

General Meeting of the Board  
Thursday, March 14, 2024 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 February 22, 2024
  - 4.2. Routine Human Resources Activities for March 14, 2024
  - 4.3. Approval of Security Awareness Training Agreement
5. **SHARE THE SUCCESS & RECOGNITION - (10 minutes)** (*Information*)
  - 5.1. Above & Beyond: Itinerant Services
6. **SUPERINTENDENT'S REPORT - (15 minutes)** (*Information*)
  - 6.1. Local 2209 Master Contract Update
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Information*)
  - 7.1. Unit of Study
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (15 minutes)**
  - 8.1. Facilities Report - None
  - 8.2. Financial Report
    - 8.2.1. FY25 Budget Assumption/Program Withdrawal Report (*Action*)
  - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (20 minutes)** (*Information*)
  - 9.1. Policy Review & Revision
    - 9.1.1. 520 Student Surveys Policy (*Action*)
    - 9.1.2. 521 Student Disability Nondiscrimination Policy (*Action*)
    - 9.1.3. 531 Pledge of Allegiance Policy (*Action*)
    - 9.1.4. 534 Student Meals Policy (*Action*)
  - 9.2. Board Reports
    - 9.2.1. Chair Report - None
    - 9.2.2. AMSD Report
      - 9.2.2.1. March 2024 AMSD Connections Newsletter
  - 9.3. District News
    - 9.3.1. School Board Meeting Schedule(s)
    - 9.3.2. March 14, 2024, Board Event Calendar
    - 9.3.3. 2023-2024 Local 2209/Board Breakfast Schedule
  - 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

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### 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](#))

**21STRICT 287 GENERAL MEETING OF THE BOARD**  
**Intermediate District 287**  
**February 22, 2024**  
**MINUTES**

**1. CALL TO ORDER**

The organizational meeting was called to order at 6:32 PM in the District Service Center and by the use of District 287 Teleconferencing.

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

286	Brooklyn Center	Ruthie Dallas
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson
278	Orono	Karen Orcutt
279	Osseo	Jackie Mosqueda-Jones
280	Richfield	Crystal Brakke
281	Robbinsdale	ReNae Bowman
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
279	Westonka	Heidi Marty

Absent: 276/Remucal

Guests: Jenafer Powell, and Mel Jones

287 Administration: Superintendent Doud, Dr. Tonya Allen, Melissa Brateng, Ben Magras, Brian Schultz, Dr. Jon Voss, Kevin Witherspoon, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Brenna MacDonald Rachel Prost, Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Michael Birdman, seconded by ReNae Ross, 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 minutes from General Meeting of the Board Minutes from February 22, 2024, Routine Human Resources Activities for February 22, 2024, and Monthly Financial Report for January 2024. *Motion by Dan Ginestra, seconded by Jackie Mosqueda-Jones to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

Deb Carlson-Doom, South Education Center (SEC) Principal, presented the Spotlight award to Ru Brown, a fourth grader in the Tier 3 elementary program.

**6. SUPERINTENDENT'S REPORT**

Superintendent Doud expressed sincere appreciation for the esteemed members of the Intermediate District 287 School Board during the commemoration of the School Board Recognition Week. Her message conveyed admiration for their unwavering dedication towards advancing the institution's education agenda and is a testament to their pivotal role in the district's success.

**7. INSTRUCTIONAL REPORT**

Dr. Jon Voss, Director of Teaching & Learning, Kiarra Zackery, Director of Equity & Inclusion, Brenna MacDonald, Jenafer Powell, Indigenous Parent and Chair of the American Indian Advisory Committee, and Mel Jones, an Indigenous student at North Education Center and Committee Member, presented an overview of the American Indian Education Aid (AIAE) Program.

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

**Facilities Report – None**

**Financial Report - None**

**Human Resources Report - None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Doud presented and recommend approval of the 514 Bullying Prohibition Policy. *Motion by Shannon Andreson, seconded by Heidi Marty, to approve the 514 Bullying Prohibition Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommend approval of the 516 Student Medication Policy. *Motion by Anne Casey, seconded by Ruth Dallas, to approve the 516 Student Medication Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented the 520 Student Surveys Policy, 521 Disability Nondiscrimination Policy, 531 Pledge of Allegiance Policy, and 534 Student Meals Policy for a First Read.

**AMSD Report**

Board Chair Brakke gave a brief update on the last AMSD meeting.

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:38 PM.*

The next general meeting will be held on March 14, 2024, 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 March 14, 2024

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Jamie Anderson*	SEL Coordinator	District Service Center	New Position	02/19/2024	1.0
Dwquita Nash*	Family Engagement Specialist	District Service Center	New Position	02/29/2024	1.0
John Doe	Educational Support Professional	North Education Center	Additional Enrollment	01/24/2024	.875
Heather Ducreay	Educational Support Professional	Ann Bremer Education Center	Resignation: G. Warnsby	02/28/2024	.875
Tiara Elmore	Educational Support Professional	North Education Center	Additional Enrollment	02/14/2024	.875
Harriet Griffin	Educational Support Professional	North Education Center	Additional Enrollment	03/06/2024	.875
Felecia Harris	Educational Support Professional	North Education Center	Additional Enrollment	02/14/2024	.875
Justin Huddleson	Educational Support Professional	South Education Center	Additional Enrollment	03/13/2024	.875
Cinu Samuel	Administrative Support V	Human Resources	Internal Transfer: A. Guzman Flores	02/20/2024	1.0
Justice Webb	Educational Support Professional	West Education Center	Additional Enrollment	03/06/2024	.875
Jaylon Winans	Educational Support Professional	South Education Center	Additional Enrollment	03/06/2024	.875
Mercy Gweh	Educational Support Professional	North Education Center	Additional Enrollment	03/06/2024	.875

\*Current Employee

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
<b>Tier 1 Hires</b>					
Andrew Seffrood	EBD Teacher	North Education Center	Temporary License	02/09/2024	1.0

Temporary Hiring Agreement: NSO/IS				
Name	Position	Department or Site	Effective Date	End Date
Tara Hansen	Instructor Business	Northern Star Online	02/20/2024	06/30/2024
Eric Wicktor	Instructor Social Studies	Northern Star Online	03/06/2024	06/30/2024

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Austin Thune	Educational Support Professional	South Education Center	02/28/2024	03/13/2024	.875
Andrew Seffrood	Educational Support Professional to accept a temporary licensed position	North Education Center	02/09/2024	06/07/2024	.875

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Greg Beeck	Principal	Ann Bremer Education Center	Personal Reasons	06/30/2024
Pamela Braun	Instructor Special Education	West Education Center	Personal Reasons	02/20/2024 (revised from 03/01/2024)
Daniel Byrd	Educational Support Professional	South Education Center	Personal Reasons	02/20/2024
Kiara Ross	Educational Support Professional	South Education Center	Personal Reasons	03/01/2024
Jerrica Ross	Educational Support Professional	South Education Center	Personal Reasons	03/01/2024
Jalissa Williams	Educational Support Professional	West Education Center	Personal Reasons	03/18/2024
Linda Lee	Educational Support Professional	South Education Center	Personal Reasons	03/22/2024
Dwquita Nash	Educational Support Professional	Ann Bremer Education Center	To accept an Unaffiliated Position	02/28/2024

**Separations: Retirements (Regular/Disability)**

Name	Position	Department or Site	Effective Date
Sara Haas	Administrative Support	District Service Center	05/02/2024

**Other:**

RECOMMEND the Board's approval to credit Stephanie Sanchez-Torres, Educational Support Professional at South Education Center, with five (5) 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	Donor Name Withheld by Request	Stephanie Hawley	Donor Name Withheld by Request	Donor Name Withheld by Request
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RECOMMEND the Board's approval to credit Molly Forrest, School Nurse at North 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				
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# CONSENT AGENDA - RECOMMENDATION



## Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

### Approval of Security Awareness Training Agreement

March 14, 2024

#### Authors

Kim Helgeson, Director of Information Technology and Student Information Services

#### Summary

This new contract will provide the District with enhanced security awareness training and simulated phishing campaigns for our staff. These activities will empower staff to recognize and mitigate potential cyber threats and improve the District's overall security posture. This work will 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 KnowBe4 at a cost of \$26,713.75 per year for a three-year total of \$80,141.25.

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



Regular Meeting – March 14, 2024

**AGENDA SECTION:** BUSINESS SERVICES REPORT

**ITEM:** Recommendation for Board Approval of the  
2024-2025 Budget Assumptions

**PRESENTED BY:** Brian Schultz, Executive Director of Business Services

1. Background Information

To begin the process of generating the Original Budget for the 2024-2025 school year, proposed Revenue and Expenditure Assumptions to be used in the development of the 2024-2025 Budget are presented in the attached document.

2. Fiscal Impact/Funding Source: Provides basis for the development of the 2024-2025 Budget.

3. RECOMMENDED ACTION: **The Board approves the 2024-2025 Budget Assumptions as presented.**

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

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

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

## **BUDGET ASSUMPTIONS for the 2024-25 SCHOOL YEAR**

Budget Assumptions will take into consideration member district planning information. Member districts gave the responses below when asked if it was their intent to withdraw students from programs and services provided by Intermediate District 287 during the 2024-25 school year in order to provide the same educational services by other means or to discontinue the services:

### **A. Withdrawal Notices**

No member district program withdrawals are projected to occur.

### **B. Revenue Assumptions**

1. Education funding rates and the pupil weighting system as established by the State Legislature for the 2024-25 (FY25) school year will be used to project revenues.
2. The FY25 budget will be built based on Average Daily Membership (ADM) projections for each program area:

#### Special Education:

- a. ADMs in program areas for FY25 will be based on planning information for both member and open-enrolled non-member students attending District 287 programs. Planning information will be developed based on meetings with member districts in February with an update to be completed in April.
- b. Based on program planning meetings with member districts, total ADMs across all setting IV programs is projected to be 544 ADM. This is an increase of 52 ADM from the 2023-24 projected enrollments and is a difference of 56 ADM from current enrollment.

#### Teaching & Learning:

- a. Base ADMs in the Area Learning Centers (ALC) will be projected using member district planning information and historical trend analysis.
  - b. Work with districts in March to submit revised projected numbers based on high school registration, and budgets in these areas will reflect the projected need.
  - c. Special Education student support will be provided as appropriate in the ALC and Career and Technical Education programs with offsetting revenue flowing through the Special Education Uniform Tuition Billing system where possible.
3. District 287 will continue to work collaboratively with MDE to ensure appropriate funding through the Special Education Uniform Tuition Billing System, including appeals if necessary.
  4. Other revenue will be generated from the Minnesota Department of Education (MDE) through the Application for Educational Benefits (Compensatory and Food Service Aids); Online Learning Aid; Grants; Minnesota Health Care Programs (MHCP) for medical assistance claims; and through direct billings for other programs and services.

5. District 287 will use the core fee of \$15.05 per Member District APU and a portion of the non-member access fee to cover district-wide costs that are not eligible for other funding.
6. District 287 will use the collaboratively agreed to ALC fee of \$5.00 per Member District APU to sustain ALC programs.
7. District 287 will utilize all ALC revenue that is available per statute. Funding for ALC programs will continue to be generated through the ALC fiscal host agreements with member districts.
8. Appropriate categories of levy dollars, including Safe Schools, Long Term Facilities Maintenance (includes Health & Safety) and Lease Levy, will be accessed through member districts levy authority.
9. A board approved non-member access fee will be charged to fund non-members proportionate share of lease, safe schools, LTFM and districtwide costs not funded with other sources.
10. The budget will include any new revenues upon approval by the state legislature.
11. Revenue needed to fund future separation and severance obligations will be part of the rate structure for each program.
12. District 287 will continue to review all internal and external funding sources to support Strategic Priorities.

**C. Expenditure Assumptions**

1. Expenditures will be aligned and prioritized to promote the District's strategic priorities - Achieving Academic Success, Cultivating Equity & Inclusion, and Promoting Social-Emotional Learning (SEL).
2. Expenditure budgets for FY25 will align with revenue projections based upon anticipated ADMs from member districts provided planning information.
3. In all program areas, the District will identify budget reductions to align with revenue projections based upon conservative ADM numbers. Enrollments will be closely monitored.
4. Budget reductions will also be necessary in areas that are impacted by program withdrawals, if any.
5. The TIERS budgeting and tuition billing ratios that were approved by the Special Education Director Advisory Council (SEDAC) and the 287 School Board in 2019 for special education programs will be continued.
6. Expenditure and staff adjustments will be made based upon the phase-out of grant funding.
7. Reductions will not impact the District's ability to comply with Federal and State legal mandates.

8. Levy dollars available for Safe Schools, Long Term Facilities Maintenance (includes Health & Safety) and Leases will be utilized to ensure student and staff safety and to minimize impact on member districts' other general fund resources.
9. Expenditures will be aligned and prioritized so as to promote the recruitment and retention of high quality, culturally competent staff.
10. The budget will include funding for both Facilities operating projects and projected space projects needed to accommodate the specific needs of our students.
11. The FY25 budget will include a temporary increase of up to a ½ hour for 7 hour (.875 FTE) Educational Support Professionals (ESPs) to improve safety, teaming time and positive culture as outlined in an MOU entered into with Education Minnesota Local 2209.
12. The Therapeutic Teaching Model program in partnership with the Amherst H. Wilder Foundation will continue through FY27.
13. Staff salaries will be budgeted at estimated FY25 amounts based on settled contracts or Board approved parameters for contract negotiations. Cost containment will be sought through negotiation parameters.
14. Costs associated with benefits will be budgeted based on board approved premium changes through December 2024 and self-insurance consultant estimates for Jan-June 2025, along with District contributions based on Board approved contracts or board parameters for unsettled contract agreements.
15. The FY25 budget will include sufficient funds to cover anticipated separation and severance payments for all current retirees out of the retirement/severance assigned fund balance.
16. The FY25 budget will be developed in keeping with the Board fund balance policy. In the event that expenditures exceed revenues due to unpredictable circumstances, fund balance will be utilized in accordance with the fund balance policy.

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

Regular Meeting – March 14, 2024

AGENDA SECTION: SUPERINTENDENT REPORT

ITEM: 520 Student Surveys and Public Annual Notice Policy

PRESENTED BY: Superintendent Doud

1. **Background Information**

Approval of 520 Student Surveys and Public Annual Notice Policy.

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

3. **RECOMMENDED ACTION:**     **The Board approves the 520 Student Surveys and Public Annual Notice Policy as presented.**

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

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

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *Second Read*

**POLICY SERIES:** Student  
**SUBJECT:** Student Surveys  
**BOARD APPROVED:** March 2024  
**REVISION DATE:**

### 520 Student Surveys

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

#### III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.
- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

#### **IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM**

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
  - 1. political affiliations or beliefs of the student or the student's parent;
  - 2. mental and psychological problems of the student or the student's family;
  - 3. sex behavior or attitudes;
  - 4. illegal, antisocial, self-incriminating, or demeaning behavior;
  - 5. critical appraisals of other individuals with whom respondents have close family relationships;
  - 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
  - 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.
  - 1. The following policies are to be adopted in consultation with parents:
    - a. The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or

stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

- b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent of a student to inspect, on request, any such survey.
- c. The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

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

- d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).
- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

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

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- (a) college or other post-secondary education recruitment or military;
- (b) book clubs, magazines, and programs providing access to low cost literary products;
- (c) curriculum and instructional materials used by elementary and secondary schools;
- (d) tests and assessments used by elementary schools and secondary schools to provide

cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

- (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
- (f) student recognition programs.

- (3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

- 2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

- b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

- (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

- (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.

- (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

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

- c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected

to be scheduled.

- d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

## **V. NOTICE**

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

**Legal References:** [Minn. Stat. Ch. 13 \(Minnesota Government Data Practices Act\)](#)  
[Minn. Stat. § 121A.065 \(District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out\)](#)  
[20 U.S.C. § 1232g \(Family Educational Rights and Privacy Act\)](#)  
[20 U.S.C. § 1232h \(Protection of Pupil Rights\)](#)  
[34 C.F.R. § 99 \(Family Educational Rights and Privacy Act Regulations\)](#)  
[Gonzaga University v. Doe, 536 U.S. 273 \(2002\)](#)  
[C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 \(3<sup>rd</sup> Cir. 2005\)](#)  
[Fields v. Palmdale School Dist., 427 F.3d. 1197 \(9<sup>th</sup> Cir. 2005\)](#)

**Cross References:** [MSBA/MASA Model Policy 515 \(Protection and Privacy of Pupil Records\)](#)  
[MSBA/MASA Model Policy 521 \(Student Disability Nondiscrimination\)](#)  
[MSBA/MASA Model Policy 522 \(Title IX Sex Nondiscrimination, Grievance Procedure and Process\)](#)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *Second Read*

## PUBLIC ANNUAL NOTICE

Intermediate School District 287 gives notice to parents of students currently in attendance in the school district, eligible students currently in attendance in the school district, and students currently in attendance in the school district of their rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

1. Parents, eligible students, and students are hereby informed that they have the following rights:
  - a. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by parents or guardians of students.
  - b. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:
    - (1) political affiliations or beliefs of the student or the student's parent;
    - (2) mental and psychological problems of the student or the student's family;
    - (3) sex behavior or attitudes;
    - (4) illegal, antisocial, self-incriminating, or demeaning behavior;
    - (5) critical appraisals of other individuals with whom respondents have close family relationships;
    - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
    - (7) religious practices, affiliations, or beliefs of the student or the student's parent; or
    - (8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
  - c. A parent, on behalf of a student or an eligible student, has the right to receive notice and an opportunity to opt the student out of participating in:
    - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.
    - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Paragraph 1.b., above.
    - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under state law.

- d. This notice does not preempt applicable state law that may require parental notification.
- e. The school district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes.
- f. The school district will directly notify parents and eligible students, at least annually at the start of each school year or, if scheduled thereafter, parents will be provided with reasonable notice of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:
  - (1) Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
  - (2) Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
  - (3) Any nonemergency, invasive physical examination or screening as described above.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5920

- g. To opt out, parents/guardians should sign the opt-out form from the Student Handbook and send it to the school principal within two weeks of the student's enrollment date or September 15 of each subsequent year of enrollment.

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

Regular Meeting – March 14, 2024

**AGENDA SECTION:** SUPERINTENDENT REPORT

**ITEM:** 521 Student Disability Nondiscrimination Policy and Student Disability Discrimination Grievance Report Form

**PRESENTED BY:** Superintendent Doud

**1. Background Information**

Approval of 521 Student Disability Nondiscrimination Policy and Student Disability Discrimination Grievance Report Form.

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

**RECOMMENDED ACTION:**      **The Board approves the 521 Student Disability Nondiscrimination Policy and Student Disability Discrimination Grievance Report Form as presented.**

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

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

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *Second Read*

**POLICY SERIES:** Student  
**SUBJECT:** Student Disability Nondiscrimination  
**BOARD APPROVED:** March 2024  
**REVISION DATE:**

### 521 Student Disability Nondiscrimination

#### I. PURPOSE

The purpose of this policy is to protect students with disabilities (physical or mental, which includes learning) from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education. [Language and terms used in this policy are directly from Federal Law.](#)

#### II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504, [as defined by Federal Law](#), is one who:
  - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
  - 2. has a record of such an impairment; or
  - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

#### III. COORDINATOR

Persons who have questions or comments should contact the Director of Special Education at:

District Service Center  
1820 Xenium Lane North  
Plymouth, MN 55441  
763-550-7100

This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

**Legal References:**     42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)  
                              29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
                              34 C.F.R. Part 104 (Section 504 Implementing Regulations)

**Cross References:**    MSBA/MASA Model Policy 402 (Disability Nondiscrimination)  
                              District Policy 102 Equal Educational Opportunity (Nondiscrimination)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *Second Read*

#### STUDENT DISABILITY DISCRIMINATION GRIEVANCE REPORT FORM

##### General Statement of Policy Prohibiting Disability Discrimination

Intermediate School District 287 maintains a firm policy prohibiting all forms of discrimination on the basis of a disability. All persons are to be treated with respect and dignity. Discrimination on the basis of a disability will not be tolerated under any circumstances.

Complainant: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

I have been discriminated against based on (choose one or more):

[my disability] / [a record of my disability] / [being regarded as having a disability]

because \_\_\_\_\_

\_\_\_\_\_

Date of alleged incident(s): \_\_\_\_\_

Name of person you believe discriminated against you or another person: \_\_\_\_\_

\_\_\_\_\_

If the alleged discrimination was toward another person, identify that person: \_\_\_\_\_

\_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: any verbal statements; what, if any,

physical contact was involved; etc. (attach additional pages if necessary):\_\_\_\_\_

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

Location of the incident(s):\_\_\_\_\_

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

List any witnesses that were present:\_\_\_\_\_

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

This complaint is filed based on my honest belief that \_\_\_\_\_ has discriminated against me or another person based on a disability. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature)

\_\_\_\_\_  
(Date)

Received by:\_\_\_\_\_

\_\_\_\_\_  
(Date)

Send to:

District Service Center  
1820 Xenium Lane North  
Plymouth, MN 55441  
763-550-7100

***If a student or guardian has concerns about other forms of discrimination, please contact your building principal or the Superintendent at 763-550-7100.***

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

Regular Meeting – March 14, 2024

AGENDA SECTION: SUPERINTENDENT REPORT

ITEM: 531 Pledge of Allegiance Policy

PRESENTED BY: Superintendent Doud

1. **Background Information**

Approval of 531 Pledge of Allegiance Policy.

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

**RECOMMENDED ACTION:**

**The Board approves the 531 Pledge of Allegiance Policy and Student Disability Discrimination Grievance Report as presented.**

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

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

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### Second Read

**POLICY SERIES:** Student  
**SUBJECT:** Pledge of Allegiance  
**BOARD APPROVED:** March 2024  
**REVISION DATE:**

### 531 Pledge of Allegiance

#### I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and staff at each school within the district. The purpose of this policy is to provide direction on the recitation of the Pledge of Allegiance.

#### II. GENERAL STATEMENT OF POLICY

Schools will not recite the Pledge of Allegiance. Students in this school district may recite the Pledge of Allegiance to the flag of the United States of America. If a student(s) would like to recite the Pledge of Allegiance, they will be allowed to do so. Students and school personnel must respect another person's right to make that choice.

*Legal References:* [Minn. Stat. § 121A.11, Subd. 3 and Subd. 4 \(United States Flag\)](#)

*Cross References:* None

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

Regular Meeting – March 14, 2024

AGENDA SECTION: SUPERINTENDENT REPORT

ITEM: 534 School Meals Policy

PRESENTED BY: Superintendent Doud

1. **Background Information**

Approval of 534 School Meals Policy.

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

**RECOMMENDED ACTION:**            **The Board approves the 534 School Meals Policy as presented.**

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

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

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *Second Read*

**POLICY SERIES:** Student  
**SUBJECT:** School Meals Policy  
**BOARD APPROVED:** March 2024  
**REVISION DATE:**

### 534 School Meals Policy

#### I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming [by publicly identifying insufficient funds, providing an alternative meal, not providing a meal](#) or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

#### II. PAYMENT OF MEALS

- A. All a la carte items or second meal purchases are to be prepaid before meal service begins. Parents may prepay with a credit card on the School Cafe or pay by check at the school. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's account.
- B. If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals ([one breakfast and one lunch per student](#)) to be reimbursed at the free rate via the Community Eligibility Provision, must participate in the free school meals program. District 287 participates in the program.
- C. A school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program. District 287 participates in the program.
- D. Each school that participates in the free school meals program must:
  - 1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
  - 2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch [only](#).

- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.
- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

### **III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION**

- A. The school district will make reasonable efforts to notify families [and not students under 18 years of age](#) when meal account balances are low or fall below zero. Since meals are currently free, notification to families will only be used for the a la carte purchases.
- B. Families will be notified of an outstanding negative balance for a la carte purchase once the negative balance reaches \$10. Families will be notified by written communication via email and letter. [Students under 18 years of age will not be notified.](#)
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing nonreimbursable meals; or affixing stickers, stamps, or pins.

### **IV. UNPAID CHARGES**

- A. The school district will make reasonable efforts to communicate with families [and not students under 18 years of age](#) to resolve the matter of unpaid charges.
- B. The school district will make reasonable efforts to collect unpaid charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$10, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

### **V. COMMUNICATION OF POLICY**

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
  - 1. all households at or before the start of each school year;
  - 2. students and families who transfer into the school district, at the time of enrollment; and
  - 3. all school district personnel who are responsible for enforcing this policy.

- B. The school district will post this policy on the school district’s website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district’s school meals policy.

**Legal References:**

[Minn. Stat. § 123B.37 \(Prohibited Fees\)](#)  
[Minn. Stat. § 124D.111 \(School Meals Policies; Lunch Aid; Food Service Accounting\)](#)  
[42 U.S.C. § 1751 \*et seq.\* \(Healthy and Hunger-Free Kids Act\)](#)  
[7 C.F.R. § 210 \*et seq.\* \(School Lunch Program Regulations\)](#)  
[7 C.F.R. § 220.8 \(School Breakfast Program Regulations\)](#)  
[USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies \(2016\)](#)  
[USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments \(2016\)](#)  
[USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A](#)

**Cross References:**

None

# CONNECTICONS



News from the Association of Metropolitan School Districts

March 2024  
Volume 21  
Number 6

## Working Toward Proficiency with Competency-Based Learning

### March 22, 2024 Executive/Legislative Committee Meeting

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

### April 5, 2024 Board of Directors Meeting

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

### April 26, 2024 Executive/Legislative Committee Meeting

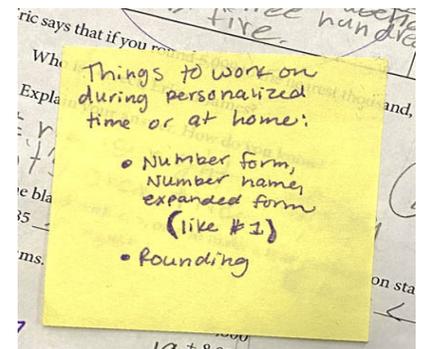
7:30 a.m. - 9 a.m.  
Anderson Center  
Bethel University  
Arden Hills

### May 3, 2024 Board of Directors Meeting

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

A sticky note on the 4th grader's math work shares her thoughts on what she needs to practice. The class is working on problem-solving — one of four math competencies. Student and teacher discussed choices and align on a plan for next steps. With each opportunity to practice, she gets closer to proficiency.

The sticky note provides a glimpse into how a competency-based approach is showing up at the elementary level in Spring Lake Park Schools. While we're working toward proficiency with competency-based learning throughout the K-12 experience, for the 2023-2024 school year, it's most visible in elementary areas like Language Arts, Math and Science.



Competency-based learning is providing learners flexibility to demonstrate their mastery of academic, career and life competencies. Instead of just spending a set amount of time on a particular topic, students are learning in order to apply learning in authentic ways.

A helpful analogy has been the teen learning to drive a car — a competency-based approach. Essential concepts are taught in a classroom. Students take a test to get a permit. Then, they learn with a teacher behind the wheel. After that, comes practice. Finally, the student takes a behind-the-wheel test to demonstrate what they can do. Proficient drivers get a license.

### The basics

Competency-based learning is one of four components of Spring Lake Park Schools' approach to [personalized learning](#). *Academic competencies* align to different academic subject areas (like math and science) and Minnesota state standards. *Career and life competencies* are skills and mindsets needed to be successful like communication and collaboration.

Continued on page 2

The presence of so many AMSD members at this week's annual Day at the Capitol was truly inspiring! The research article featured in this month's newsletter underscores our member districts' ongoing financial challenges. The recently released state budget forecast, projecting a \$3.7 billion surplus, presents a valuable opportunity for state policymakers to allocate additional funds to assist our districts in managing rising costs and successfully implementing the new programs and requirements enacted last year. As the 2024 session enters its final two months, we need to continue to advocate for the welfare of our students and the success of our schools.

**From the AMSD Chair, Marcus Hill, West St. Paul-Mendota Heights-Eagan Board Member**



# Consistency Helps Support Depth in Learning

Continued from page 1

Competencies represent the most critical and enduring concepts from each content area. There are 4-8 competencies in each content area, each with specific criteria. The competencies are consistent from kindergarten through grade 12 and become more complex as a student grows. K-12 competency rubrics help learners see their learning progress.

Student learning is facilitated so students can take more time on components they find difficult and go faster through the ones they understand quickly. After practicing, students show their learning through tests, projects, or other applications and produce examples that show what they know.

## Addressing gaps, fueling self-direction

In Catie Russell's fourth grade classroom, students understand the learning goal and self-reflection — via sticky note – helps guide their next steps in learning. "How school has gone in the past, there are gaps for students," says Catie. "If students can try to identify it in themselves, and then we provide choices and support to practice and learn, I think that is so helpful and we can reach more kids." Self-assessment also motivates students internally and lays the foundation for self-direction and ownership of learning fourth graders are ready for. "When making choices on what to work on, they can clearly see which topics need more practice," she says.

## Gaining depth over time

Des Gillis teaches science to K-4 students. She facilitates learning for three science competencies: systems and structures, patterns and cause and effect. She's seeing how the consistency K-12 helps support depth in learning.



"Each grade level is learning the concepts through scientific phenomenon," she says. "I may tell Kindergarteners - This is a pattern. Third and fourth graders recognize patterns when we're discussing a specific phenomena. While the overarching theme is the same for everyone, more complexity starts to build."

Teachers are also excited for the potential connections between subject areas and how they might engage students' individual interests with opportunities for deeper learning.

"When we work on patterns in science, we also talk about what it looks like in math," says Des. "Or, what a pattern looks like in nature. When we look at snowflakes, we are seeing a symmetrical pattern. Making connections as we move through units, we can deepen learning across content areas."

## Informing next steps

The transparency to learning goals and progress isn't just for students and teachers, but for families, too. In first trimester report cards, families saw more information than ever — noting learning progress as *beginning*, *in progress* or *proficient* for each competency criteria at their student's grade band. This level of information helps focus next steps and prevent gaps. "We're all still very much working toward proficiency with competency-based learning," says Melissa Olson, director of curriculum and instructional practices. "We're practicing and applying what we are learning to the design of learning experiences that support deep learning that kids can apply to life. We're excited about what we're seeing and hearing."

Learn more online about Spring Lake Park Schools approach to [personalized learning](#).

This month's member feature was submitted by Erika Taibl, Executive Director of Communications, Marketing and Outreach, Spring Lake Park Public Schools.

# AMSD Districts Face More Than \$317 Million in Shortfalls

Despite the significant funding increase approved in the 2023 legislative session, a new survey shows more than 70 percent of AMSD member districts face a combined [budget shortfall](#) of more than \$317 million for the 2024-25 school year. The survey, conducted in February 2024, asked member districts to project the gap between their anticipated revenue and expenditures for the 2024-25 school year assuming no additional funding is provided in the 2024 legislative session.

A confluence of factors has created a challenging fiscal environment for school districts despite the significant overall funding increase.

- **Historic inflation and staffing shortages.** While inflation has declined from historic highs in 2022, significant increases in utilities, transportation, food, supplies, insurance, and other costs have had a major impact on school district budgets. At the same time, school districts have responded to historic staff shortages by significantly increasing salaries in several job categories to fill vacancies and settle employment contracts.
- While the 2023 education bill provided a significant **overall** increase in funding, two critical funding streams continued to lose ground to inflation. The bill increased the basic formula by 4 percent for the 2023-24 school year and 2 percent for the 2024-25 school year — short of projected inflation over the same period. Likewise, local optional revenue (LOR), another critical funding stream, has not been increased since it went into effect in 2014. The basic formula and LOR comprise 75 percent of school districts' general education revenue — the funding stream that is the most flexible and is used to pay staff salaries, transportation, and other general operations.
- Historic new expectations, programs, and requirements for school districts were included in the education bill, and numerous other bills, in the 2023 session. AMSD supported many of the new requirements, but they come with increased costs — both monetarily as well as significant staff time. Some of the new requirements were funded, some partially unfunded, some temporarily funded, and others came with no funding.
- The significant federal resources that were approved in response to the global pandemic are winding down over the next year, creating a looming fiscal cliff for school districts. While the federal funding is coming to an end, the needs of our students continue.

The collective shortfall would be even higher had several districts not passed local referendums the last two years. In Rochester Public Schools, even with a one-time \$10 million donation from the Mayo Clinic, the district is facing a shortfall of more than \$9.2 million.

The impact of these shortfalls will be significant. School districts are required to maintain balanced budgets and locally elected school boards, working with their administrators, staff, and communities, will make the necessary adjustments to balance their budget.

The Anoka-Hennepin School District is facing a deficit of an estimated \$24 million and is considering using fund balance, administrative cuts, program cuts, and staff layoffs to balance their budget, said Supt. Cory McIntyre.

“Budget reductions and realignment have already started with central office personnel and program reductions effective June 30, 2024, impacting the 2024-25 school year budget,” Supt. McIntyre said. “This will reduce administrative support by approximately 45 positions — equal to a \$5 million reduction of the potential \$30 million needing to be reduced. These adjustments aim to lower the impact of

*Continued on page 4*

# AMSD Calls for Supplemental Funding

Continued from page 3

reductions at school sites for the 2024-25 school year.”

Anoka-Hennepin faces these challenges in the wake of just settling a new teacher contract in February, after several months of negotiation. Several other AMSD districts were still negotiating teacher contracts at the time of the survey — with at least five headed to mediation.

The Minnetonka Public School District is facing a deficit of more than \$6.5 million. “Our school districts need assistance to address inflation and to successfully implement the new programs and requirements that were adopted last year,” said Supt. David Law.

AMSD is calling on state policymakers to approve supplemental funding for school districts in light of the [Feb. 29 announcement from the Minnesota Office of Management and Budget](#) that the FY24-25 biennium is projected to end with a \$3.7 billion surplus. [AMSD’s legislative platform](#) outlines several proposals that could mitigate the projected shortfalls and help districts successfully implement the Read Act and other new programs and requirements approved in the 2023 legislative session.

“AMSD greatly appreciates the substantial funding increase approved by the Governor and Legislators in the 2023 session and their commitment to advancing education. At the same time, extraordinary cost pressures, staffing shortages, and historic new expectations and requirements for our schools have created a challenging fiscal environment,” said AMSD Chair Marcus Hill, a member of the West St. Paul-Mendota Heights-Eagan School Board.

**“ We will have to consider all options, including using fund balance, administrative cuts, program cuts, and staff layoffs. ”**

—Supt. Cory McIntyre,  
Anoka-Hennepin School District



*Minnetonka Supt. David Law testified before the House Education Policy Committee on Tuesday, March 5, about the district’s commitment to the READ Act, and the need for additional funding and flexibility with time-lines to ensure a successful implementation.*

# AMSD, MASA Region 9 Gather at Capitol to Advocate for Public Education

More than 100 AMSD members turned out for the AMSD / MASA Region 9 Day at the Capitol on Tuesday, March 5. AMSD annually hosts the Day at the Capitol to encourage members, students, and education leaders to meet with legislators, attend committee hearings, and advocate for public education. House Education Finance Committee Chair Cheryl Youakim, Senate Education Finance Committee Chair Mary Kunesch, and Reagan Greene, education policy advisor to Gov. Walz and Lt. Gov. Flanagan, spoke to the attendees to kick off the day.



*Rep. Cheryl Youakim (DFL-Hopkins) speaks to a gathering of AMSD and MASA members in a meeting room at the State Capitol, updating the members about the latest work of the House Committee on Education Finance, which she chairs.*



*Sen. Mary Kunesch (DFL-New Brighton), chair of the Senate Education Finance Committee, updates AMSD and MASA members about important education issues under consideration in the 2024 session.*



*Dan Armagost, Executive Director of the Southern Minnesota Education Consortium testifies on behalf of AMSD and several additional education organizations in support of HF3983, sponsored by Rep. Peggy Bennett (R-Albert Lea), which would expand eligibility for special education teacher pipeline grants.*



*Jill Stewart Kellar, Asst. Director of Career and Technical Education at NE Metro Intermediate District 916 testifies about CTE consortiums in the House Education Finance Committee while Rep. Ron Kresha (R-Little Falls) listens on.*



*Several students from AMSD districts testified about their high school experiences in the basement hearing room of the State Office Building during the House Education Finance Committee hearing chaired by Rep. Cheryl Youakim.*

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

**TENTATIVE**

<b>January 2025 – December 2025</b>	
January 9, 2025 <i>(possible conflict MSBA Conference)</i>	January 23, 2025
February 13, 2025	February 27, 2025
March 13, 2025	<del>March 27, 2025</del> <i>(Conflict with Spring Break)</i>
April 10, 2025	April 24, 2025
May 8, 2025	May 22, 2025
June 12, 2025	June 26, 2025
No July Meeting	
August 28, 2025	
September 11, 2025	September 25, 2025
October 9, 2025	October 23, 2025
November 13, 2025	
December 11, 2025	

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

<b>January 2024 – December 2024</b>	
<del>January 11, 2024</del> Conflict MSBA Meeting January 25, 2024	
February 8, 2024	February 22, 2024
March 14, 2024	<del>March 28, 2024</del> Conflict with Spring Break
April 11, 2024	April 25, 2024
May 9, 2024	May 23, 2024
June 13, 2024	June 27, 2024
No July Meeting	
August 22, 2024	
September 12, 2024	September 26, 2024
October 10, 2024	October 24, 2024
November 14, 2024	
December 12, 2024	

**INTERMEDIATE DISTRICT 287**  
**March 14, 2024**  
**SCHOOL BOARD CALENDAR**

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**March 2024**

14	Thursday	General Meeting of the Board – <i>Board Retreat</i>	4:30 PM	DSC
14	Thursday	General Meeting of the Board	6:30 PM	DSC

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**April 2024**

11	Thursday	General Meeting of the Board	6:30 PM	DSC
23	Tuesday	Local 2209 & Board Meeting	1:00 PM	HYBRID
25	Thursday	General Meeting of the Board	6:30 PM	DSC

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**May 2024**

09	Thursday	General Meeting of the Board – <i>Board Retreat</i>	4:30 PM	DSC
09	Thursday	General Meeting of the Board	6:30 PM	DSC
23	Thursday	General Meeting of the Board	6:30 PM	DSC

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**June 2024**

04	Tuesday	Ann Bremer Education Center (ABEC) Transition Graduation	9:30 AM	ABEC
04	Tuesday	Ann Bremer Education Center (ABEC) High School Graduation	1:00 PM	ABEC
04	Tuesday	West Education Center (WEC) W-ALT Tier 2 & 3 High School Graduation	5:00 PM	HTC
04	Tuesday	North Education Center (NEC) NECA & Special Education Graduation	6:00 PM	NEC
05	Wednesday	Hennepin Technical College (HTC) Transition Graduation	4:00 PM	HTC
05	Wednesday	Hennepin Technical College (HTC) High School Gateway Graduation	5:30 PM	HTC
06	Thursday	South Education Center (SEC) Tier 3 Transition Graduation	11:00 AM	SEC
06	Thursday	South Education Center (SEC) Tier 2 High School Graduation	6:00 PM	SEC
13	Thursday	General Meeting of the Board	6:30 PM	DSC
18	Tuesday	Get on the Bus – West Suburban Summer School	8:30 AM	DSC
27	Thursday	General Meeting of the Board	6:30 PM	DSC

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**July 2024**

**No Meetings**

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**August 2024**

22	Thursday	General Meeting of the Board	6:30 PM	DSC
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**September 2024**

12	Thursday	General Meeting of the Board	6:30 PM	DSC
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26	Thursday	General Meeting of the Board	6:30 PM	DSC
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**October 2024**

10	Thursday	General Meeting of the Board	6:30 PM	DSC
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24	Thursday	General Meeting of the Board	6:30 PM	DSC
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**November 2024**

14	Thursday	General Meeting of the Board	6:30 PM	DSC
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**December 2024**

12	Thursday	General Meeting of the Board	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/School Board Schedule  
2023-2024

## Get on the Bus

Tuesday, June 18<sup>th</sup>

West Suburban Summer School

Bus leaves 287 DSC @ 8:30 AM

Shannon Andreson

Renae Bowman

## Local 2209/Board Meeting

1:00 PM

Tuesday, April 23<sup>rd</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Renae Bowman