services program for the 2022-2023 year. [Food Service Presentation](#)

Mae Hawkins, Executive Director of Business Services, presented a resolution motion on the Annual Food Service Program. *Resolution motion by Sarah Johansen, seconded by Heidi Marty, to waive the reading and approve the annual foodservice program resolution as provided by the printed, shared documentation. The following voted in favor: Birdman, Bowman, Brakke, Casey, Dallas, Johansen, Kunz, and Marty. There were no abstentions or no votes cast. The resolution passed.*

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision - None

AMSD Report

Chair Brakke provided an updated on the upcoming AMSD meeting.

Once Around the Table

Board members Birdman, Kunz, and Dallas presented an update on Ann Bremer Education Center (ABEC), North Education Center (NEC) and South Education Center (SEC) graduations.

Chair Report

Board Chair Brakke recommended for approval the Annual Organizational Memberships. *Motion by Crystal Brakke, seconded by Michèle Kunz, to approve the Annual Organizational Memberships with the exception of the National School Boards Association. One vote against. Motion carried.*

Board Chair Brakke talked about the new legislative update, the statute regarding open meeting law and virtual participation in public meetings. It is going to allow for more flexibility for board members to participate virtually in board meetings.

At the recommendation of Board Chair Neville, a motion was made by Heidi Marty, seconded by Michèle Kunz, the Board may close the meeting, pursuant to Minnesota Statutes section 13D.05, Subd. 3(a) to evaluate the performance of the Superintendent. *No votes against. Motion carried.* The meeting was closed to the public at 7:09 PM. A motion was made by ReNae Bowman, seconded Michael Birdman, to reopen the general meeting. *No votes against. Motion carried.* The general meeting reopened at 7:47 PM.

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:48 PM.

The next general meeting will be held on June 22, 2023, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD

June 22, 2023

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Katherine Ramey*	Due Process Facilitator	North Education Center	Additional Enrollment	08/28/2023	1.0
Retha Burns*	Senior Manager of Special Education	Special Education Department	New Position	07/03/2023	1.0
Desiree Quinlan*	BVI Teacher	Itinerant Services	Separation: K. Berger	08/28/2023	1.0
Nicole Peterson*	Literacy Achievement Manager	Teaching & Learning Department	New Position	07/03/2023	1.0
Kevin Witherspoon*	Director of Human Resources	Human Resources Department	Separation: A. Becker	07/03/2023	1.0
Der Vang*	Digital Resource Specialist	Northern Star Online	New Position	07/03/2023	1.0
Margaret Sergeant*	Innovative Instructional Coach	Care & Treatment Programs	Internal Movement: J.Tousignant	08/28/2023	1.0
Jennifer Tousignant*	General Education Teacher	Care & Treatment Programs	Additional Enrollment	08/28/2023	1.0
Kathryn Nigh*	School Nurse	North Education Center	Separation: D. Joseph	08/28/2023	1.0
Jacob Zehren	Assistant Principal	West Education Center	Separation: S. Castro	07/03/2023	1.0
Timothy Fitze	HTC/CTE Education Manager	Eden Prairie Campus	New Position	07/03/2023	1.0
Anna Kohler	Hiring Coordinator	Human Resources Department	Separation: M. Ruce	06/26/2023	1.0
Suad Jama	Nexus Team Member	Special Education Department	New Position	08/28/2023	1.0
Brooke Davis	School Social Worker	West Education Center	Additional Enrollment	08/28/2023	1.0
Kimberly Peterson	Physical Therapist	Itinerant Services	Separation: S. Ramsden	08/28/2023	.75
Kimbrely Elsing	DHH Teacher	Itinerant Services	Additional Enrollment	08/28/2023	1.0
Olivia Beaudry	Occupational Therapist	Itinerant Services	Separation: S. Gruidl	08/28/2023	1.0
Karyn Hall Dayle	PhyEd Teacher	South Education Center	Additional Enrollment	08/28/2023	1.0

* Current Employees

License Transitions

Name	Position	Department or Site	Licensure Area	Prior Approval Type	Current Approval Type	Effective Date
Justin Fiedler	EBD Teacher	Ann Bremer Education Center	EBD	Out of Field Permissions	Tier 4	05/01/2023
Jessica Dale	B/VI Teacher	Itinerant Services	B/VI	Out of Field Permissions	Tier 4	04/07/2023
Laura Gritzmacher	D/HH Teacher	Itinerant Services	D/HH	Out of Field Permissions	Tier 4	07/01/2023

Temporary Hiring Agreement: Assignments

Name	Position	Department or Site	Effective Date	End Date
Barbara Becker	DHH Instructor-Substitute	Itinerant Services	09/05/2023	06/06/2024
Patricia Butler	Food Service-Substitute	Food Service Department	08/28/2023	06/30/2024
Rosemary Dingmann	Food Service-Substitute	Food Service Department	08/28/2023	06/30/2024
Glenda Kibat	School Nurse-Substitute	District Wide	09/06/2023	06/08/2024

Extended Leaves of Absence:

Name	Position	Department or Site	Effective Date	End Date	FTE
Kathryn Nigh	School Nurse (change in position for 2023-2024)	North Education Center	08/28/2023	06/07/2024	.0625

Separations: Resignation

Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Melissa Martin	Assistant Principal	Itinerant Services	Personal Reasons	06/30/2023
Jacob Cavanaugh	Science Teacher	West Education Center	Personal Reasons	06/09/2023
Elizabeth Tiedemann	EBD Teacher	North Education Center	Personal Reasons	06/09/2023
Tracee Bradley	EBD Teacher	Ann Bremer Education Center	Personal Reasons	06/09/2023
Nicole Peterson	Literacy Coach	South Education Center	To Accept an Administrator Position	06/09/2023
Catherine Fensom	Interpreter	Itinerant Services	Personal Reasons	06/09/2023
Damontae Larkin	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	05/26/2023
Cameron Brown	Educational Support Professional	South Education Center	Personal Reasons	06/02/2023
Heather Pasqualini	Educational Support Professional	South Education Center	Personal Reasons	06/05/2023
Sylvia Stigler	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	06/09/2023
Abigail Ressen	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	06/09/2023
Sandra Bautch	Cook	Food Service Department	Personal Reasons	06/13/2023

Other:				
RECOMMEND the Board's approval to credit Shannon Collins, Educational Support Professional at North Education Center, with three (3) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Kimberly Mackenzie	Jimmie Heags	Becky Aish		
RECOMMEND the Board's approval to credit Willie Johnson, Educational Support Professional at North Education Center, with three (3) days of additional sick leave. These days have been donated by the staff member listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Braden Schmitt	Vince Baxter	Jimmie Heags		
RECOMMEND the Board's approval to credit Bobbi Rohwer, Speech Language Pathologist for Itinerant Services, with one (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Tracy Mooney				
RECOMMEND the Board's approval to credit Yulia Star, School Nurse at Ann Bremer Education Center, with one (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Donor Name Withheld By Request				
RECOMMEND the Board's approval to credit Jessica Hanke, Administrative Support for Student Information Systems,, with four (4) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Donor Name Withheld By Request	Jeremy Ballsrud	Donor Name Withheld By Request	Jimmie Heags	
RECOMMEND the Board's approval to credit Amber Taylor, Speech Language Pathologist for Itinerant Services, with three (3) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Gwen Tacheny	Jimmie Heags	James Schmidtke		
RECOMMEND the Board's approval to credit Dena Andrew-Jaja, Mental Health Senior Manager at the District Service Center , with six (6) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Donor Name Withheld By Request	Amy Tiedens	Donor Name Withheld By Request	Tracy Mooney	Donor Name Withheld By Request
Jimmie Heags				

ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT - June 22, 2023

Summer School

LICENSED

ESY

Susan Anose	Joshua Ask	Anne Bathke
Jill Batman	Mae Bullock	Sean Burns
Laura Byer	Mariah Carter	Kari Castillo
Jacqueline Chance	Bobbi Cox	Jennifer Curtis
Carol Dannenbrink	Amanda Dittbenner	Kailey Dold
Nicholas Duchateau	Margaret Dundon	Meghan Fetter
John Fishbaugher	Jennifer Gallagher	Alexander Gandah
Valerie Glenn	Angelo Grant	Evander Grubbe
Andrew Hannan	Stephanie Hawley	Richard Helmerichs
Veronica Jacobson	Crystal Johnson	Carla Kegel
Lamin Khan	Carla Knudson	Rebecca Korich
George Kroh	Debra Kubiak	John Lamphere
Maren Lindner	Megan Madson	Jodi Markert
Madison McClement	Andre McElroy	Gregory Merritt
Natshall Molette	Brittany Morell	Kelly Mwei
Leah Olson	Evans Onchiri	Christina Ortt
Ryan Pederson	Holly Peterson	Kyle Pietsch
Jamiella Quinn	Teresa Ressen	Paul Ruhland
Karen Schlagel	James Schmidtke	Hannah Schmoll
Jake Severson	Joe Steinert	Caroline Steuer
Calie Swanson	Katie Timm	Courtney Tomlinson
Ann Verdegan	Larissa View	Emilia Woods
Lauren Yurek	Lindsay Zeyer	

ITINERANT

Jessica Brown	Sophie Chabin	Jane Corkery
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Jessica Dale	Jack Daraitis	Lisa Donley
Travis Eckert	Jenna Fox	Abby Goulet
Cassandra Haga	Kelsey Kuffel	Kaylee Merritt
Becky Moen	Elizabeth Nelson	Jessica Petrowiak
Tyler Ringeisen	Alexander Skavlem	Amy Stener
Starlight Thao	Laura Thorne	Paul Tinerella
Aspen Townsend		

NSO

Sarah Baker	Matthew Ferry	Amber Fisher
Elizabeth Gray	Alicia Jensen	Susan Kline
Matthew Nupen		

WSSS:

Lynnea Allen	Ellie Batman	Abby Beran
Todd Bradell	Priscilla Cicero	Pamela Colby
Sharon Dake	Wendy Freshman	Sierra Jackson
Clarice Jorenby	Diane Landis	Morgan Lee
Krista Machtmes	Connor O'Loughlin	Patrick Peralez
Christine Priebe	Mary VanAlstine	Teresa Schremp
Philip Sexton	Dane Stauffer	Lindsay Sundquist
Jill Zastrow		

NON LICENSED:

ESY

Amber Abreu	Agol Akot	Jennifer Amachree
Emily Anose	LeeAnn Arnquist	Manlizi Arrington
Christina Babaya	Ty Bates	James Beamon
Pamela Beatty	Thomas Beers	Marcus Bell
Tedkia Bellfield	Samuel Bengo	Patricia Bergren
Joe Bessman	Zane Bishop	Stanley Blanchard

Danette Boline	Ciera Brooks	Cameron Brown
Danya Brown-Castro	Alvin Chambers	Melissa Coleman
Dion Cook	Xianning Cui	Megan Dargis
Florida Davis	Jamie DeLong	Mary Dickens
Marinette Djiaga Fitchoua	Pamela Doll	Catherine Eastey
Donald Edmondson	Jane Ekongo-Njiki	David Ellingson
Kimberly Embery	Brittany Foster	Rodnayah Foster-Devost
Sheri Frank	Akaia Gayetay	Etta Gbeizon-Bornor
Alexis Goldsberry	Nancy Guelich	Jazzmen Harris
Trishanna Hill-Burns	Trishell Hill-Burns	Vanlisha Hobson
Tre-Vell Holmes	Roseanne Hooper	Madonna Indgjer
Miles Jackson	Rebecca James	Ivette Jaramillo-Flores
Jaimoun Jarrett	Willie Johnson	Shannon Jones
Maya Kemp	Lauren Kennedy	Kaelah Kennedy Jones
Shanika Lundberg	Dariyanna Mapp	Nicole Marier
Zoe Massaquoi	Justine McGee	Tara Meland
Brenda Mendel	Patrick Morgan	Dwquita Nash
Jessica Nelson	TaQuaisha Nelson	Boma Orubo
Anita Palm	Amiah Patterson-Ramji	Phillip Pierre
Tonjaleya Pitts	Mecca Polk	Mercy Quentin
Yazmin Quiroz Pascual	Kelli Ramey	Corey Ramsey
Tellis Redmon	Dawn Reese	Quita Reeves
Mary Resnikoff	Desiree Rice	Blessing Ricks
Ellen Roberts	Philip Roberts	Laneka Rogers
Maria Romero	Jerrica Ross	Kiara Ross
Cristal Sanchez	Cassandra Schendel	Stacy Schultz
Victoria Sendolo	Savannah Senner	Gretchen Shogren
Robertha Sloboh	Lisa Smith	Jenae Soller
Laura Sommerfeld	Carine Tchokouagam Med	Brielle Thomas

Lisa Thomas	Marcus Thomas	Kailey Tillman
Natalie Timm	Kaitlin Tran	Deborah Voight
David Ward	Jerise Washington	Qwmari West
Edith Whitaker	Irene Yahwon	Lawrence Yahwon

ITINERANT

Jennifer Brady-Johnson	Anna Holod	Melaine Leite-Carroll
Rebecca Matsche	Mary Meierbachtol	Monica Mommsen
Cheryl Nelson	Jennifer Schmitz	Katherine Shearer

NSO

Nicole Maxa		
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WSSS

Dawson Burke	Alisha Cromwell	Devon Dobyne
Elijah Dayton	Taran Palli	Kristiann Stotz
Ayden Voss	Kendall White	

CONSENT AGENDA – RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Approval of the 2023-24 Lease Agreement with Hennepin Technical College

June 22, 2023

Author

Mae Hawkins, Exec. Director of Business Services

Summary

The lease agreement is for the use of classrooms, labs, equipment, offices and common space at the Eden Prairie Hennepin Technical College Campus (HTC). The agreement is for the 2023-24 school year. These spaces are used by District 287's Career and Technical Program, Gateway ALC, and Special Education Transition Programs. The rate per square foot is not changing from 2022-23. Based on program needs, the district is adding office spaces and a conference room and shifting classroom spaces. As part of the Gateway to College agreement, HTC provides the Gateway to College classrooms without a fee and have also agreed to waive the fee for the Coffee shop space that is used to as a work place skill teaching area. This agreement reflects a \$11,708 increase from last year due to space changes. Staff and student parking is included in the contract.

Year	Not to Exceed:
2023-24	\$ 386,284

Recommendation

It is recommended that the Board approves the 2023-24 lease agreement with Hennepin Technical College (MnSCU).

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of Post-Secondary Enrollment Contract with Hennepin Technical College.

June 22, 2023

Author

Mae Hawkins, Executive Director of Business Services

Summary

Approve the Post-Secondary Enrollment Contract between Intermediate District 287 and Hennepin Technical College pursuant to the provisions of Minnesota Statute 124D.09. The contract outlines the terms for paying Hennepin Technical College an amount equivalent to the Post-Secondary rate for students enrolled in District 287 programs who are taking college courses as part of their school day for the fall and spring semesters of the 2023-24 and 2024-25 school years.

Recommendation

Administration recommends that the school board approve the above contract.

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



Regular Meeting – June 22, 2023

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Cyber Liability Insurance Carrier and Premium Approval

PRESENTED BY: Mae Hawkins, Executive Director of Business Services

1. Summary

Approval of Insurances as follows:

- Cyber Liability Insurance Coverage - went to the market. 2 companies provided quotes. The quote with the coverage the district was looking for, best pricing, lowest deductible came from TMHCC (Tokio Marine / Houston Casualty Company) at \$33,172.70 for the 2023-24 school year.

2. Background Information

The district changed Insurance Brokers in 2021 to USI Insurance Services, LLC. A 12 month Targeted Risk Management Plan was implemented alongside a Client Service Plan strategy to focus on areas the district could improve on to lower its risks and make it more marketable. The implementation of this plan enabled USI to assist the district in getting better or equivalent coverage. The Plans also included areas to focus on related to the Cyber Security. By implementing many of these recommendations, the district was able to reduce our Cyber Liability Insurance cost by \$14,328.74.

3. Fiscal Impact/Funding Source: The expenses for the premiums are included in the Original Budget for the 2023-24 school year.

4. RECOMMENDED ACTION: Board approval of the Cyber Liability insurance with the carrier named above at the premium listed for the 2023-24 school year.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Approval of Cybersecurity Service Agreement

June 22, 2023

Authors

Kim Helgeson, Director of Information Technology and Student Information Services

Summary

This new contract with Pivotalogic Inc. will provide the District with enhanced cybersecurity assessment and mitigation recommendations as an extension of our internal resources. They will measure our security controls, assign a risk score, and work with us to address risks and improve our security posture. This work will align our security program with the NIST Cybersecurity Framework and position the District to qualify for the best cybersecurity insurance rates.

This contract is being brought to the board for approval as it is a multiple year contract.

Fiscal Impact/Funding Source

These costs are included in the Information Technology annual budget.

Recommendation

It is recommended that the school board approve the three year agreement with Pivotalogic Inc. at a cost of \$56,000 per year prior for a three-year total of \$168,000.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of 2023-24 Fees and Rates

June 22, 2023

Author

Mae Hawkins, Executive Director of Business Services
Gloria Wilder, Director of Finance

Summary

District 287 is maintaining the member district core fee at the rate set in 2015-16.

The ALC stabilization fee was the agreed upon solution for funding these programs by member districts back in September 2018. The amount remains the same as 2019-20.

Based on 2016 legislation, Intermediate Districts have the legal authority to charge a non-member access fee to the resident district of a non-member special education student, including students open-enrolled through a member district. The non-member access fee rate will be included on a letter that accompanies the referral and/or tuition acknowledgement forms that are sent to resident districts at the time of a student's enrollment. The majority of non-member access fee revenues will be used to offset member district levies.

At a meeting with MDE, it was recommended that the District develop and set rates for our Care & Treatment programs prior to the start of the fiscal year. Care and Treatment rates are shared with resident districts at the beginning of each fiscal year as part of the annual agreement for educational services.

2023-24 Fees and Rates:

Fees	
Core Fee – Per Member Districts' Total Resident APU	\$15.05
ALC Stabilization Fee – Per Member Districts' Total Resident APU	\$5.00
Non-member Access Fee – per student membership hour	\$19.33
Care & Treatment Rates per Daily ADM	
Schools: 527,530,531,532	\$270.00
Schools: 519,522, 533,535,540	\$285.00

The Core Fee partially funds the general fund fixed costs of the district. The ALC stabilization fee provides a base level of support for the ALC programs. The non-member access fee is designed to equitably allocate the costs for buildings, safe schools and fixed costs to both members and non-member students. The Care & Treatment rates fund the Care and Treatment programs.

Recommendation

It is recommended that the school board approves the 2023-24 fees and rates as presented.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Approval of Integrated Pest Management Program Service Agreements

June 22, 2023

Author

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

Summary

The Facilities Department is seeking approval for a two-year agreement, with the option to renew annually for up to an additional two (2) years, of the Integrated Pest Management Program Agreement with Godfather's Exterminating, Incorporated. Pest Management Services will be performed at the Ann Bremer Education Center, District Service Center, North Education Center, West Education Center and South Education Center buildings.

The contracted costs for each school for the 2023-24 and 2024-25 school years will be \$75.00 per month.

Recommendation

It is recommended that the school board approves the agreements for Pest Control Management at the sites stated above with Godfather's Exterminating, Inc. for a cost not to exceed a total of \$375.00 per month.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Approval Of Waste Handling Service Agreements

June 22, 2023

Author

Kurt Vredenburg, Senior Facilities Manager

Summary

The Facilities Department is seeking approval for two-year agreements for waste handling services with Suburban Waste Services. Services will be performed at the Ann Bremer Education Center, District Service Center, North Education Center, West Education Center and South Education Center buildings; each site has a separate agreement.

The service costs Districtwide for 2023-24, starting August 1, 2023 will not exceed \$53,554.68 annually. Year two (2) is subject to annual rate increase not to exceed 6.0%.

Site	Trash Cost Per Month	Recycling Cost Per Month	Total Monthly Cost	Total Annual Site Cost
ABEC	\$ 785.16	\$ 214.00	\$ 999.16	\$11,989.92
DSC	\$ 553.33	\$ 91.66	\$644.99	\$7,7739.88
NEC	\$ 785.16	\$ 298.27	\$1,083.43	\$ 13,001.16
SEC	\$ 785.16	\$ 214.00	\$ 999.16	\$ 11,9889.92
WEC	\$ 552.82	\$ 183.33	\$736.15	\$ 8,833.80
Total Annual Cost				\$ 53,554.68

Recommendation

It is recommended that the school board approves the agreements for Waste Handling Services at the sites stated above with Suburban Waste Services for a cost not to exceed a total of \$53,554.68 per year for year one and a rate increase not to exceed a 6% per year in year two.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



Welcome

Kevin Witherspoon **Director of Human Resources**

Dear Colleagues,

I am excited to announce that Kevin Witherspoon has accepted our offer to be Director of Human Resources starting July 1. Kevin has only been with the District since February and has already proven to be a knowledgeable resource, a creative problem solver, and an indispensable member of the leadership team.

Before joining the District as the Senior Manager of Human Resources and Labor Relations, Kevin worked for South Washington County Schools, where he was a special education teacher; assistant principal; director of special services; and lastly, their HR Director.

Kevin earned his Ed.D. in Educational Leadership and Administration from the University of St. Thomas in 2015. He received his M.A. in Special Education and his B.A. in Communication Disorders/Deaf Studies from the University of Minnesota in 2000 and 1998, respectively.

Fun Facts about Kevin:

Favorite food: Mexican

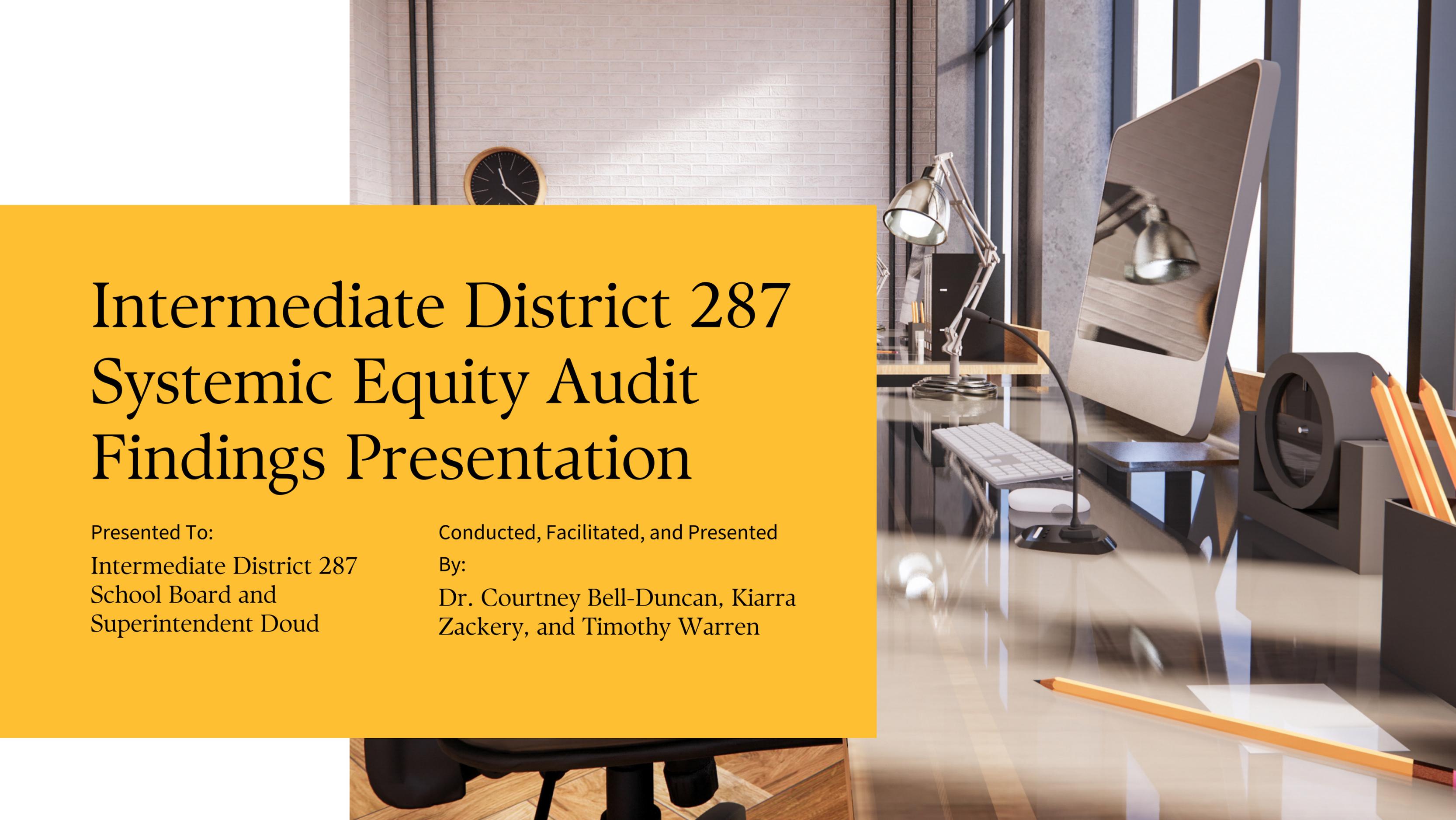
Favorite TV show or book/author: I just started *Accused* and love it

Most passionate about: Travel

Please take a moment to say *congratulations* to Kevin!

Marcy

Marcy Doud
Superintendent



Intermediate District 287 Systemic Equity Audit Findings Presentation

Presented To:

Intermediate District 287
School Board and
Superintendent Doud

Conducted, Facilitated, and Presented

By:

Dr. Courtney Bell-Duncan, Kiarra
Zackery, and Timothy Warren

Agenda



01	Background of the Study	07	Equity Trends
02	Problem Statement	08	Survey Data
03	Theoretical Frameworks	10	Policy Analysis Results
04	Methodology	11	Culturally Responsive Pedagogy and Leadership
05	Analysis	12	Strategic Action Recommendations
06	Research Findings	15	Costs of Inaction

Background of the Study

Intermediate District 287 took the bold step back in 2015 of incorporating racial equity as a strategic priority. As the district has diversified in student and staff population, it was evident that Intermediate District 287 needed to change its internal work and practices for bias and trauma impacts. The 2022-2023 school year marked the transition of a Superintendent and Director of Equity and Inclusion bringing forth the opportunity to reimagine the future of race equity work in the district. Intermediate District 287 is now looking to contract with a consultant to conduct an equity audit on the organization to provide assessments on racial equity readiness and consciousness and recommendations on an equity department structure.





"Intermediate District 287 acknowledges the historical, generational and compounding reality of the systems, structures, and practices that have intentionally created and continue to afford advantages to dominant racial groups while perpetuating inequities for others. The District owns its role in creating, maintaining, and implementing policies, procedures, and practices that result in predictably lower academic and graduation outcomes and disproportionate disciplinary action for Students of Color and American Indian/Indigenous and/or Native students, than their White peers. These disparities contradict the beliefs and values we hold about what students can achieve and the role of adults in ensuring conditions for success and intentional neglect adults have upheld around their own."

-Equity Policy END140

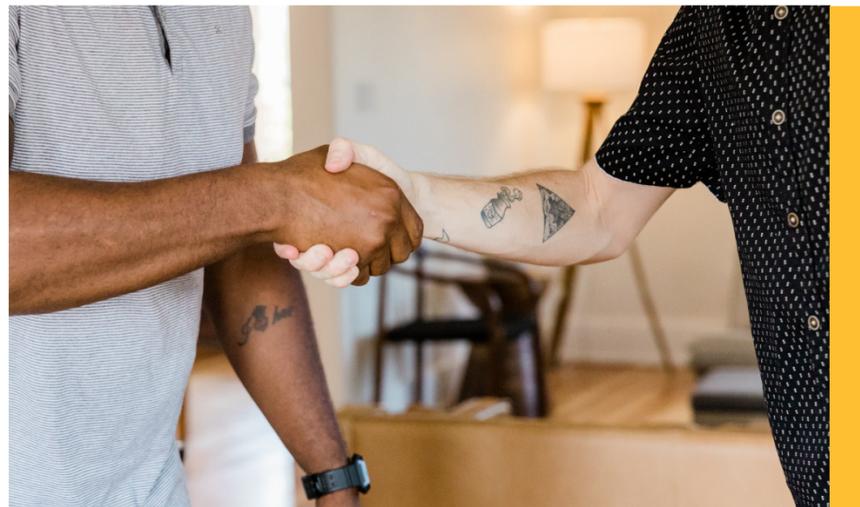
Problem Statement

While school districts nationwide have committed to the vision of systemic equity, the action steps needed to eradicate inequity are not clear. Equity audits can help educators understand the inequities that exist in their district and schools and inform development of the policies and practices needed to address them.



Scope of the study

The mixed-methods study will take place in and throughout ID 287 and will be conducted between March, 2023 and June, 2023. Respondents of the study will include students, staff, teachers, parents, and school and district administrators.



Relevance of the study

The findings of this study will assess and diagnose the state of organizational equity in ID 287 and will inform and provide direction for the implementation of systemic equity throughout ID 287 and will be led by the Department of Diversity and Equity.



Research Question

To what extent do the structures, resources, practices, and policies of Intermediate District 287 establish an equitable and inclusive work and learning environment for students and staff?

Khalifa (2018) Equity Audit Framework

OVERVIEW

1. Equity Trends

- Data Review

2. Survey Data

- Surveys to stakeholders about climate, culture, engagement, etc.

3. Policy Analysis

- Examination of policies that may contribute to disproportionalities

4. Culturally Responsive Curriculum, Pedagogy, and Leadership

- Examination of instructional and leadership practices

Hanover (2020) Multi-Year Equity Audit Framework

OVERVIEW

Year 1: Diagnose and Build a Framework

- Conduct equity and inclusion diagnostic, representation index, teacher quality equity data analysis, staff recruitment, retention, and attrition analysis, equity dashboard metric identification, course sequencing analysis, and staff equity and inclusion survey

Year 2: Root Cause Analysis

- Conduct student and parent equity focus groups and in-depth interviews, staff focus groups, develop equity audit curriculum tool, benchmarking study of district policies

Year 3: Reform and Monitor

- Conduct literature review, assess professional development needs, develop discussion guides, build practice toolkits for staff

Methodology

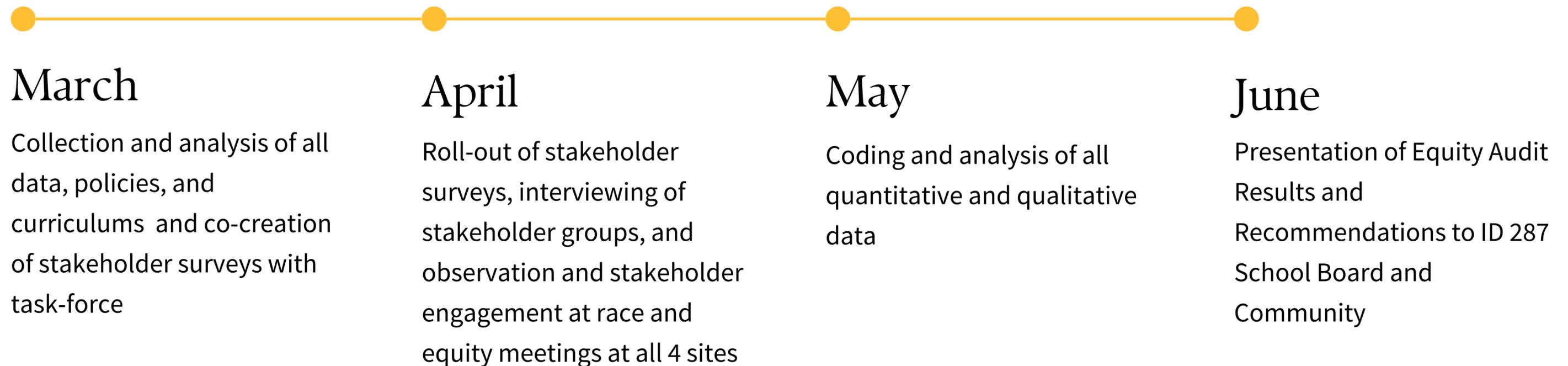
QUANTITATIVE METHODS

- Review of student graduation, attrition, and retention reports
- Surveying of stakeholders
- Policy Analysis (school, district, program, partner district referral policy review)
- Curriculum Analysis
- Pedagogical and Leadership Analysis
- Review of district website and information provided on campus
- Review of school and district climate surveys
- Review of state report cards and assessment data

QUALITATIVE METHODS

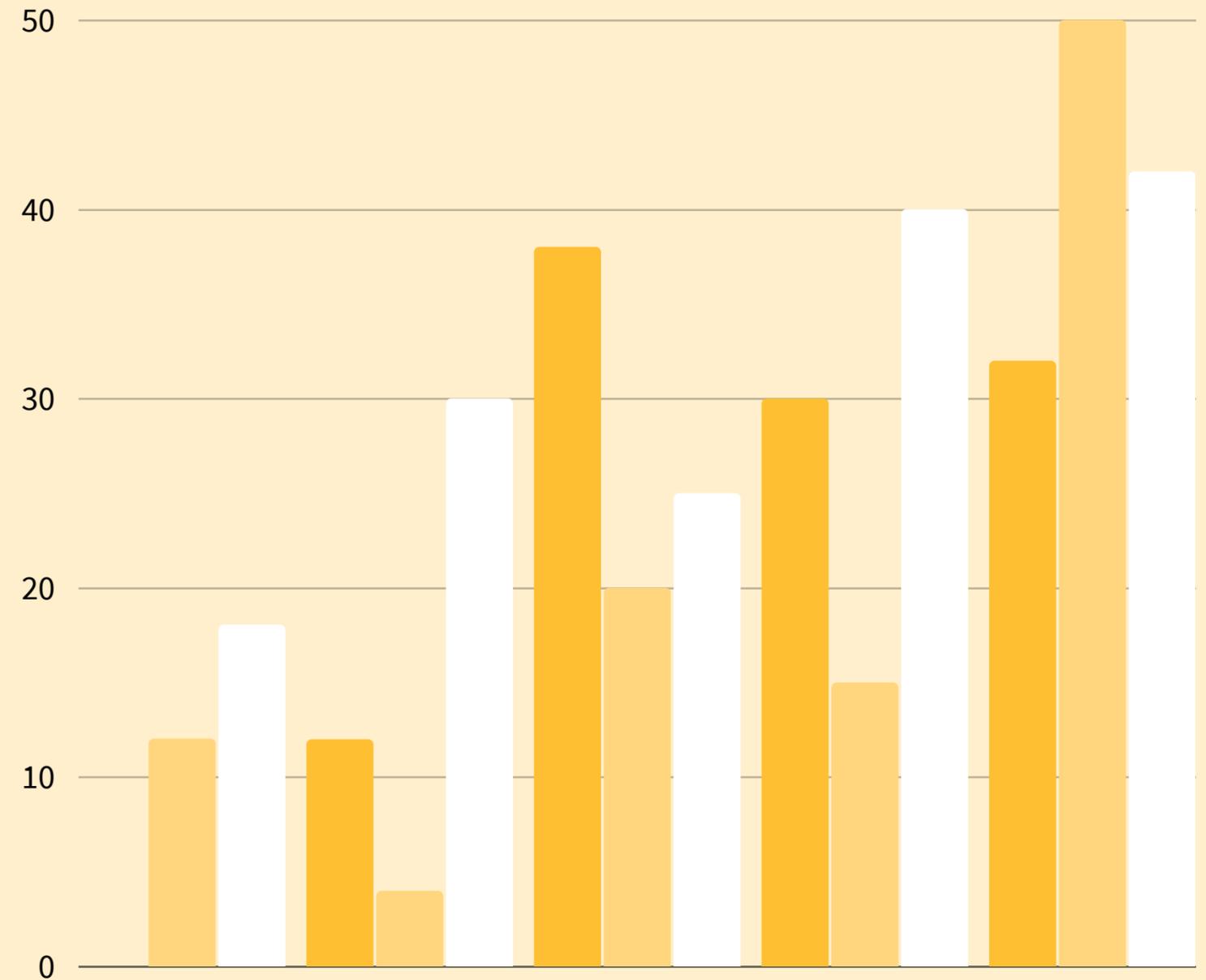
- Observation at race and equity meetings at various sites
- Classroom and campus observations
- Focus group interviews with teachers, esp's, support staff, students, and parents

Project Timeline



Analysis

All quantitative and qualitative data will be analyzed using qualitative significance coding and quantitative frequency coding.



Research Question and Answer

Q. To what extent do the structures, resources, practices, and policies of Intermediate District 287 establish an equitable and inclusive work and learning environment for students and staff?

A. The lack of infrastructural equity in the form of policies, practices, and procedures upheld in District 287 allows for the creation and persistence of inequities in student referral, assessment, and reintegration processes, academic interventions, lifeskill development, and remediation processes, and in the professional experiences and development opportunities of unlicensed staff. These existing and persisting inequities were found to be most often experienced by students, families, and unlicensed staff of color, and were spoken to and highlighted frequently by licensed staff, non-licensed staff, students, and parents during focus group interviews and survey participation.

Findings: Key Themes Emerged

KEY THEMES

1. Perception that systemic and structural inequities will bring forth litigious action against the district from students and families if left unaddressed
2. Perception that the specialized curriculum and instructional services offered by the district are more student-centered, individualized, and effective than academic services offered within member district schools
3. Perception that non-licensed staff are the most vulnerable stakeholder group and therefore experience the gravest inequities (pay, professional development opportunities, engagement as stakeholders, access to learning, pto)
4. Perception of a power hierarchy held by member districts that allows systemic inequities within referral, intake, and reintegration processes to persist
5. Perception of a lack of due process granted to referred students and families by member districts prior to referral as a source of inequity
6. Perception of lacking systems, structures, and policies within the infrastructure of ID 287 to provide checks and balances for member districts which in turn allows for de-facto inequities in student referral, assessment, academic interventions, and reintegration processes to persist (Milliken V. Bradley)

Equity
Trends in
District
287



Intermediate District 287's Strategic Priorities 2021-2023

Indicators of Success

District-wide



- Re-integration to home district
- Meeting IEP goals and objectives
- Enrollment

1. Racial Equity



- Gap reduction in all of the following:
- All district-wide Indicators of Success
 - BIPOC and white student outcomes
 - BIPOC and white employee well-being

2. Trauma-Responsive &
Healing Centered Practices



- Critical incidents
- Restrictive procedures
- Suspensions

3. Evidence-Based Practices



- Student engagement
- NWEA/MAP growth
- Student attendance

4. Employee Well-being



- Staff attendance
- Staff retention

Intermediate District 287's Racial Equity Goals for 2023

RACIAL EQUITY
FUTURE
GOALS FOR

2023

1 Year of Learning

Engaging in a second Year of Learning with Resmaa Menakem, including member districts.

2 Racial Equity Framework

Evolve 287's racial equity and social justice practices into a comprehensive, defined framework with clear system-wide actions and measurable impact to ensure improved outcomes for every student.

3 Critical Race Theory

Establish a framework grounded in Critical Race Theory for the elimination of bias, particularly racism, bigotry, and cultural bias, as factors affecting student achievement and relational experiences.

4 Diverse Community

Create and maintain an equitable, inclusive, and diverse school community that ensures each and every student and staff voice is heard and valued.

5 Equity Teams

Expand 287's Equity Team collaboration so every school site and District department has the opportunity to build capacity and understand structural racism and systems of privilege and oppression.

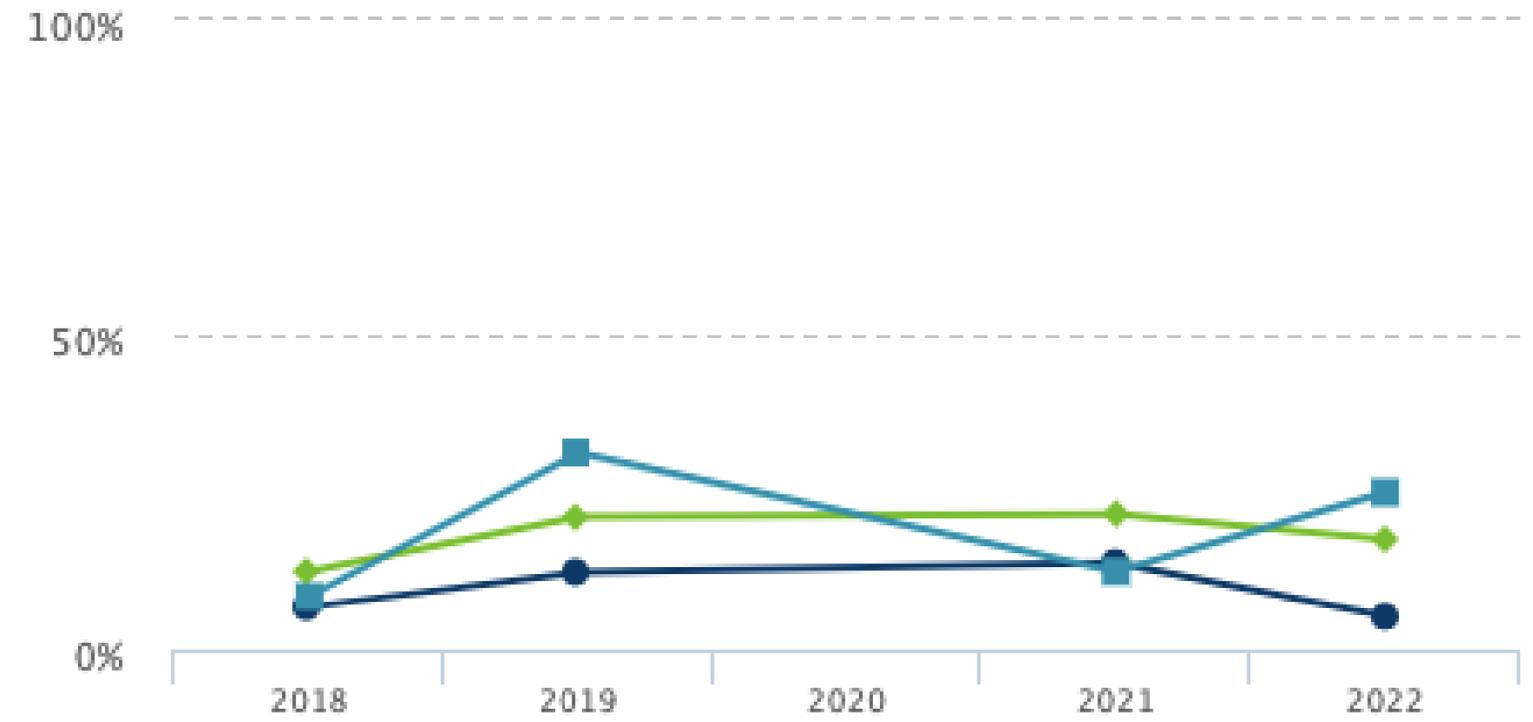
6 Financial Equity

Integrate explicit considerations of racial and economic equity into instructional and operational budgets.

Equity Trends: Assessment Data Review

The number of students meeting standards in math, reading, and science over time

Export to PDF

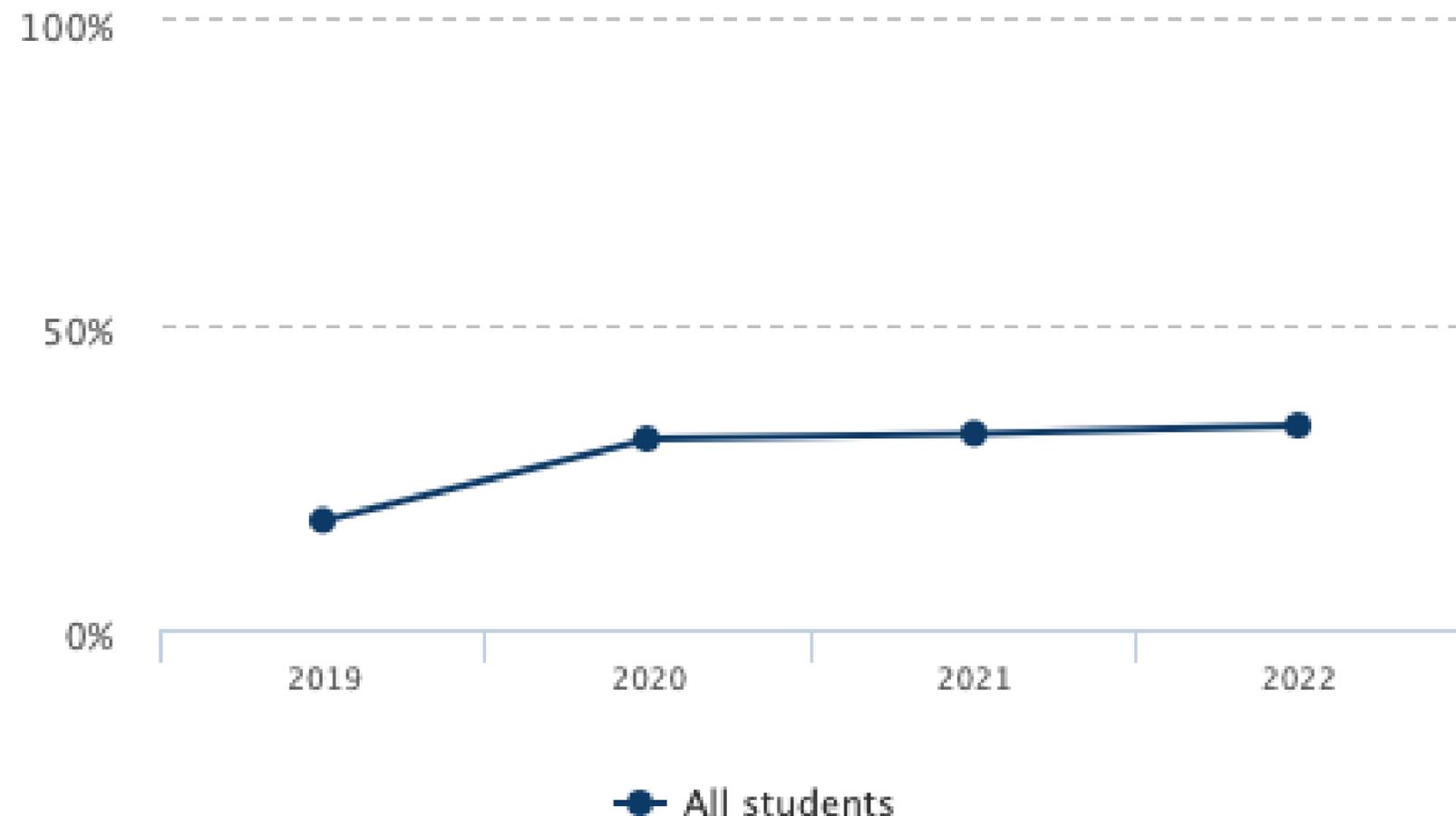


	● Math	◆ Reading	■ Science		
Subject	2018	2019	2020	2021	2022
Math	6.8% (10)	12.4% (12)	N/A (N/A)	13.9% (5)	5.3% (4)
Reading	12.5% (14)	21.1% (16)	N/A (N/A)	21.6% (8)	17.6% (12)
Science	8.5% (7)	31.3% (25)	N/A (N/A)	12.5% (2)	25.0% 08 (4)

Equity Trends: Graduation Data Review

Graduation rate over time

Export to PDF



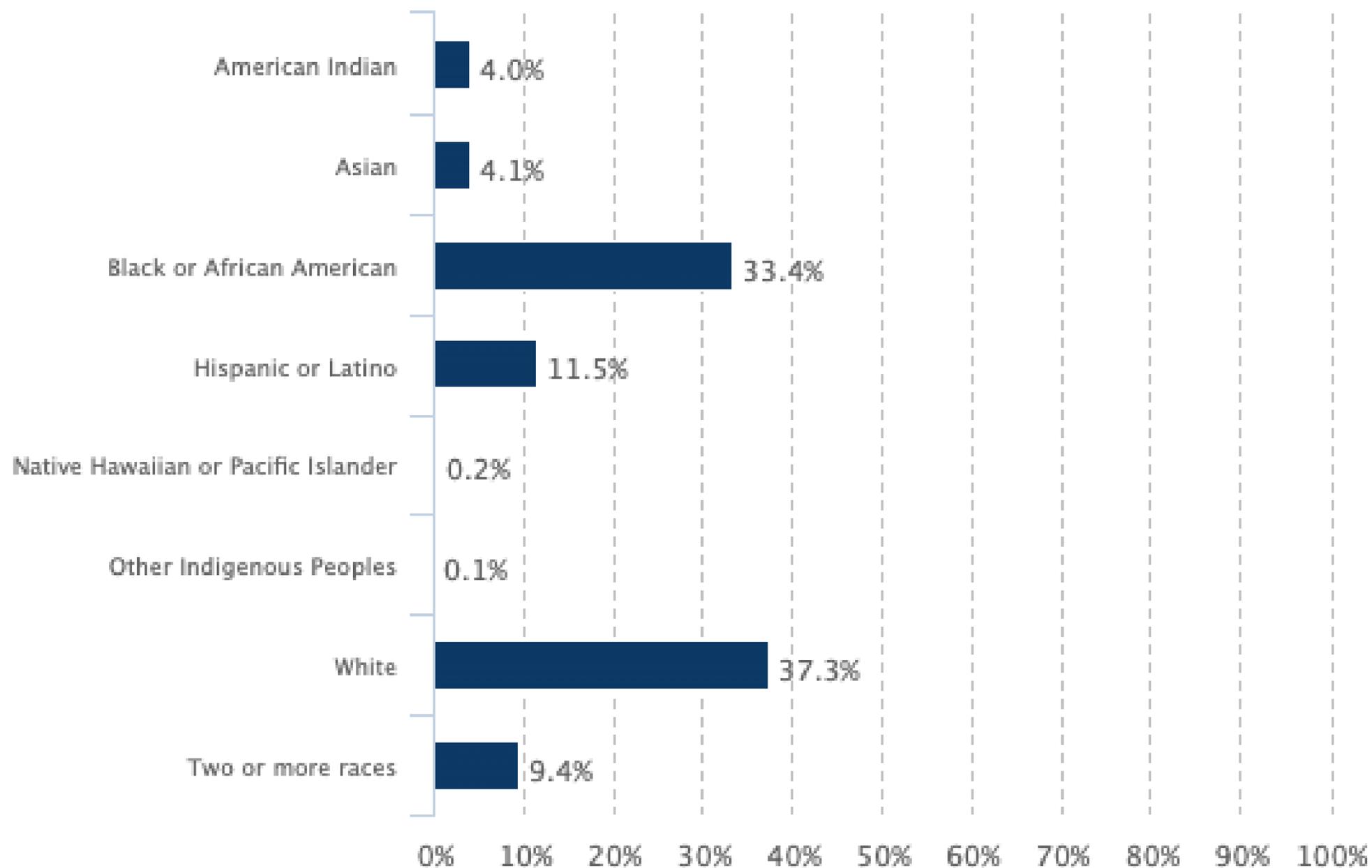
Demographic	Year	Graduated count	Graduated %
All students	2019	54	17.9%
All students	2020	82	31.3%
All students	2021	76	32.2%
All students	2022	90	33.5%

Equity Trends: Enrollment Data Review

2023 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

[Export to PDF](#)



Survey Data

STAKEHOLDER FEEDBACK FOR DISTRICT-LEVEL EQUITY INITIATIVES

- Equity built into infrastructure of the district including the strategic plan, district-wide equity framework, labor contracts, policy, staff development, staffing and hiring, and leadership practice and pedagogy
- Accountability systems at the district level to ensure follow-through and actualization of equity goals and initiatives
- Universal training on district equity goals, expectations, and accountability structures for all district and building administrators to create a district culture of equity
- Development of processes and procedures that involve more active participation and collaboration of building administrators with ESP's and teachers to understand equity needs from those working closest with students and families
- Greater transparency in processes, practices, and procedures that are said to bring forth equity in the district that allow stakeholders to see outcomes and impact data of district-wide equity initiatives
- Collection and sharing of equity initiative data to broad audiences of district stakeholders
- Hiring in order to address staffing shortages to better serve the needs of students and to keep up with high levels of enrollment

Survey Data

STAKEHOLDER FEEDBACK FOR DISTRICT-LEVEL EQUITY INITIATIVES

- Identifying, developing, and solidifying a district referral and reintegration criteria, processes, policies, practices, and procedures for member districts to ensure appropriate placement that allow for students to receive the services needed
- Audit, revision, and communication of mission, vision, purpose, and service niche of ID 287 to address misperceptions of district purpose and services provided
- Balancing of power imbalances between ID 287 administration and member district board members, administrators, and parents to ensure equity in referral, enrollment, and reintegration processes
- Development or revision of feedback tool to assess the needs of member districts and how ID 287 staff can best serve the needs of member districts, students, and families

Survey Data

STAKEHOLDER FEEDBACK FOR MEMBER-DISTRICT EQUITY INITIATIVES

- Relationship building with families and students that provides proper access to resources and care prior to referral
- Audit and revision of student evaluation and assessment tools to eliminate biases and racial discrimination in diagnosis, special education determination, referral, placement and all other aspects of due process for students
- Increase in student demographic diversity across all cultural categories in order to address racial isolation within districts, and disproportionality in internal and external special education referrals
- Development of restorative practices, policies, and procedures to mediate and repair damaged relationships and broken trust between students, families, and member district staff and administrators
- Audit and revision of due process protocols, procedures, policies, and practices within each member district's SPED department to address racial disparities identified in referral and reintegration data
- Audit and revision of processes, protocols, procedures, and policies for the reintegration of students into home districts

Policy Analysis

BOARD POLICIES RECOMMENDED FOR REVISION

- Board Policy B00200
- Board Policy CI120
- Board Policy CI140
- Board Policy DAO100
- Board Policy DPR160
- Board Policy END140
- Board Policy END 160

Culturally Responsive Curriculum, Pedagogy, and Leadership

STAFF ANECDOTAL PERSPECTIVE

Q. What does successful and actionable race equity work feel like to you?

- *“It feels uncomfortable, messy, infuriating, and GOOD. We have to learn to feel comfortable with being uncomfortable.”* -District 287 Staff Member
- *“I think the first words that come to mind are safety and trust. Feeling aligned with coworkers and on the same page about the privileges of Whiteness and the real barriers and racism our students AND staff face in daily life.”* -District 287 Staff Member
- *“It should be uncomfortable but we should be better for it. There will be damage. The equity boosters made a lot of white people really uncomfortable. Hard conversations lead to vulnerability and connection. It would feel like accountability. It would feel like I'm doing my job better.”* -District 287 Staff Member

Culturally Responsive Curriculum, Pedagogy, and Leadership

PARENT ANECDOTAL PERSPECTIVE

Q. How would you like your concerns and/or needs to be addressed?

“Coming to the school is hard for me when I have so many kids, so many kids at home and at school. I would like it if you could come to my house maybe or bring an interpreter who actually can speak Somali respectfully; some of the people you have on the phone are very bad, very bad...” -District 287 Parent

Culturally Responsive Curriculum, Pedagogy, and Leadership

PARENT ANECDOTAL PERSPECTIVE

Q. What services should be available within District 287 to address systemic and practical inequities?

“Sometimes as a parent I don't know the rules, what I can say or what rights I have. Sometimes I think if I say anything you will just kick my son out of school or maybe if I speak up you will hurt him at school. He can't tell me what happens all the time at school. I would like to have Somali staff I could check in with who could keep an eye on him, make sure to tell me as a mother what is really happening at school. He does better here (287) but I still don't trust most school staff because of what has happened to my son in the past.” -District 287 Parent

Culturally Responsive Curriculum, Pedagogy, and Leadership

PARENT ANECDOTAL PERSPECTIVE

Q. What are your perceptions of equity, inclusion, and diversity within District 287?

“I don't know really but I know I want my son included. He should be in the world and he should be able to learn. He should not just be put in a room and locked away.” -District 287 Parent

Culturally Responsive Curriculum, Pedagogy, and Leadership

STUDENT ANECDOTAL PERSPECTIVE

Q. What does equity in education mean to you?

- *“Good teachers that have expectations; they can be nice with a little mean in it. Someone that doesn’t let you run over them.” -District 287 Student*
- *“The diversity of our education here is the choice that we're given in what we learn. We can get credit like full credit from really quality stuff that we do that has an academic focus of some sort. Yeah. So if a student you know really wants to learn something specific, they can go there and have their teacher give them credit for whatever they're doing.” -District 287 Student*

Culturally Responsive Curriculum, Pedagogy, and Leadership

STUDENT ANECDOTAL PERSPECTIVE

Q. How can teachers and staff incorporate your voice, perspective, and lived experience into the school environment?

“More strict teachers — there are too many rules in some classes and no rules in other classes.”

-District 287 Student

Culturally Responsive Curriculum, Pedagogy, and Leadership

STUDENT ANECDOTAL PERSPECTIVE

Q. What services should be available within District 287 to address systemic and practical inequities?

“Classes to prepare for the world like banking, finding housing, getting the students out the building, having more things that you get from a regular school district like a prom. The District doesn’t prepare students for what they need for success. We let them get away with things that they won’t be able to get away with in the streets. I haven’t learned nothing here to take care of yourself I need to learn a lot How to get houses — life skills” -District 287 Student

Strategic Action Recommendations

OVERVIEW

- Policy revision and development training for school board members to implement equity audit recommendations
- Strategic planning for and infrastructural development of equity department based on stakeholder feedback
- Ongoing policy and leadership coaching for superintendent, executive leadership team, and school board
- Development of curriculum and instruction framework and resources and materials for specialized, multimodality, project-based, student-centered learning
- Development or selection and implementation of literacy development/intervention tool for K-12 students
- Development of structures and practices to engage and amplify the voices of students, parents, and unlicensed staff in developing equitable solutions that best serve their needs
- Continuation of 3 year equity audit process and procedures as recommended in the Hanover (2020) framework



Cost of Inaction (Harvard University, 2008)

"Launched by the FXB Center for Health and Human Rights at Harvard University in August 2008, this landmark initiative and framework explores the “cost of inaction” of a failure to respond appropriately to children. With Professors Amartya Sen and Sudhir Anand directing the project, economists and public health researchers address the complex challenges of enumerating and quantifying the multiple social and economic costs that follow when societies fail to address the pressing needs of their most vulnerable members, viz. children."

Costs of Inaction

- "Inaction can lead to negative consequences for individuals, families, the community, the economy, and society as a whole. These negative impacts can be financial or economic, but more generally will also include health impacts, education impacts, social impacts, and consequences for labor-force functioning. We aim to identify, quantify, and measure the costs of inaction. Some impacts are quantifiable in monetary terms and others in metrics that relate to the area of the impact (e.g. mortality or morbidity increase, school enrollment, decline in the health workforce, etc.). There will be some, especially social, impacts that are identifiable only in qualitative terms." (Harvard, 2008)

Costs of Inaction for ID 287

- Decline in student enrollment
- Staff shortages due to high employee turnover
- Loss of existing and potential partnerships with member districts
- Severed trust and relationships with students, families, staff, and community members
- Loss of non-licensed and licensed and professional staff
- Loss of fiscal investments on professional development for employees that exit the organization prematurely
- Continuation of racially and socioeconomically predictable student outcomes



For inquiries,
contact Dr. Bell-
Duncan

Website

www.courtneysbellconsulting.com

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – June 23, 2022

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval for Adoption of the FY23-24 Original Budget

PRESENTED BY: Mae L. Hawkins, Executive Director of Business Services
And Gloria Wilder, Director of Finance

1. **Background Information:**

A motion is necessary to approve the Original Budget for School Year 2023-2024 (Fiscal Year 24). The Total Projected Beginning Fund Balance of all funds for July 1, 2023 is \$55,120,749. The Original Budget for FY23-24 shows total revenues of \$119,459,332 and total expenditures of \$119,473,327, for a total projected fund balance of \$55,106,754 at June 30, 2024. The total Unassigned General Fund balance of \$7,714,996 or 8.0%, is within Board policy parameters. This budget is based on budget assumptions and adjustments previously approved.

Those assumptions recognized that budgeted revenues are based on planned enrollments and expenditures reflect inflationary increases. The District’s strategic priorities have been promoted and prioritized within the budget expenditures.

2. **Fiscal Impact/Funding Source:** Establishes the budget for FY23-24.

3. **RECOMMENDED ACTION:** Board adopts the FY23-24 Budget as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommended Board Approval

06/22/23

Notes: Fiscal Year 2023-24 (FY23-24) Original Budget Summary

*Projected beginning fund balances reflect amounts presented to the Board with the FY22-23 revised budget. The FY23-24 budget reflects recent legislative action increasing the general education formula to 4% and an estimate of the unemployment aid and additional expense associated with the “between terms” provision. Other legislative items will be reflected in the revised budget after MDE guidance is received.

1. Core fee has been budgeted in FY23-24 at \$15.05 per Adjusted Pupil Unit, this rate was last changed in FY15-16. The Special Education Non-member access fee (comparable to member levy and core fee charges) will continue to be assessed for all non-member district resident students in Setting IV Special Education programs. A reduction in fund balance is projected.
2. \$5 Member District ALC Stability fee per Adjusted Pupil Unit will remain for FY23-24. The ALC/Academic Education fund is projecting a balanced budget. The 4% increase in general education revenue is reflected in ALC program revenue.
3. Career & Technical is projecting higher expenditures than revenues, this is mainly due to the addition of a Manager level leadership position. This position will provide leadership at the Hennepin Technical College and specifically for our Pathways Career and Technical Education program.
4. Special Education is projecting a stable fund balance. A transfer of \$500,000 is being requested for the Assigned Fund Balance - Strategic Priorities.
5. Collaborative Curriculum Project Assigned Fund Balance will be closed out at the end of FY23-24 year.
6. The COVID 19 Additional Expense Assigned Fund Balance is being renamed to the Operational Adjustment Reserve and will be used to fund insurance deductibles, large emergency repairs and other unpredictable operational costs.
7. The Strategic Priorities fund balance will be used to continue funding for the Therapeutic Teaching Model at North Education Center (NEC) and South Education Center (SEC) and other strategic priority areas.
8. The Tuition Adjustment Reserve will be used to offset any potential loss of revenue in MDE Tuition or other tuition-based areas.
9. Intermediate Districts qualify for Long Term Facilities Maintenance (LTFM) through member districts’ levies. All projects for FY23-24 will be financed from the LTFM Bond Proceeds.
10. Medical Assistance is projecting a planned fund balance reduction. In part, to fund one additional leader and provide clerical due process support in schools. We anticipate increased revenue in future years which will offset the expenditures beginning FY25.

11. Safe Schools is projecting a planned fund balance increase, to be used in future years to pay for the on-going costs related to safety measures.
12. The legislation requiring compensatory set aside for extended school year was repealed at the end of FY19-20, we will no longer reserve this set aside, however existing fund balance will be utilized for this purpose.
13. Compensatory is projecting a planned fund increase to be used in future years. Revenue reflects the 4% increase in the general education formula.
14. Food Service – The budget includes a request for transfer of \$566,693 from the Admin/Operations portion of the General Fund to offset the estimated deficit in the Food Service Fund. The Food Services Revenues and Admin/Operations Expenditures above reflect this transfer. The impact of universal free meals will be re-evaluated during the revised budget process.
15. Debt Service fund balance includes the North Education Center (NEC) Sinking Fund held in escrow; this fund balance is projected to increase and will be used to pay off the liabilities associated with the construction of the NEC building in 2029.
16. The Internal Service Fund for Health is projecting a stable fund balance at this time. Maintaining the reserve is necessary to protect the District against future claims.

INTERMEDIATE DISTRICT 287 ORIGINAL BUDGET 2023-24

	Projected BEGINNING FUND BALANCE 7/1/2023	REVENUE FY24 ORIGINAL BUDGET	EXPENDITURES FY24 ORIGINAL BUDGET	PROJECTED FUND BAL. 6/30/2024	Requested Transfer	FY24 PROJECTED Adjusted FUND BALANCE	Percent Fund Bal to Total Exp
GENERAL FUND UNASSIGNED							
Districtwide Administration/Operations	\$ 97,964	\$ 13,328,802	\$ 13,380,657	\$ 46,109		\$ 46,109	(1)
Grants	\$ -	\$ 2,348,002	\$ 2,348,002	\$ -		\$ -	
ALC / Academic Education	\$ 3,291	\$ 11,046,375	\$ 11,048,259	\$ 1,407		\$ 1,407	(2)
Grants	\$ -	\$ 455,073	\$ 455,073	\$ -		\$ -	
Career and Technical Education	\$ 553,170	\$ 982,657	\$ 1,173,880	\$ 361,947		\$ 361,947	(3)
Grants	\$ -	\$ 811,452	\$ 811,452	\$ -		\$ -	
Special Education	\$ 7,078,191	\$ 60,949,580	\$ 60,222,238	\$ 7,805,533	\$ (500,000)	\$ 7,305,533	(4)
Grants	\$ -	\$ 236,182	\$ 236,182	\$ -		\$ -	
TOTAL UNASSIGNED	\$ 7,732,616	\$ 90,158,123	\$ 89,675,743	\$ 8,214,996	\$ (500,000)	\$ 7,714,996	8.0%
Non Expendable for General Fund	125,543	\$ -		\$ 125,543		\$ 125,543	
GENERAL FUND ASSIGNED							
Property Account	\$ -	\$ -	\$ -	\$ -		\$ -	
Separation / Severance	\$ 4,947,529	\$ -	\$ 220,000	\$ 4,727,529		\$ 4,727,529	
Donations for Specified Purpose	\$ 2,992	\$ -	\$ 2,992	\$ -		\$ -	
Student Clubs	\$ 3,775	\$ 13,292	\$ 16,967	\$ 100		\$ 100	
Collaborative Curriculum Project	\$ 29,395	\$ -	\$ 29,395	\$ -		\$ -	(5)
Transportation Vehicle Dep.	\$ 101,663	\$ -	\$ -	\$ 101,663		\$ 101,663	
Subsequent Year Budget	\$ -	\$ -	\$ -	\$ -		\$ -	
Operational Adjustment Reserve	\$ 166,814	\$ -	\$ 166,814	\$ -		\$ -	(6)
Strategic Priorities	\$ 720,000	\$ -	\$ 595,237	\$ 124,763	\$ 500,000	\$ 624,763	(7)
Tuition Adjustment Reserve	\$ 1,788,609	\$ -	\$ -	\$ 1,788,609		\$ 1,788,609	(8)
TOTAL ASSIGNED	\$ 7,760,777	\$ 13,292	\$ 1,031,405	\$ 6,742,665	\$ 500,000	\$ 7,242,665	
GENERAL FUND RESTRICTED							
for Health & Safety	\$ 10,744	\$ 142,050	\$ 142,050	\$ 10,744		\$ 10,744	
for Long Term Facilities Maintenance	\$ 427,498	\$ -	\$ -	\$ 427,498		\$ 427,498	(9)
for Medical Assistance	\$ 995,128	\$ 2,205,613	\$ 2,764,338	\$ 436,403		\$ 436,403	(10)
for Safe Schools	\$ 570,473	\$ 1,365,769	\$ 1,267,835	\$ 668,407		\$ 668,407	(11)
for Basic Skills Extended Time	\$ 69,209	\$ -	\$ 46,053	\$ 23,156		\$ 23,156	(12)
for Compensatory (Basic Skills)	\$ 1,833	\$ 1,722,461	\$ 1,453,309	\$ 270,985		\$ 270,985	(13)
TOTAL RESTRICTED	\$ 2,074,884	\$ 5,435,893	\$ 5,673,585	\$ 1,837,192	\$ -	\$ 1,837,192	
TOTAL GENERAL FUND	\$ 17,693,821	\$ 95,607,308	\$ 96,380,733	\$ 16,920,396	\$ -	\$ 16,920,396	
Non Expendable for Non-Major Funds	\$ 1,292			\$ 1,292		\$ 1,292	
NONMAJOR FUNDS							
Food Service (02)	\$ -	\$ 1,027,924	\$ 1,027,924	\$ -		\$ -	(14)
Debt Service (07)	\$ 18,327,391	\$ 8,924,990	\$ 6,899,133	\$ 20,353,248		\$ 20,353,248	(15)
Custodial - Scholarship Fund (10)	\$ 84,829	\$ 110	\$ 7,956	\$ 76,983		\$ 76,983	
Construction (11)	\$ 4,388,263	\$ 55,000	\$ 1,194,331	\$ 3,248,932		\$ 3,248,932	
Internal Service Fund (20)- Dental	\$ 556,599	\$ 619,000	\$ 743,250	\$ 432,349		\$ 432,349	
Internal Service Fund (21)- Health	\$ 14,068,554	\$ 13,225,000	\$ 13,220,000	\$ 14,073,554		\$ 14,073,554	(16)
TOTAL NONMAJOR FUNDS	\$ 37,426,928	\$ 23,852,024	\$ 23,092,594	\$ 38,186,358	\$ -	\$ 38,186,358	
TOTAL ALL FUNDS	\$ 55,120,749	\$ 119,459,332	\$ 119,473,327	\$ 55,106,754	\$ -	\$ 55,106,754	

ORIGINAL BUDGET

Date

Recommended Board Approval
Approved by School Board

CONNECTI NS

News from the Association of Metropolitan School Districts

June 2023
Volume 20
Number 9

Bloomington Public Schools Tackling Substance Misuse Challenges

June 9, 2023
**Executive/Legislative
Committee Meeting**
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

July 28, 2023
**Executive/Legislative
Committee Meeting**
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

August 4, 2023
**Board of Directors
Meeting**
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

August 25, 2023
**Executive/Legislative
Committee Meeting**
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

Drugs and alcohol are among the most detrimental, yet most common disruptions in teenage brain development. They manipulate the brain's wiring and affect the way the brain processes and retains information, including the way a teen thinks, focuses, learns, remembers, and concentrates inside and outside of school.

Despite the risky nature of early substance use, drug and alcohol misuse in schools and among adolescents is an all-too-common occurrence. Research shows chemical use of any kind has negative impacts on student's personal, social, and academic success. By senior year in high school, nearly 50 percent of teens have tried an illicit drug. And this is just the beginning. Over 65 percent of teens have consumed alcohol by the end of high school.

When drug use is prevalent and substances are increasingly easy to get, there is an above average chance middle and high school students have already been exposed to drugs and alcohol.

"Youth substance use continues to be a critical public health concern across the state," said Superintendent Dr. Eric Melbye. "Addressing substance use early in life is critical to reducing the risks to youth and families and can help reverse the current opioid overdose epidemic."

Dr. Melbye said the district is committed to collaborating with students, families and the community to promote chemical health awareness through prevention, intervention, and support. The district's new Chemical Health Plan outlines a series of goals to meet student needs through ongoing staff development, school-based counseling and support, and consultation with licensed professionals.

Continued on page 2

A huge thanks to past and present AMSD board members, staff, parents and concerned citizens who advocated for our students and our schools during the 2023 legislative session, and of course our own team of AMSD staff. Long-time AMSD priorities — linking the formula to inflation and allowing locally elected school boards to renew an operating referendum — were included in the Omnibus Education bill after years of advocacy. In addition, AMSD's persistent advocacy for addressing the special education and English learner cross-subsidies paid dividends with significant progress to reduce the shortfalls in these programs. While two decades of underfunding can't be undone in one legislative session, these changes will both strengthen and stabilize our funding system. Your voice made a difference. Thank you again for your commitment to public education and have a great summer!

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

Promoting Chemical Health Awareness

Continued from page 1



Licensed addiction specialists with PhaseZero Recovery Services meet with high school students in a group session discussion on young adult substance use. PhaseZero Recovery Services contracts with BPS to provide chemical health assessments, and individual and group sessions to identify their needs and develop plans to address their concerns.

Chemical Health Plan Goals

- Provide chemical health awareness and programming for students, parents and families
- Address individual student's alcohol and chemical use
- Provide students with chemical evaluations, individual and group sessions, treatment and other interventions
- Collaborate with community resources for chemical health and related issues
- Consult with school staff regarding student concerns
- Partner with community agencies to prevent and reduce adolescent substance use and abuse, and provide support for students in crisis

As part of an information, engagement and awareness campaign, the district partnered with Bloomington Educational Community Television (BEC-TV) to co-host a live virtual community engagement event: *Let's Be Honest: Tackling Youth Substance Use*. The event featured district and school mental and chemical health leaders, licensed addiction specialists, and a parent who lost her 17-year-old son to an accidental overdose last fall. Bloomington Public Schools also produced a powerfully moving [Let's Be Honest](#) video.

Promoting and supporting chemical health is an important component to achieving success personally and academically. Working together, we can address health and social problems related to substance misuse, and support youth intervention, prevention and treatment.

[LINK: Learn more at Bloomington Public Schools website](#)

This month's member feature was submitted by Rick Kaufman, Executive Director of Community Relations & Emergency Management, Bloomington Public Schools.

2023 Session Adjourns With Historic Education Funding — and Historic New Mandates and Programs

The words “historic” and “transformational” have been used to describe the education bill approved in the 2023 legislative session. Indeed, the \$2.265 billion funding increase for the 2024-25 biennium is a historic funding increase and includes several of AMSD’s legislative priorities including linking future increases in the formula to inflation, allowing school boards to renew an expiring operating referendum, and significantly reducing the cross-subsidies in the special education and English learner programs.

“Historic” and “transformational” might also be used to describe the number of new mandates and programs that were adopted that will impact how public schools will operate. Many of the new programs and mandates include funding, while others will need to be funded with the formula increase provided in the education bill. It will take months to fully ascertain how the numerous policy changes will impact students, staff, and families. Implementation of the new programs and requirements come as schools continue to help students recover from the pandemic amidst historic inflationary cost pressures.

As school districts begin unpacking this historic session and implementing the programs and policy changes, here’s an overview of the 2023 Omnibus Education Bill — along with some other notable legislation that will directly affect public education across Minnesota.



A view of the House of Representatives from the gallery during the 2023 legislative session.

Key funding provisions in the Omnibus Education Bill include:

- A formula increase of 4 percent for FY2024 and 2 percent for FY2025 and the formula will be linked to inflation beginning in FY2026 with a 2 percent floor and a 3 percent cap.
- Special education cross-subsidy reduction aid is increased and will reduce the cross-subsidy by 44 percent for FY2024, 2025, and 2026 and 50 percent for FY2027.
- English learner funding is significantly increased, and cross-subsidy reduction aid is established.
- Funding for 4,000 VPK seats was made permanent for the FY2024-25 biennium and additional funding was provided to expand the number of VPK seats by 5,200 for the FY2026-27 biennium. There is an additional \$50 million available in 2025 for VPK to potentially add an additional 3,000 seats.
- Transportation Sparsity aid is increased by \$9.895 million in the 2024-25 biennium and \$11.655 million in the 2026-27 biennium.
- Community Education aid is increased by \$4.835 million in FY2025, \$5.411 million in FY2026, and \$5.455 million in FY2027.
- A new funding formula for school library aid is established and \$45 million is appropriated for the 2024-2025 biennium and \$47.5 million for the 2026-2027 biennium.
- School boards are authorized to renew an operating referendum question one time by a vote of the school board.

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Board Renewal of an Operating Referendum Approved

Continued from page 3

Key provisions of the referendum renewal legislation:

- The per pupil amount of the referendum must be the same amount as the expiring referendum. If the current referendum is adjusted annually for inflation, the inflation adjustment can continue.
- The term of the referendum is no longer than the initial referendum approved by the voters.
- The school board must adopt a written resolution by a recorded vote authorizing the renewal after holding a meeting and allowing for public testimony.
- The resolution must be adopted by June 15.
- A school board may renew a referendum not more than two years before the referendum expires.
- The district must submit a copy of the adopted resolution to the commissioner and the county auditor no later than Sept. 1 of the calendar year in which the resolution is adopted.

Funding was also included for another AMSD priority — diversifying the educator workforce and addressing staff shortage areas:

- Black Men Teach is funded at \$500,000 per year.
- Grow Your Own Program funding increased by \$18.5 million per year in the 2024-25 biennium and \$25.461 million per year in the 2026-27 biennium.
- Licensure shortage areas/special education teacher pipeline initiatives are funded at \$30 million in the 2024-2025 biennium and \$10 million in the 2026-2027 biennium.
- The Teacher Residency Program is funded at \$3 million per year through the 2026-27 biennium.
- Funding for the Collaborative Urban and Greater MN Educators of Color program is increased by \$4.44 million per year.
- A student support personnel workforce pipeline is established and funded at \$5 million annually.
- Early childhood Grow Your Own grants are funded at \$2.5 million annually.
- The current Tier 2 to Tier 3 pathway is maintained. However, the bill closes several pathways to Tier 2. Tier 1 teachers not holding master's degrees, or those not currently enrolled in teacher prep will be relegated to Tier 1 licensure and thus ineligible for the Tier 2 to Tier 3 experience pathway.

New programs or policy changes include:

- The READ Act — an AMSD priority — was also included in the bill and provides funding for professional development and curriculum aligned with structured literacy.
- School hourly workers became eligible for unemployment benefits during the summer months effective May 28, 2023. \$135 million in one-time funding is provided in FY2024 and is available through FY2027. Appropriates \$64 million per year beginning in FY 2026 for special ed unemployment insurance costs.
- Student Support Personnel Aid is established to help school districts hire school support personnel and is funded at \$11.94 per adjusted pupil for FY2024, \$17.08 in FY2025, and \$48.73 per pupil in FY2026 and later.
- Funding is provided for mandatory paid orientation of at least 8 hours annually for paraprofessionals.

Several new curriculum and graduation requirements were adopted including:

- Students who begin grade 9 in the 2024-25 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12.

Continued on page 5

Major PELRA Changes Adopted

Continued from page 4

- Students beginning grade 9 in the 2024-25 school year and later also must complete a course for credit in government and citizenship in grade 11 or 12.
- High schools are required to offer an ethnic studies course aligned with state social studies standards by the 2026-27 school year. Requires school districts to provide ethnic studies instruction to elementary and middle school students by the 2027-28 school year.
- School districts are required to offer as part of its social studies curriculum education on the Holocaust and genocide education in middle school and high school curriculum by the 2026-27 school year.



Stillwater Supt. Mike Funk talks to Rep. Mark Wiens (R-Lake Elmo) during AMSD's Day at the Capitol.

Links to the Education Bill, the summary, spreadsheets, and district runs are below:

- [LINK: View an MDE overview of the Education Omnibus Bill](#)
- [LINK: FY 2024 District Run](#)
- [LINK: FY 2025 District Run](#)
- [LINK: District Run Lookup Table](#)
- [LINK: Bill Summary](#)
- [LINK: View the final Conference Committee report](#)
- [LINK: AMSD Priorities in the 2023 Education Omnibus Bill](#)

Omnibus Labor, Economic Development, Labor and Industry Bill

The Education Bill wasn't the only legislation to affect school districts, however. The Omnibus Labor Bill, [SF3035](#), included significant changes to the Public Employee Labor Relations Act (PELRA) as well as earned safe and sick time benefits. Key provisions include:

- Terms and conditions of employment now includes adult-to-student ratios in classrooms, student testing, and student-to-personnel ratios that must be collectively bargained.
- Removes the number of personnel as a matter of inherent managerial policy.
- The number of days of required classroom instruction for a probationary period is reduced from 120 to 90.
- Within 20 days of hire, and every 120 calendar days, a public employer must provide the bargaining information for all bargaining unit employees including job title, worksite location, home address, home phone number, and work and home email address.
- School boards are required to meet and negotiate with the exclusive representative of teachers before adopting an e-learning day plan.
- Requires school districts to pay all employees their full wages and benefits for scheduled work hours during an e-learning period and to all employees to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.
- Makes the teacher probationary period the same for districts in cities of the first class and those not in cities of the first class.
- Allows adult basic education and early childhood family education teachers to obtain tenure or continuing contract.
- Modifies the definition of "teacher" for purposes of PELRA, which determines which individuals can be in the teacher bargaining unit. Defines a teacher as a person creating and

Continued on page 6

Managerial Rights Diminished Under Labor Policy Bill

Continued from page 5

- delivering instruction to children in a prekindergarten or early learning program but allows these teachers to stay in a different bargaining unit certified before Jan. 1, 2023, with some exceptions.
- Allows Tier 1 teachers to be in the same bargaining unit as other teachers for purposes of collective bargaining.
- A public employer must allow an exclusive representative to meet in person with newly hired employees for 30 minutes within 30 calendar days from the date of hire.
- A public employer must allow an exclusive representative to communicate with bargaining unit members using their employer-issued email address and must allow the exclusive representative to meet with bargaining unit members in facilities owned or leased by the public employer.
- Modifies the definition of “public employee” for purposes of PELRA to include a temporary or seasonal school district or charter school employee to be counted as a “public employee,” for purposes of collective bargaining.
- Requires employers to allow employees to accrue one hour of earned sick and safe time for every 30 hours worked up to a maximum of 48 hours in a year.
- [LINK: View the Conference Committee Report](#)

Family and Medical Benefit Insurance Bill

The conference committee report for [HF2](#), the Paid Family Medical Bill, also provides Minnesota workers up to 12 weeks of paid family leave and up to an additional 12 weeks of paid medical leave per year with a maximum of 20 weeks of leave in a year. The new programs — funded with a .7 percent payroll tax — require that employers must pay a minimum of 50 percent of the annual premium. Benefits are available starting Jan. 1, 2026.

- [LINK: View the final Conference Committee report](#)



AMSD Chair Crystal Brakke (center), with Rep. Mary Frances Clardy (DFL-Inver Grove Heights), left, and Rep. Mike Howard (DFL-Richfield) in the hallways of the Capitol.

AMSD Executive Director Scott Croonquist and Sen. Mary Kunesh (DFL-New Brighton) took questions from AMSD members during AMSD’s Day at the Capitol on March 8, 2023.



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

January 2023 – December 2023	
January 26, 2023	
February 9, 2023	February 23, 2023
March 9, 2023	March 23, 2023
April 13, 2023	
May 11, 2023	May 25, 2023
June 8, 2023	June 22, 2023
No July Meeting	
August 24, 2023	
September 14, 2023	September 28, 2023
October 12, 2023	October 26, 2023
November 9, 2023	
December 14, 2023	

INTERMEDIATE DISTRICT 287
June 22, 2023
SCHOOL BOARD CALENDAR

June 2023

22 Thursday General Board Meeting 6:30 PM DSC

July 2023

NO MEETINGS

August 2023

24 Thursday General Board Meeting 6:30 PM DSC

September 2023

14 Thursday General Board Meeting 6:30 PM DSC

28 Thursday General Board Meeting 6:30 PM DSC

October 2023

12 Thursday General Board Meeting 6:30 PM DSC

26 Thursday General Board Meeting 6:30 PM DSC

November 2023

09 Thursday General Board Meeting 6:30 PM DSC

December 2023

14 Thursday General Board Meeting 6:30 PM DSC

◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change