

General Meeting of the Board
Thursday, April 11, 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 March 14, 2024
 - 4.2. Special Meeting of the Board Minutes from March 21, 2024
 - 4.3. Monthly Financial Report - February 2024
 - 4.4. Special Education Teacher Pipeline Program Grant
 - 4.5. FY23 Federal Audit
5. **SHARE THE SUCCESS & RECOGNITION – (15 minutes)** (*Information*)
 - 5.1. Spotlight: Ann Bremer Education Center (ABEC)
 - 5.2. Above & Beyond: North Education Center (NEC)
6. **SUPERINTENDENT'S REPORT - (15 minutes)** (*Information*)
 - 6.1. CLOSED SESSION: Cyber Security Audit Findings
7. **INSTRUCTIONAL REPORT - (15 minutes)** (*Information*)
 - 7.1. Past, Present, and Future for CTC Pathways Programming
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (30 minutes)**
 - 8.1. Facilities Report
 - 8.1.1. Long-Term Facilities Maintenance Plan Revenue Resolution (*Resolution*)
 - 8.2. Financial Report
 - 8.2.1. FY24 Budget Revision (*Action*)
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (15 minutes)**
 - 9.1. Policy Review & Revision (*Information*)
 - 9.1.1. Policy 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure
 - 9.1.2. 526 Hazing Prohibition and Reporting Policy
 - 9.1.3. 506 Student Discipline Policy
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report
 - 9.2.2.1. April 2024 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Meeting Schedules
 - 9.3.2. April 11, 2024, Board Event Calendar
 - 9.3.3. 2023-2024 Get on the Bus & Local 2209/Board Meeting 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

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
March 14, 2024
MINUTES

1. CALL TO ORDER

Chair Brakke called the general meeting to order at 6:31 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Director Andreson recited Intermediate District 287 mission statement: "The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students."

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

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

Absent: 273/Birdman and 281/Bowman

Guests:

287 Administration: Superintendent Doud, Dr. Tonya Allen, Melissa Brateng, Camille Hepola, Ben Magras, Brian Schultz, Kevin Witherspoon (virtual), Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Dr. Elisabeth Lam, Sophia Chapin (virtual), Rachel Prost, Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Shannon Andreson, seconded by Heidi Marty, 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 March 14, 2024, and Security Awareness Training Agreement. *Motion by Kim Ross, seconded by Ruthie Dallas to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Dr. Elisabeth Lam, Senior Manager Itinerant Services, will introduce Sophia Chabin as the January 2024 Above & Beyond Award Winner. Sophia was nominated in the category Evidence-Based Instruction by her colleagues. Sophia thanked the School Board, Superintendent Doud, Administration, and her colleagues.

6. SUPERINTENDENT'S REPORT

Superintendent Doud provided a brief update on Local 2209 Master Contract Update.

7. INSTRUCTIONAL REPORT

Kiarra Zackery, Director of Equity & Inclusion, presented an overview on the Social Studies course that offered a Unit of Study course created to get students input on the Student Policy bucket.

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report – None

Financial Report

Brian Schultz, Executive Director of Business Services & Operation, presented the FY25 Budget Assumptions/Program Withdrawal report for approval. *Motion by Anne Casey, seconded by Dan Ginestra, to approve the FY25 Budget Assumptions/Program Withdrawal Report as presented. All in favor. Motion carried unanimously. No votes against. Motion carried.*

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Superintendent Doud presented and recommend approval of the 520 Student Surveys Policy. *Motion by Michael Remucal, seconded by Heidi Marty, to approve the 520 Student Surveys Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommend approval of the 521 Student Disability Nondiscrimination Policy. *Motion by Shannon Andreson, seconded by Jackie Mosqueda-Jones, to approve the 521 Student Disability Nondiscrimination Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommend approval of the 531 Pledge of Allegiance Policy. *Motion by Dan Ginestra, seconded by Kim Ross, to approve the 531 Pledge of Allegiance Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommend approval of the 534 Student Meals Policy. *Motion by Ruthie Dallas, seconded by Shannon Andreson, to approve the 534 Student Meals Policy as presented. All in favor. Motion carried unanimously.*

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 April 11, 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 _____

DISTRICT 287 SPECIAL BOARD MEETING
Intermediate District 287
March 21, 2024
MINUTES

1. CALL TO ORDER

Chair Regina Neville called the special meeting to order at 6:31 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 9 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
280	Richfield	Crystal Brakke
281	Robbinsdale	ReNae Bowman
284	Wayzata	Dan Ginestra
279	Westonka	Heidi Marty

Absent: 276/ Remucal, 279/ Mosqueda-Jones, and 283/Casey

Guests:

287 Administration: Superintend Doud, Dr. Elisabeth Lodges Rogers, Brian Schultz, Gloria Wilder, Kevin Witherspoon, and Kiarra Zackery

287 Staff Members: Michele Wolff and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Dan Ginestra, seconded by Shannon Andreson, to approve the meeting agenda. All in favor. Motion carried unanimously.*

3. AUDIENCE OPPORTUNITY TO SPEAK - None

4. APPROVAL OF CONSENT AGENDA - None

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT - None

7. INSTRUCTIONAL REPORT - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report - None

Financial Report - None

Human Resources Report

Kevin Witherspoon, Director of Human Resources, presented and recommended approval of the 2023-2025 Education Minnesota Local 2209 Tentative Agreement. *Motion was made by Michael Birdman, seconded by Heidi Marty; approval of the 2023-2025 Education Minnesota Local 2209 Tentative Agreement. All in favor. Motion carried unanimously.*

9. BOARD BUSINESS

Policy Review & Revision - None

Board Report - None

AMSD Report - None

Once Around the Table - None

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 6:42 PM.

The next general meeting will be held on April 11, 2024, at 6:30 PM by Teleconference.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

February Monthly Financial Reports

April 11, 2024

Author

Dana Trattles, Business Services Administrative Support
Brian Schultz, Exec. Dir. of Business Services & Operations

Summary

The February Budget to Actual Comparison and other Financial Reports for Board approval

- Revenues are at 58.5 % of budget, this is higher than the prior two years percentages.
- Expenditures are at 54.8% of budget, this is lower than the prior two years percentages.
- Monthly disbursements totaled \$7,028,883.49 (\$4,134,149.60 through Accounts Payable and \$2,894,733.89 through Payroll).
- Regular Investments totaled \$30,163,169.59 including withdrawals, earned interest and dividends totaling (\$2,387,615.76).
- 2022A LTFM Bond Investments had a total balance of \$3,786,152.99 and the activity for the month was interest earnings of \$17,625.97 and distributions for expenses of \$0.00.
- Cash is higher than the two prior year's level.
- Enrollment Reports - February 2024 Actual ADM compared to Budget Planning and Prior Year (Feb. 2023):
 - ALC – 240.37 ADM which is 10.37 above budget and 7.78 ADM above prior year.
 - Northern Star Online – 724.43 ADM which is 13.38 below budget and 113.50 ADM above prior year. Many NSO enrollments are recorded after the semester end
 - Career & Technical Pathways – 68.82 ADM which is 5.82 above budget and 5.73 ADM above prior year.
 - Special Education – 483.42 ADM which is 8.58 below budget and 20.08 ADM above prior year.
 - Care & Treatment – 86.35 ADM which is 57.30 below budget and 23.10 ADM below prior year.
- Donations – 2 car engines donated to Pathways program at CTC.

Recommendation

The Board approve the February Monthly Financial Reports.

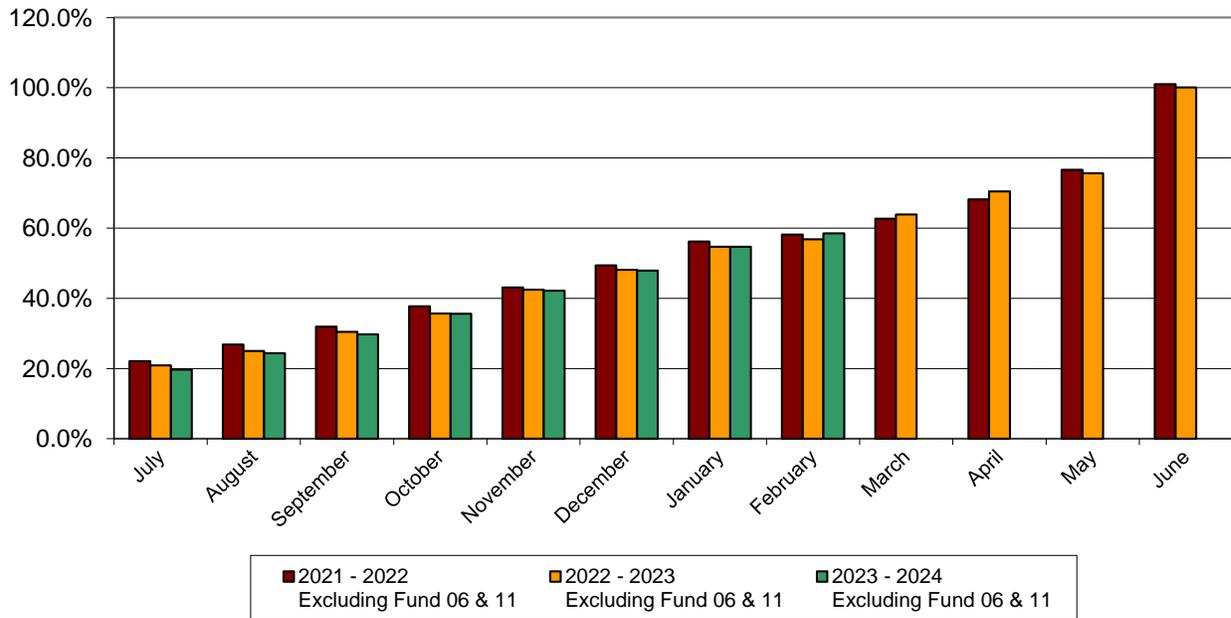
DISTRICT 287
REVENUE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	23,731,333	22.1%	23,192,942	20.9%	23,454,555	19.7% ²	23,464,011	19.7%
August	5,084,693	26.8%	4,486,051	25.0%	5,555,759	24.3% ²	5,573,415	24.3%
September	5,527,550	32.0%	6,032,596	30.4%	6,418,580	29.7% ²	6,424,193	29.7%
October	6,233,283	37.8%	5,841,372	35.7%	7,033,514	35.6% ²	7,048,381	35.6%
November	5,744,399	43.1%	7,490,646	42.4% ¹	7,853,633	42.2% ²	7,858,220	42.2%
December	6,751,237	49.4%	6,260,247	48.1% ¹	6,852,360	47.9% ²	6,860,413	48.0%
January	7,295,217	56.2%	7,338,783	54.7% ¹	8,090,580	54.7% ²	8,090,580	54.7%
February	2,102,436	58.1%	2,303,833	56.8% ¹	4,501,636	58.5% ²	4,519,262	58.5%
March	4,917,443	62.7%	7,885,058	63.9% ¹				
April	5,872,931	68.2%	7,250,156	70.4% ¹				
May	9,107,048	76.6%	5,714,807	75.6% ¹				
June	26,193,462	101.0%	27,134,282	100.1% ¹				
TOTAL	108,561,032	101.0%	110,930,774	100.1%	69,760,617	58.5%	69,838,476	58.5%
BUDGET	107,471,010		110,842,085 ¹		119,257,057 ²		119,312,057	

¹ excludes Funds 06 & 11 budgeted revenue of \$4,734,553

² excludes Funds 06 & 11 budgeted revenue of \$55,000

REVENUE COMPARISON - ALL FUNDS
YTD REVENUE BY MONTH
(excluding Fund 06 & 11)



Board- Revenue/Expense Summary by Fund Report

February 2023-2024

Intermediate District No. 287

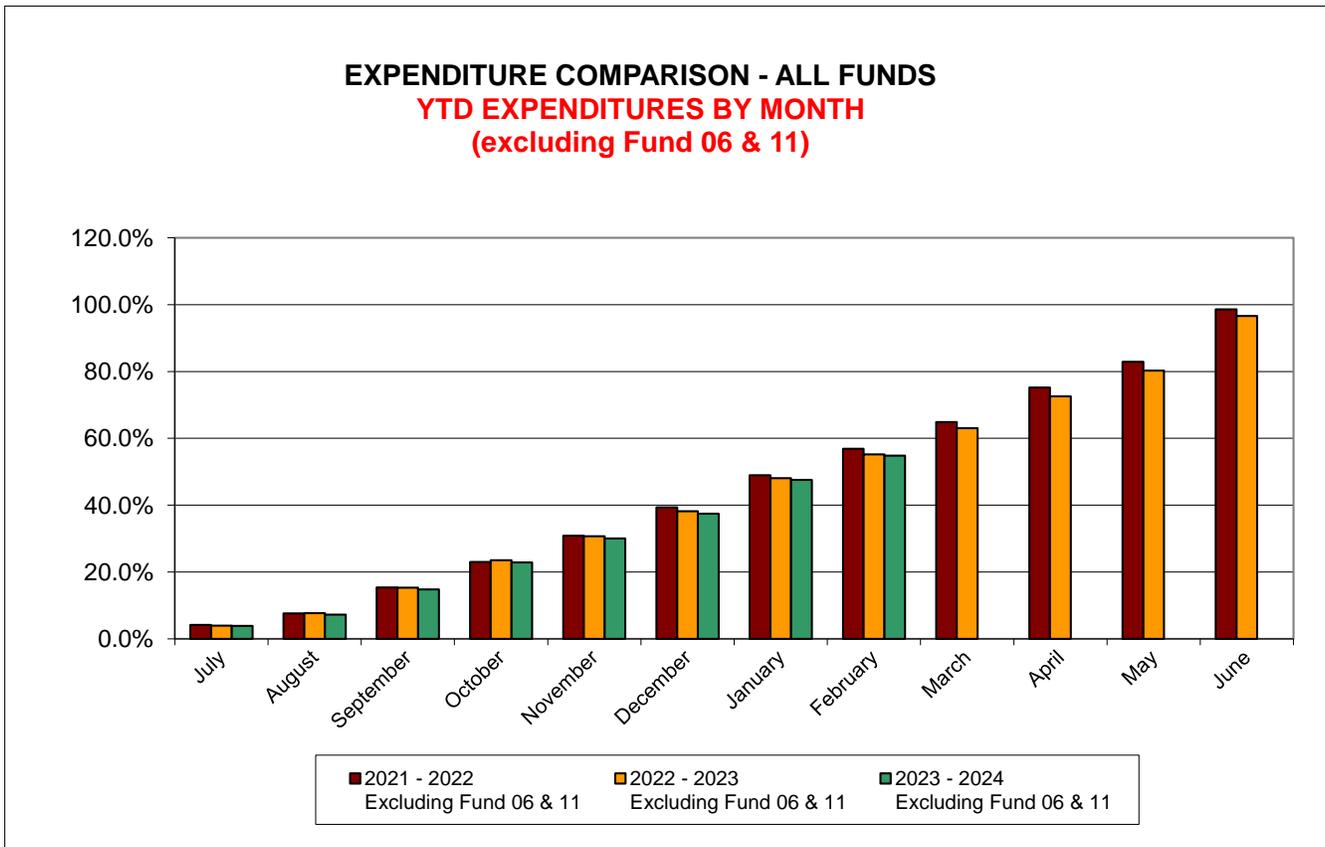
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,594,878.91	19,195,419.00	196,246.16	6,493,186.56	33.83%	12,702,232.44
02 - FOOD SERVICE FUND	843,993.00	946,914.00	51,824.86	281,848.67	29.76%	665,065.33
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,727,596.68	8,924,990.00	1,086,562.04	6,926,754.93	77.61%	1,998,235.07
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	2,858.84	5,733.00	0.00	301.55	5.26%	5,431.45
11 - LTFM BOND FUND	4,728,829.75	55,000.00	17,625.97	77,859.01	141.56%	-22,859.01
12 - ALC - ACADEMIC FUND	11,042,500.82	12,641,568.00	18,077.41	2,775,028.94	21.95%	9,866,539.06
13 - CAREER & TECH FUND	1,711,624.95	1,732,010.00	0.00	1,176,483.83	67.93%	555,526.17
14 - SPECIAL EDUCATION FUND	58,172,477.16	60,970,901.00	1,766,141.39	42,579,749.13	69.84%	18,391,151.87
20 - INTERNAL SERVICE FUND	612,445.43	661,088.00	63,285.73	385,490.37	58.31%	275,597.63
21 - SELF HEALTH INSURANCE FUND	13,199,338.39	14,172,934.00	1,317,610.95	9,137,740.02	64.47%	5,035,193.98
51 - STUDENT CLUB FUND	23,059.36	5,500.00	1,887.95	4,033.40	73.33%	1,466.60
Total Revenue	115,659,603.29	119,312,057.00	4,519,262.46	69,838,476.41	58.53%	49,473,580.59

DISTRICT 287
EXPENDITURE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	4,493,228	4.1%	4,329,606	3.9%	4,424,027	3.8% ²	4,416,059	3.8%
August	3,753,484	7.6%	4,135,827	7.7%	3,954,604	7.3% ²	3,981,431	7.2%
September	8,447,438	15.4%	8,396,694	15.3%	8,668,867	14.8% ²	8,454,442	14.5%
October	8,194,961	23.0%	9,015,517	23.5%	9,257,161	22.8% ²	9,563,242	22.7%
November	8,523,649	30.8%	7,908,978	30.7% ¹	8,286,923	30.0% ²	8,295,358	29.9%
December	9,205,713	39.3%	8,310,856	38.2% ¹	8,555,529	37.4% ²	8,553,029	37.2%
January	10,442,639	49.0%	10,876,386	48.1% ¹	11,690,319	47.6% ²	11,690,319	47.3%
February	8,521,055	56.8%	7,802,263	55.2% ¹	8,340,543	54.8% ²	8,340,543	54.5%
March	8,658,724	64.8%	8,659,691	63.0% ¹				
April	11,213,173	75.2%	10,529,808	72.6% ¹				
May	8,326,109	82.9%	8,408,779	80.2% ¹				
June	17,002,499	98.6%	18,041,489	96.6% ¹				
TOTAL	106,782,671	98.6%	106,415,894	96.6%	63,177,973	54.8%	63,294,421	54.5%
BUDGET	108,331,213		110,162,497 ¹		115,244,351 ²		116,191,712	

¹ excludes Funds 06 & 11 budgeted expenditures of \$346,290

² excludes Funds 06 & 11 budgeted expenditures of \$947,361



_Board- Revenue/Expense Summary by Fund Report

February	2023-2024		Intermediate District No. 287			
Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	17,302,720.85	18,853,087.00	1,171,518.50	11,262,757.41	59.74%	7,590,329.59
02 - FOOD SERVICE FUND	843,993.00	946,914.00	74,167.96	515,486.36	54.44%	431,427.64
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,663,975.63	6,899,133.00	0.00	4,364,324.86	63.26%	2,534,808.14
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	924.77	7,973.00	0.00	3,341.66	41.91%	4,631.34
11 - LTFM BOND FUND	901,587.81	947,361.00	0.00	116,447.96	12.29%	830,913.04
12 - ALC - ACADEMIC FUND	11,091,023.89	12,768,781.00	896,560.69	6,696,750.42	52.45%	6,072,030.58
13 - CAREER & TECH FUND	1,796,507.00	1,950,787.00	93,245.78	943,636.88	48.37%	1,007,150.12
14 - SPECIAL EDUCATION FUND	56,771,373.61	60,298,941.00	4,985,462.64	32,094,121.78	53.23%	28,204,819.22
20 - INTERNAL SERVICE FUND	663,517.07	743,250.00	74,205.56	384,160.57	51.69%	359,089.43
21 - SELF HEALTH INSURANCE FUND	11,252,097.47	12,765,838.00	1,043,343.37	6,901,401.72	54.06%	5,864,436.28
51 - STUDENT CLUB FUND	29,760.78	9,647.00	2,038.33	11,991.59	124.30%	-2,344.59
Total Expenses	107,317,481.88	116,191,712.00	8,340,542.83	63,294,421.21	54.47%	52,897,290.79

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **March 18, 2024**

TO: Members of the School Board

FROM: Brian C. Schultz, Exec. Dir. of Business Services & Operations

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

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

1. A/P payments for: February 2024	Totaling	\$	4,134,149.60
a) Check #'s 113564 - 113702			
and Wire Transfers - #'s 4000001764, 4000001766 - 4000001790			
9000005731 - 9000005892			
2. Bond payments for: February 2024	Totaling	\$	-
a) Wire Transfers - #'s			
3. Payroll payments for: February 2024	Totaling	\$	2,894,733.89
a) Check #'s			
b) Direct Deposit #'s 9000126402 - 9000128264			
4. Receipts for: February 2024	Totaling	\$	3,796,775.36
a) Receipt #'s 20240787 - 20240884			
5. Invest. at end of mo. February 2024			
a) Fund 01 - General Fund	\$		30,163,169.59
b) Fund 11 - 2022A LTFM Bond (Construction Costs)	\$		3,786,152.99
	\$		33,949,322.58

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

INTERMEDIATE DISTRICT 287
INVESTMENTS ON HAND
FEBRUARY 2024

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.228			8,205.80
PMA - MNTrust Savings Deposit Account - Bell Bank	5.320			2,303,382.95
PMA - MNTrust Savings Dep. Acct. - Nexbank, SSB - ICS	5.320			24,047,030.84
PMA - MNTrust Term Series - DMB Community Bank, WI	5.391			240,200.00
PMA - MNTrust Term Series - First National Bank, ME	5.387			240,200.00
PMA - MNTrust Term Series - Cornerstone Banke, NE	5.391			240,000.00
PMA - MNTrust Term Series - Farmers & Merchants Union Bank,	5.384			240,100.00
PMA - MNTrust Term Series - ServisFirst Bank, FL	5.369			237,100.00
PMA - MNTrust Term Series - 5Star Bank, CO	5.399			237,050.00
PMA - MNTrust Term Series - EagleBank, VA	5.379			237,050.00
PMA - MNTrust Term Series - Western Alliance Bank, CA	5.366			237,050.00
PMA - MNTrust Term Series - Preferred Bank, NY	5.382			237,100.00
PMA - MNTrust Term Series - American Plus Bank, N.A., CA	5.390			237,050.00
PMA - MNTrust Term Series - Pacific National Bank, FL	5.362			237,100.00
PMA - MNTrust Term Series - Farmers Ins Group Fed Credit Uni	5.390			237,050.00
PMA - MNTrust Term Series - Modern Bank, National Assn, NY	5.482			236,900.00
PMA - MNTrust Term Series - Latino Community Credit Union, N	5.539			236,750.00
PMA - MNTrust Term Series - First Central Credit Union, TX	5.425			237,000.00
PMA - MNTrust Term Series - Greenstate Credit Union, IA	5.499			236,850.00
Total PMA - MNTrust Investments on Books				30,163,169.59

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	32,550,785.35
Current Month Activity	
Deposits	-
Withdrawals	(2,500,000.00)
Interest Earned - Recorded	112,350.32
Dividends Earned	33.92
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	30,163,169.59

#11-104-00 - Investments (2022A LTFM Bond - Construction Costs)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.228			968,380.02
PMA - MNTrust CD Account Balance	4.059-4.718			1,381,250.00
PMA - MNTrust SEC Account Balance	4.001-4.693			1,436,522.97
Total PMA - MNTrust Investments on Books for Fund 11				3,786,152.99

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	3,768,527.02
Current Month Activity:	
Deposits	
Distributions/Repemptions	
Interest/Dividends/Purchases Earned - Recorded	17,625.97
Adjustments - move funds not used for closing costs to construction (from Fund 07)	
Interest/Dividends Earned - To Be Recorded in Next Month	
Total Investments at End of Month & Un-recorded Interest	3,786,152.99

Total 2022A LTFM Investments (Fund 11) at End of Month

3,786,152.99

INTERMEDIATE DISTRICT 287
 INVESTMENT ACTIVITY - 2022A LTFM BOND
 February 2024

Investments (2022A LTFM Bond - Construction Costs) - MNTrust

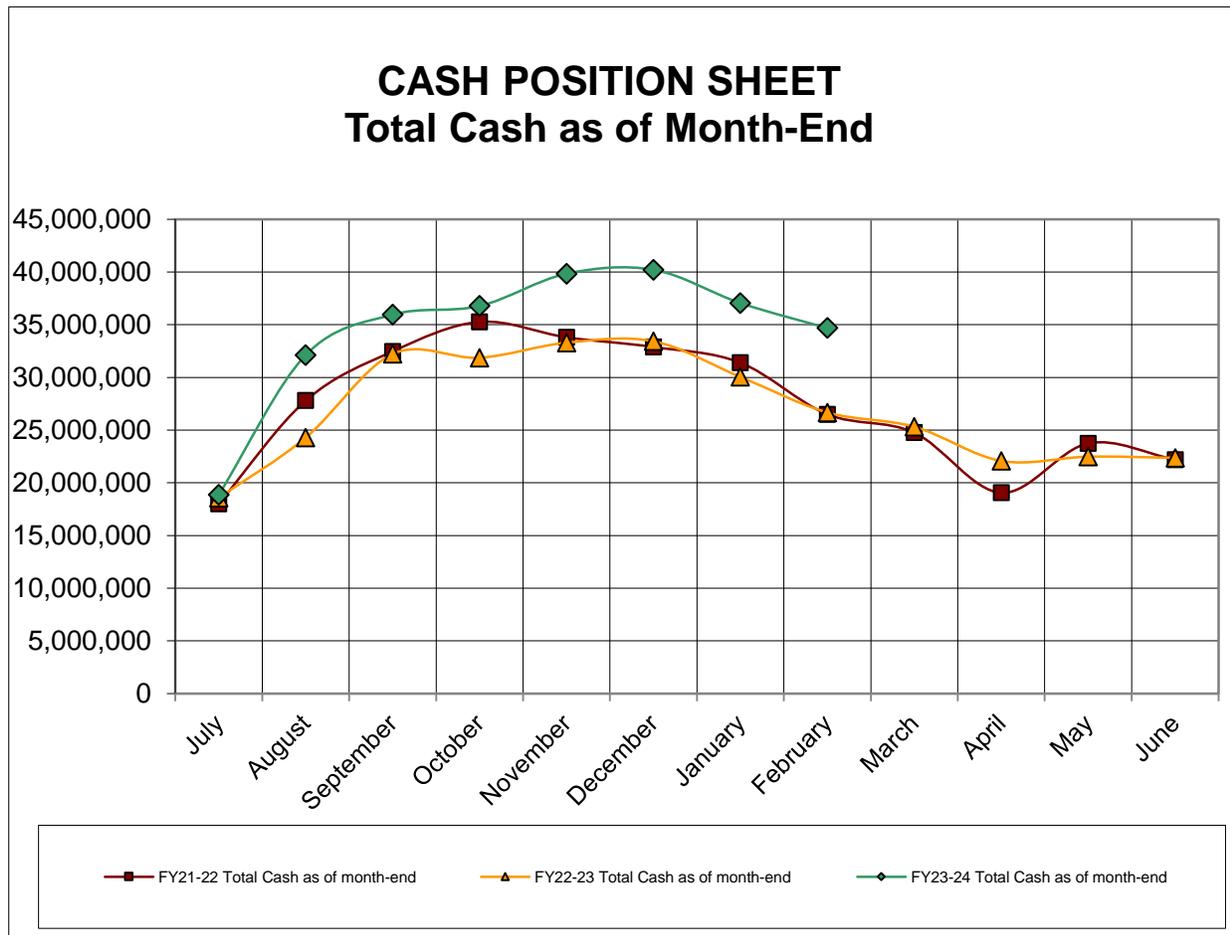
MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Nov-22	11/22/22	Proceeds from 2022A LTFM Bond	4,740,596.00
Nov-22	11/30/22	Interest/Dividends	4,282.32
Dec-22	12/30/22	Distributions/Construction Draws	-45,645.18
Jan-23	01/01/23	Interest/Dividends	687.30
Feb-23	02/07/23	Distributions/Construction Draws	-15,000.00
Feb-23	02/28/23	Interest/Dividends (for Jan & Feb '23)	19,146.93
Mar-23	03/31/23	Interest/Dividends	5,534.59
Apr-23	04/28/23	Distributions/Construction Draws	-165,570.33
Apr-23	04/30/23	Interest/Dividends	5,018.40
May-23	05/31/23	Distributions/Construction Draws	-39,431.25
May-23	05/31/23	Interest/Dividends	5,132.72
Jun-23	06/30/23	Interest/Dividends	8,599.22
Jul-23	07/31/23	Distributions/Construction Draws	-172,551.00
Jul-23	07/31/23	Interest/Dividends	9,456.04
Aug-23	08/31/23	Interest/Dividends	17,655.68
Sep-23	09/30/23	Interest/Dividends	5,613.71
Sep-23	09/30/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	01/31/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
2022A LTFM Bond Investments - Balance as of End of Month			<u><u>3,786,152.99</u></u>

Intermediate District 287

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

<u>Date</u>	<u>FY21-22 Total Cash as of month-end</u>	<u>FY22-23 Total Cash as of month-end</u>	<u>FY23-24 Total Cash as of month-end</u>
July	18,017,954	18,572,017	18,858,236
August	27,800,108	24,288,930	32,119,813
September	32,465,869	32,223,695	35,958,742
October	35,267,999	31,867,127	36,774,908
November	33,804,263	33,293,625	39,840,981
December	32,887,416	33,430,295	40,212,901
January	31,397,362	30,048,503	37,055,362
February	26,497,584	26,677,119	34,683,875
March	24,760,657	25,316,842	
April	19,051,281	22,075,795	
May	23,745,291	22,481,243	
June	22,201,893	22,374,821	

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

FEBRUARY 2024 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
2/1/2024	MSDLAF MN DEPT OF EDUCATION-034		20240844	185,747.02	PERKINS BASIC
2/2/2024	MSDLAF STATE FUNDS		20240845	27.02	STATE FUNDS
2/8/2024	MSDLAF MN DEPT OF EDUCATION-034		20240846	83,622.03	PROJECT AWARE
2/8/2024	MSDLAF MN PROFESSIONAL EDUCATOR LICENSIN		20240847	630.84	TEACHER MENTORSHIP & RENTION GRANT
2/12/2024	MSDLAF BENEFIT RESOURCE INC		20240848	2,632.94	BRI PREFUND REFUND
2/14/2024	MSDLAF MN DEPT OF EDUCATION-034		20240849	337.60	RESTRICTIVE PROCEDURE GRANT
2/15/2024	MSDLAF MN STATE MMB		20240850	1,260,932.70	IDEAS GEN ED, SP ED
2/22/2024	MSDLAF MN STATE MMB-FNS		20240851	10,198.45	CHILD NUTRITION JAN - ABEC
2/22/2024	MSDLAF MN STATE MMB-FNS		20240852	21,764.09	CHILD NUTRITION JAN - NEC
2/22/2024	MSDLAF MN STATE MMB-FNS		20240853	10,682.35	CHILD NUTRITION JAN - SEC
2/22/2024	MSDLAF MN STATE MMB-FNS		20240854	5,203.93	CHILD NUTRITION JAN - WEC
2/22/2024	MSDLAF MN STATE MMB-FNS		20240855	2,019.39	CHILD NUTRITION JAN - YOUABLE
2/23/2024	MSDLAF FEDERAL COMMUNICATIONS COMMISSIC		20240856	9,948.81	EMERGENCY CONNECTIVITY FUNDS
2/23/2024	MSDLAF MN DEPT OF EDUCATION-034		20240857	127,578.47	CLSD GRANT, GYO ADULT GRANT
2/28/2024	MSDLAF MN STATE MMB		20240858	131,192.08	IDEAS GEN ED
2/28/2024	MSDLAF MN STATE MMB		20240859	375,057.04	MA 3RD PARTY BILLING
2/29/2024	MSDLAF BRAINTREE		20240860	18,214.11	FEB TUITION
2/29/2024	MSDLAF BENEFIT RESOURCE INC		20240861	26,393.48	COBRA FEB PAYMENTS
2/29/2024	MSDLAF MSDLAF		20240862	26,134.64	INTEREST EARNED FEB 2024
2/29/2024	MSDLAF PAYPAL		20240863	713.08	FEB TUITION
2/29/2024	MSDLAF SCHOOLCAFE - ABEC		20240864	80.00	STUDENT DEFERRED REVENUE
2/29/2024	MSDLAF SCHOOLCAFE - NEC		20240865	278.00	STUDENT DEFERRED REVENUE
2/29/2024	MSDLAF SCHOOLCAFE - SEC		20240866	224.00	STUDENT DEFERRED REVENUE
2/29/2024	MSDLAF SCHOOLCAFE - WEC		20240867	150.00	STUDENT DEFERRED REVENUE
2/29/2024	MSDLAF SQUARE - BREMER BEAN SHOP ABEC		20240868	2,253.53	FEB STORE SALES
2/29/2024	MSDLAF SQUARE - HENNEPIN TEA & COFFEE HTC		20240869	589.43	FEB STORE SALES
2/29/2024	MSDLAF SQUARE - JITTERBUG NEC		20240870	2,136.54	FEB STORE SALES
2/29/2024	MSDLAF SQUARE - COMMON GROUNDS SEC		20240871	1,715.16	FEB STORE SALES
2/29/2024	MSDLAF SQUARE - SNACK SHACK WEC		20240872	1,998.70	FEB STORE SALES
2/29/2024	MSDLAF MSDLAF		20240873	53.09	INTEREST ADJUSTMENT FEB 2024
2/29/2024	MSDLAF SQUARE - ABEC PIZZA FUNDRAISER		20240874	1,887.95	FEB FUNDRAISER
MTD TOTALS				2,310,396.47	

INTERMEDIATE DISTRICT 287

FEBRUARY 2024 ACTIVITY

WIRE TRANSFERS OUT:					
DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
2/1/2024	MSDLAF	US Bank	9000005731-9000005740	26,243.53	AP ACH Payments
2/6/2024	MSDLAF	Bank of Montreal	4000001764	39,303.24	P-Card Expense
2/8/2024	MSDLAF	US Bank	9000005741-9000005756	60,336.72	AP ACH Payments
2/15/2024	MSDLAF	BPAS	4000001766	49,436.55	Veba
2/15/2024	MSDLAF	Educators Benefit Consultants	4000001767	88,890.29	403b Retirement
2/15/2024	MSDLAF	MN Dept of Revenue	4000001768	1,146.18	State Taxes
2/15/2024	MSDLAF	MN Dept of Revenue	4000001769	80,879.28	State Taxes
2/15/2024	MSDLAF	Public Employees Retirement	4000001770	115,966.41	Pera
2/15/2024	MSDLAF	Teachers Retirement Assn	4000001771	219,958.37	Tra
2/15/2024	MSDLAF	US Bank	4000001772	486,857.24	Federal Taxes
2/15/2024	MSDLAF	US Bank	9000005757-9000005794	2,285.92	Staff Reimbursements
2/15/2024	MSDLAF	US Bank	9000005795-9000005802	18,438.73	AP ACH Payments
2/15/2024	MSDLAF	US Bank	9000126402-9000127333	1,462,340.66	Payroll
2/16/2024	MSDLAF	US Bank	9000126883	(2,339.14)	Payroll
2/20/2024	MSDLAF	US Bank	9000127334	2,339.14	Payroll
2/22/2024	MSDLAF	Educators Benefit Consultants	4000001773	20.00	403b Retirement
2/22/2024	MSDLAF	HealthPartners	4000001774	-	Voided Wire
2/22/2024	MSDLAF	HealthPartners	4000001775	860.69	Frequent Fitness Claims
2/22/2024	MSDLAF	HealthPartners	4000001776	685,057.99	HPAI Claims
2/22/2024	MSDLAF	MN STATE RETIREMENT SYSTEM	4000001777	47,618.47	Retirement Benefit Plan
2/22/2024	MSDLAF	Pitney Bowes	4000001778	25.00	Access & Shipping w/o HW or Meter
2/22/2024	MSDLAF	Pitney Bowes	4000001779	1,000.00	Reserve Account
2/22/2024	MSDLAF	US Bank	4000001780	210.93	Cash Management Services
2/22/2024	MSDLAF	US Bank	9000005803-9000005815	42,417.07	AP ACH Payments
2/29/2024	MSDLAF	BPAS	4000001781	48,896.73	Veba
2/29/2024	MSDLAF	Educators Benefit Consultants	4000001782	88,775.21	403b Retirement
2/29/2024	MSDLAF	MN Dept of Revenue	4000001783	837.92	State Taxes
2/29/2024	MSDLAF	MN Dept of Revenue	4000001784	78,201.66	State Taxes
2/29/2024	MSDLAF	Public Employees Retirement	4000001785	114,807.00	Pera
2/29/2024	MSDLAF	Teachers Retirement Assn	4000001786	214,473.27	Tra
2/29/2024	MSDLAF	US Bank	4000001787	473,487.26	Federal Taxes
2/29/2024	MSDLAF	HealthPartners	4000001788	223,752.59	HPAI Claims
2/29/2024	MSDLAF	Benefit Resource Inc	4000001789	9,924.80	Flex Spending Monthly Invoice
2/29/2024	MSDLAF	Benefit Resource Inc	4000001790	65,674.80	Flex Spending Account Payments
2/29/2024	MSDLAF	US Bank	9000128048	(1,326.25)	Payroll
2/29/2024	MSDLAF	US Bank	9000128264	1,326.25	Payroll
2/29/2024	MSDLAF	US Bank	9000005816-9000005879	9,509.73	Staff Reimbursements
2/29/2024	MSDLAF	US Bank	9000005880-9000005892	73,352.07	AP ACH Payments
2/29/2024	MSDLAF	US Bank	9000127335-9000128263	1,432,393.23	Payroll
2/29/2024	MSDLAF	US Bank	JE 20240264	748,236.87	NEC #1 2010E LOAN W/QSCB FED INT REFUND
MTD TOTALS				7,011,616.41	

**DONATION REPORT
 INTERMEDIATE DISTRICT 287
 2023-2024
 FEBRUARY 2024**

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
02/21/24	2 INOPERABLE ENGINES		\$200.00	LUTHER AUTOMOTIVE, BLOOMINGTON	HTC - EP	PATHWAYS - AUTO BODY
	TOTAL	\$200.00				

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Special Educator Teacher Pipeline Program Grant from State of Minnesota – MN Department of Education

April 11, 2024

Author

Brian Schultz, Executive Director of Business Services

Summary

Intermediate District 287 has been awarded \$482,437.00 from the State of Minnesota – MN Department of Education for the Special Educator Teacher Pipeline Program Grant. The funds from this award will be used to develop a pipeline of trained, licensed Tier 3 or Tier 4 special education teachers. This grant runs from 3/15/2024 – 1/31/2029.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Acceptance of Federal Single Audit Reports for the year ended June 30, 2023

April 11, 2024

Author

Brian Schultz, Executive Director of Business Services & Operations

Summary

As part of the financial statement audit presentation at the January 25th board meeting, Jim Eichten from independent audit firm MMKR noted that the federal single audit deadline was extended due to the large amount of federal funding as a result of the COVID 19 pandemic. They have completed their audit and reports which highlight results from both compliance and financial perspectives.

There are three reports included in your packet. The first is the federal single audit management report that summarizes the audit opinion and findings (if any). The second is the federal single audit report summarizing all of our federal awards and the independent auditor's report on compliance. The third is our corrective action plan to resolve the current year finding.

There was one finding on compliance with subrecipient monitoring requirements. The finding occurred due to not maintaining documentation of the evaluation of each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward. We did the risk evaluation of each of our subrecipients but did not formally document the results of these evaluations. The finding is considered a significant deficiency (minor finding) in internal control over compliance which does not affect the overall clean opinion on our financial statement audit and we are still considered a low-risk auditee.

As part of our corrective action, we worked with our auditor to put in place procedures to ensure compliance with subrecipient monitoring requirements. The new procedures and documentation have been put in place for fiscal year 2024 which will remove this finding in future audits.

Recommendation:

It is recommended that the school board accept the federal single audit reports for the year ended June 30, 2023.



PRINCIPALS

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Aaron J. Nielsen, CPA
Victoria L. Holinka, CPA/CMA
Jaclyn M. Huegel, CPA
Kalen T. Karnowski, CPA

March 26, 2024

To the Board of Directors and Management of
Intermediate District No. 287
Plymouth, Minnesota

The following is a summary of our audit work, key conclusions, and other information that we consider important or that is required to be communicated to the Board of Directors, administration, or those charged with governance of Intermediate District No. 287 (the District) in conjunction with our Single Audit of the Schedule of Expenditures of Federal Awards (Single Audit) for the year ended June 30, 2023.

OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA, *GOVERNMENT AUDITING STANDARDS*, AND TITLE 2 U.S. CODE OF FEDERAL REGULATIONS PART 200, *UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)*

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated December 27, 2023, which contained unmodified opinions on those financial statements. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and the Uniform Guidance, as well as certain information related to the planned scope and timing of our audit. We have communicated such information to you verbally, in our audit engagement letter, and in our management report dated December 27, 2023. Professional standards also require that we communicate to you the following information related to our Single Audit.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the Single Audit according to the planned scope and timing previously discussed and coordinated in order to obtain sufficient audit evidence and complete an effective audit.

AUDIT OPINION AND FINDINGS

Based on our Single Audit for the year ended June 30, 2023:

- We reported that the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements.
- The results of our tests indicate that the District has complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on its major federal programs.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

5353 Wayzata Boulevard • Suite 410 • Minneapolis, MN 55416 • Phone: 952-545-0424 • Fax: 952-545-0569 • www.mmkr.com

- We reported one deficiency in the District's internal controls over compliance that we considered to be a significant deficiency with the types of compliance requirements that could have a direct and material effect on each of its major federal programs:
 - During our audit, we noted that the District did have documented written controls to ensure compliance with the U.S. Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) subrecipient monitoring requirements. The District did not maintain documentation of its evaluation of each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward, nor did the District maintain documentation of the results of the subrecipients' Single Audit, if any, for purposes of determining the appropriate subrecipient monitoring.

OTHER MATTERS

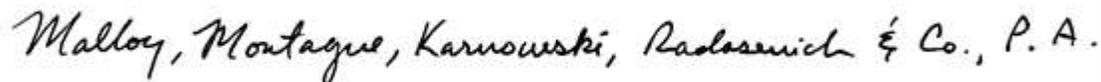
We were engaged to report on the Schedule of Expenditures of Federal Awards, which is considered supplementary information to the District's separately issued basic financial statements. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the basic financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

MANAGEMENT REPRESENTATIONS

We have requested certain representations from management that are included in the management representation letter dated March 26, 2024.

CLOSING

The purpose of this report is solely to provide those charged with governance of the District, management, and those with responsibility for oversight of the District's financial reporting process required communications related to our Single Audit. Accordingly, this report is not suitable for any other purpose.



MALLOY, MONTAGUE, KARNOWSKI, RADOSEVICH & CO., P.A.
Minneapolis, Minnesota

INTERMEDIATE DISTRICT NO. 287
PLYMOUTH, MINNESOTA

Federal Single Audit Reports

Year Ended
June 30, 2023

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INTERMEDIATE DISTRICT NO. 287

Federal Single Audit Reports
Year Ended June 30, 2023

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Independent Auditor's Report on Compliance for Each Major Federal Program; Report on Internal Control Over Compliance; and Report on the Schedule of Expenditures of Federal Awards Required by the Uniform Guidance	2-5
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INTERMEDIATE DISTRICT NO. 287

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Federal Grantor/Pass-Through Grantor/Program Title	Federal ALN	Federal Expenditures	Passed Through to Subrecipients
U.S. Department of Agriculture			
Passed through Minnesota Department of Education			
Child nutrition cluster			
National School Lunch Program	10.555	\$ 241,267	
School Breakfast Program	10.553	96,582	
Summer Food Service Program for Children	10.559	<u>21,188</u>	
Total child nutrition cluster			\$ 359,037
U.S. Department of the Treasury			
Passed through Amherst H. Wilder Foundation			
COVID-19 – Coronavirus State and Local Fiscal Recovery Funds	21.027	485,374	
Passed through Minnesota Department of Education			
COVID-19 – Coronavirus State and Local Fiscal Recovery Funds	21.027	<u>74,786</u>	
Total ALN 21.027			560,160
Federal Communications Commission			
Direct			
COVID-19 – Emergency Connectivity Fund Program	32.009	52,808	
U.S. Department of Education			
Passed through Minnesota Department of Education			
Special education cluster			
Special Education – Grants to States	84.027	42,072	
Comprehensive Literacy Development	84.371	577,276	
Education Stabilization Fund			
COVID-19 – Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	831,493	\$ 99,385
COVID-19 – American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER) Fund	84.425U	84,870	
COVID-19 – American Rescue Plan – Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund	84.425W	<u>4,982</u>	
Total ALN 84.425			921,345
English Language Acquisition State Grants	84.365	29,413	22,397
Supporting Effective Instruction State Grants	84.367	3,890	
Career and Technical Education – Basic Grants to States	84.048	770,232	451,191
Direct			
School Safety National Activities	84.184	49,299	
U.S. Department of Justice			
Direct			
STOP School Violence	16.839	201,440	
U.S. Department of Health and Human Services			
Passed through Minnesota Department of Education			
Substance Abuse and Mental Health Services Projects of Regional and National Significance			
COVID-19 – Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)	93.243	398,569	
	93.323	<u>20,000</u>	
Total federal awards			<u>\$ 3,985,541</u>

Note 1: The Schedule of Expenditures of Federal Awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the OMB's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the District's basic financial statements.

Note 2: All pass-through entities listed above use the same federal Assistance Listing Numbers (ALN) as the federal grantors to identify these grants, and have not assigned any additional identifying numbers.

Note 3: The District did not elect to use the 10 percent de minimis indirect cost rate.

Note 4: The District had \$30,711 of noncash assistance included in the National School Lunch Program, federal ALN 10.555.

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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL
OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors and Management of
Intermediate District No. 287
Plymouth, Minnesota

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM

OPINION ON EACH MAJOR FEDERAL PROGRAM

We have audited Intermediate District No. 287's (the District) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2023. The District's major federal programs are identified in the Summary of Audit Results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major programs for the year ended June 30, 2023.

BASIS FOR OPINION ON EACH MAJOR FEDERAL PROGRAM

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance requirements referred to above.

(continued)

RESPONSIBILITIES OF MANAGEMENT FOR COMPLIANCE

Management is responsible for compliance with the requirements referred to on the previous page and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF COMPLIANCE

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to on the previous page occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance, but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to on the previous page is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to on the previous page and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

(continued)

REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section on the previous page and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined below. However, as discussed below, we did identify one deficiency in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as finding 2023-001 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Government Auditing Standards require the auditor to perform limited procedures on the District's response to the internal control over compliance finding identified in our compliance audit described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

(continued)

REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise District's basic financial statements. We issued our report thereon dated December 27, 2023, which contained unmodified opinions on those financial statements. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Malloy, Montague, Karnowski, Radosevich & Co., P.A.

Minneapolis, Minnesota
March 26, 2024

INTERMEDIATE DISTRICT NO. 287

Schedule of Findings and Questioned Costs
Year Ended June 30, 2023

A. SUMMARY OF AUDIT RESULTS

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

Financial Statements

What type of auditor's report is issued? X Unmodified
 Qualified
 Adverse
 Disclaimer

Internal control over financial reporting:

Material weakness(es) identified? Yes X No
Significant deficiency(ies) identified? Yes X None reported
Noncompliance material to the financial statements noted? Yes X No

Federal Awards

Internal controls over major federal award programs:

Material weakness(es) identified? Yes X No
Significant deficiency(ies) identified? X Yes None reported

Type of auditor's report issued on compliance for major programs?

U.S. Department of Education – Career and Technical Education –
Basic Grants to States Unmodified
U.S. Department of Education – COVID-19 – Education Stabilization Fund Unmodified

Any audit findings disclosed that are required to be reported in
accordance with 2 CFR 200.516(a)? X Yes No

Programs tested as major programs:

Program or Cluster(s)	Federal ALN
U.S. Department of Education – Career and Technical Education – Basic Grants to States	84.048
U.S. Department of Education – COVID-19 – Education Stabilization Fund	84.425

Threshold for distinguishing type A and B programs. \$ 750,000

Does the auditee qualify as a low-risk auditee? X Yes No

INTERMEDIATE DISTRICT NO. 287

Schedule of Findings and Questioned Costs (continued)
Year Ended June 30, 2023

B. FINANCIAL STATEMENT FINDINGS

None.

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF EDUCATION, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CAREER AND TECHNICAL EDUCATION – BASIC GRANTS TO STATES – FEDERAL ALN 84.048

2023-001 Internal Control Over Compliance With Subrecipient Monitoring Requirements

Criteria – 2 CFR § 200.332 requires Intermediate District No. 287 (the District) as a pass-through entity, to have written subrecipient monitoring policies and procedures that include a written risk assessment of each subrecipient and documentation of the District's monitoring of the subrecipient. Additionally, as a pass-through entity, the District is required to verify that every subrecipient is audited as required by 2 CFR § 200 Subpart F when it is expected that the subrecipient's federal awards expended during the respective fiscal year equaled or exceeded the threshold for a federal Single Audit.

Condition – During our audit, we noted that the District did have documented written controls to ensure compliance with the U.S. Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) subrecipient monitoring requirements. The District did not maintain documentation of its evaluation of each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward, nor did the District maintain documentation of the results of the subrecipients' Single Audit, if any, for purposes of determining the appropriate subrecipient monitoring.

Questioned Costs – Not applicable.

Context – The District passed through \$451,191 to nine subrecipients during the fiscal year.

Repeat Finding – This is a current year finding.

Cause – This was an oversight by district personnel.

Effect – This could be viewed as a violation of the award agreement.

Recommendation – We recommend that the District review its internal control procedures relating to subrecipient monitoring for all federal programs. We recommend the District identify subrecipients and maintain documentation of written risk assessments of each subrecipient, that includes a consideration of the subrecipient's Single Audit results, if any.

INTERMEDIATE DISTRICT NO. 287

Schedule of Findings and Questioned Costs (continued)
Year Ended June 30, 2023

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)

SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF EDUCATION, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CAREER AND TECHNICAL EDUCATION – BASIC GRANTS TO STATES – FEDERAL ALN 84.048 (CONTINUED)

2023-001 Internal Control Over Compliance With Subrecipient Monitoring Requirements (continued)

View of Responsible Official and Planned Corrective Actions – The District agrees with the finding. The District is in the process of reviewing its internal control procedures and updating its written policies and procedures relating to subrecipient monitoring for its federal programs to ensure compliance with the Uniform Guidance in the future. The District has separately issued a Corrective Action Plan related to this finding.

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District Service Center
1820 Xenium Lane North
Plymouth, MN 55441-3708

Telephone: 763-559-3535
www.district287.org

INTERMEDIATE DISTRICT NO. 287

Corrective Action Plans and
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2023

A. FINANCIAL STATEMENT FINDINGS

None.

B. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF EDUCATION, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CAREER AND TECHNICAL EDUCATION – BASIC GRANTS TO STATES – FEDERAL ALN 84.048

2023-001 Internal Control Over Compliance With Subrecipient Monitoring Requirements

Finding Summary

2 CFR § 200.332 requires Intermediate District No. 287 (the District) as a pass-through entity, to have written subrecipient monitoring policies and procedures that include a written risk assessment of each subrecipient and documentation of the District's monitoring of the subrecipient. Additionally, as a pass-through entity, the District is required to verify that every subrecipient is audited as required by 2 CFR § 200 Subpart F when it is expected that the subrecipient's federal awards expended during the respective fiscal year equaled or exceeded the threshold for a federal Single Audit.

During our audit, we noted that the District did have documented written controls to ensure compliance with the U.S. Office of Management and Budget's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) subrecipient monitoring requirements. The District did not maintain documentation of its evaluation of each subrecipient's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward, nor did the District maintain documentation of the results of the subrecipients' Single Audit, if any, for purposes of determining the appropriate subrecipient monitoring.

INTERMEDIATE DISTRICT NO. 287

Corrective Action Plans and
Summary Schedule of Prior Audit Findings (continued)
Year Ended June 30, 2023

B. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (CONTINUED)

SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF EDUCATION, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CAREER AND TECHNICAL EDUCATION – BASIC GRANTS TO STATES – FEDERAL ALN 84.048 (CONTINUED)

2023-001 Internal Control Over Compliance With Subrecipient Monitoring Requirements (continued)

Corrective Action Plan

Actions Planned – The District will review its policies and procedures relating to subrecipient monitoring for its federal programs to ensure compliance with the Uniform Guidance in the future.

Official Responsible – The District’s Executive Director of Business Services, Brian Schultz.

Planned Completion Date – June 30, 2024.

Disagreement With or Explanation of Finding – The District agrees with the finding.

Plan to Monitor – The District’s Executive Director of Business Services, Brian Schultz, will assure appropriate internal controls and procedures are updated and in place to ensure compliance with subrecipient monitoring requirements.

C. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

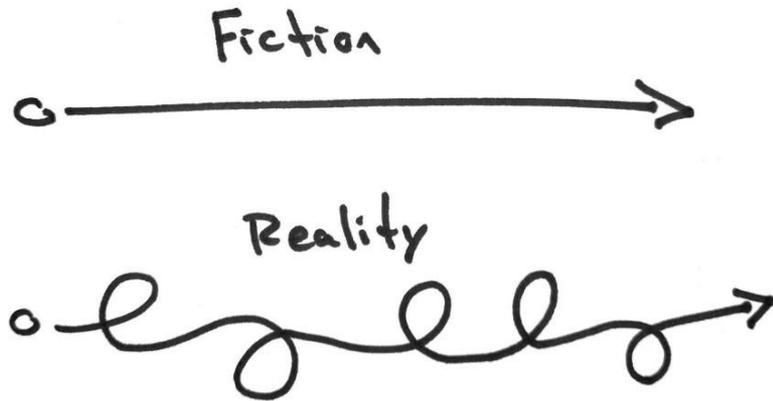
No audit findings were reported for the year ended June 30, 2022.

287 Career & Technical Education



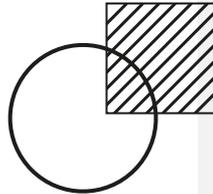
Intermediate District 287
Responsive. Innovative. Solutions.

Career Paths



Millennials & Zs

- **21%** have changed jobs within the past year
- *3x the rate of other generations*
- **6 out of 10** are currently open to new job opportunities



CTE = Career & Technical Education

Where:

Comprehensive and CTE-dedicated high schools, magnet schools, area technical centers, community and technical colleges and some four-year universities.

What:

CTE students earn industry certifications and licenses, postsecondary certificates, associate degrees, bachelor's degrees and higher.

Why:

High pay with minimal debt. Fill the 6.5 million skilled worker deficit

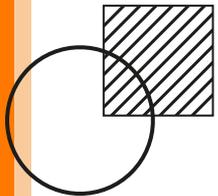
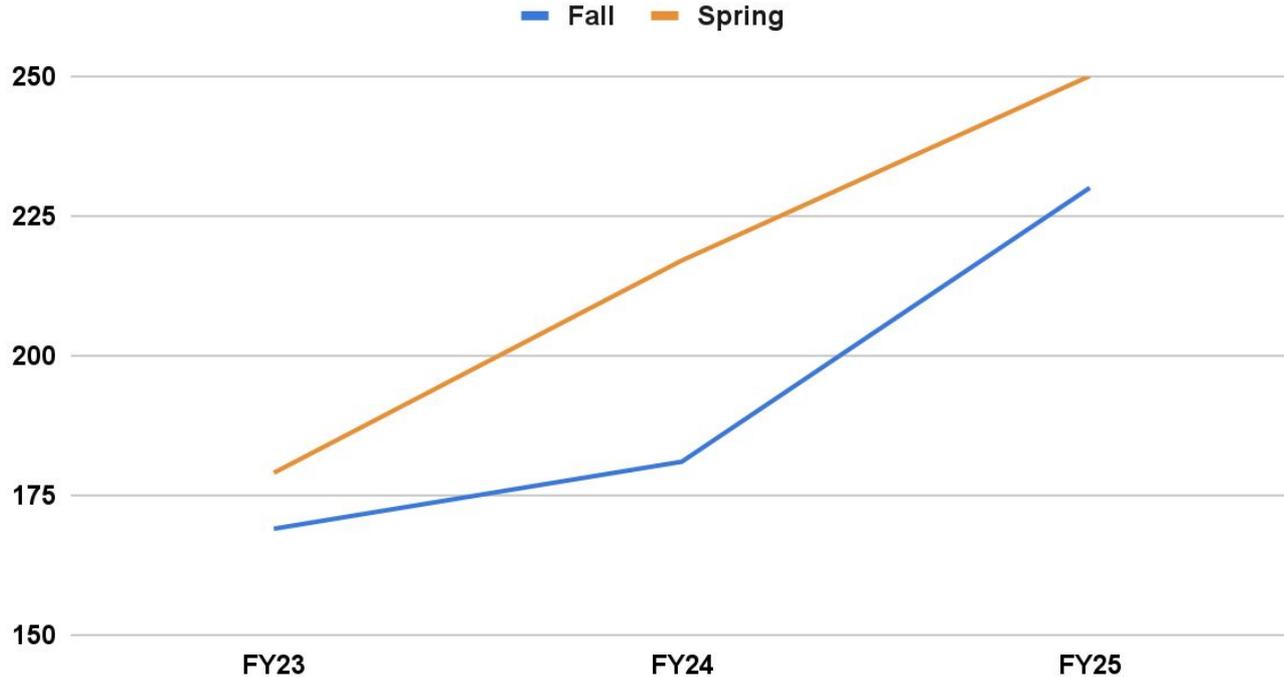
[Approved CTE Courses in MN \(Table C\)](#)

Programs of Study Wheel



Enrollment Trends & Projections

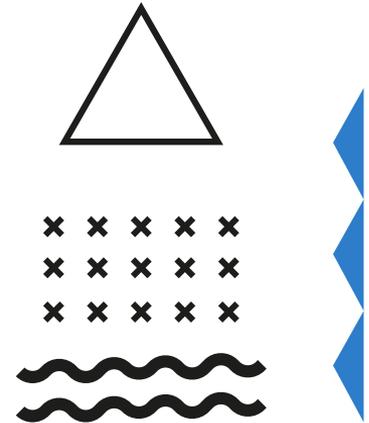
Pathways Enrollments



Eden Prairie District Health Science Pilot

Based on quarterly Superintendent membership meetings, the Superintendent and administrative team wanted to learn more about CTE in District 287.

- CTC tour with EP administrative team
- Agreed to dedicate up to two courses per semester
- Pilot Includes:
 - Final course for the Health Science Capstone
 - Site visits
 - U or M medical School
 - Methodist hospital
 - Medical Research Lab (potentially)



Courses



Current Courses FY24

Career Cluster: Engineering, Manufacturing, and Technology

- *Auto Body Repair, Advanced Auto Body Repair, Automotive Technology, Outdoor Power Sports, Advanced Outdoor Power Sports*

Career Cluster: Health Sciences

- *Nursing Assistant*

Career Cluster: Business, Management & Administration

- *Culinary Arts, Cooking For Independent Living*

Career Cluster: Arts, Communications & Information Systems

- *Exploring Graphic Design, Video Production: Videography, Video Production: Editing Techniques, Graphic Design: Visual Communications, Graphic Design: Software Applications*



Additional Courses FY25

Career Cluster: Engineering, Manufacturing, and Technology

- *Practicum for Independent Living*

Career Cluster: Health Sciences

- *Nursing Assistant - 1 additional section*
- *Exploring Health & Wellness*
- *First Aid, CPR and Emergency Medical Response*

Career Cluster: Business, Management & Administration

- *Culinary Arts - 1 additional section*
- *Cooking For Independent Living - 1 additional section*

Career Cluster: Arts, Communications & Information Systems

- *Computer Repair*
- *Cybersecurity*
- *Networking Systems*

Future Planning & Questions



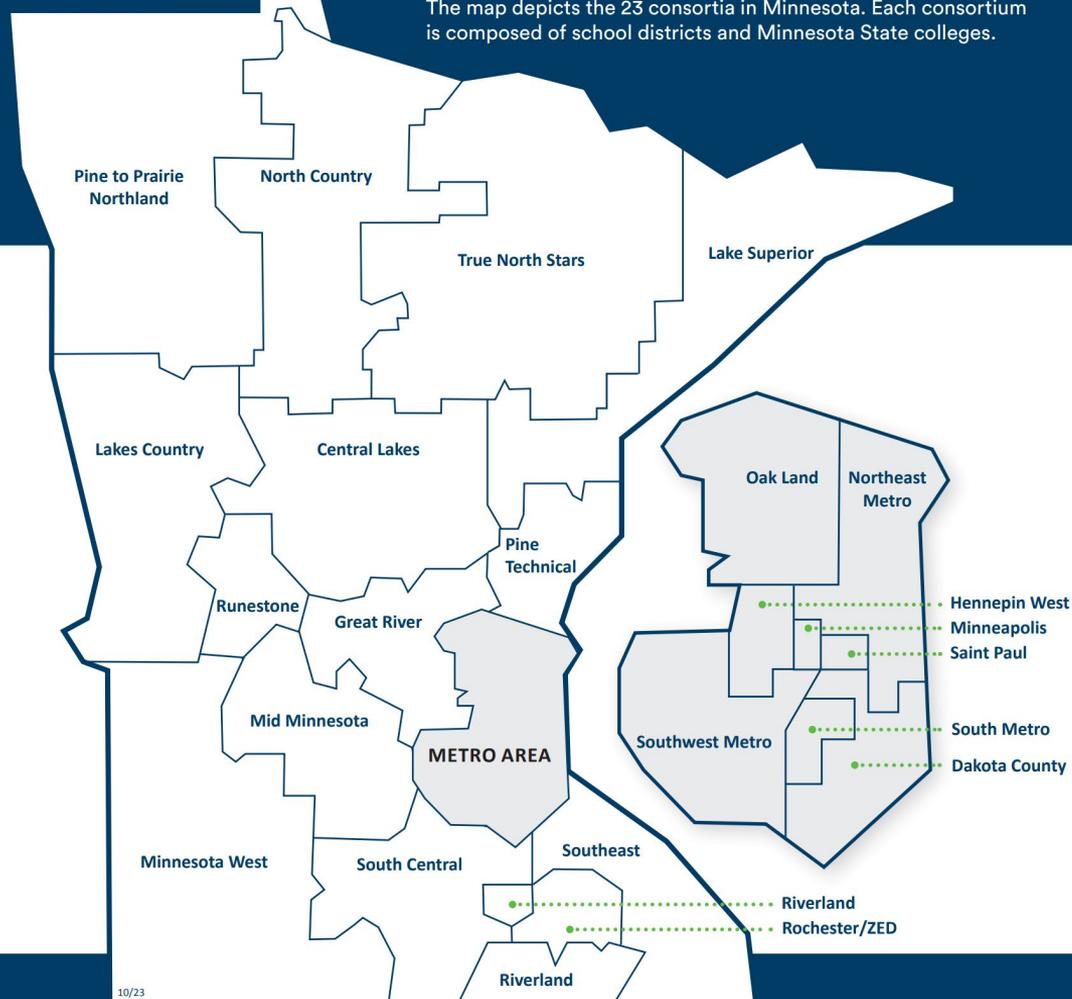
287

**CAREER &
TECH CENTER**

Intermediate District 287
Responsive. Innovative. Solutions.

Perkins Consortia

The map depicts the 23 consortia in Minnesota. Each consortium is composed of school districts and Minnesota State colleges.



[Perkins Consortia Link](#)

Intermediate District 287
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INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – April 11, 2024

AGENDA SECTION: BUSINESS SERVICES & LABOR RELATIONS REPORT

ITEM: 2025-2026 Long-Term Facility Plan Revenue Resolution

PRESENTED BY: Brian Schultz, Executive Director of Business Services

1. Background Information

The School Board of Intermediate District 287 hereby approves a long-term facility maintenance program budget for its facilities for the 2025-26 school year in an amount not to exceed \$980,000, of which \$199,230 is for pay as you go projects and \$780,770 is for debt service payments on the 2017B Facilities Maintenance Bond and the 2022A Facilities Maintenance Bond. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.

The proportionate share of the costs of Intermediate District 287's long-term facility maintenance program for each member district to be included in its application shall be determined by multiplying the total cost of the Intermediate long-term facility maintenance program times a 3-year weighted average usage formula, attached as Exhibit B. The long-term facility maintenance costs are funded through annual levy. For school year 2025-26 (fiscal year 26), the allocation of this proportionate share in the district's long-term facility maintenance revenue application for FY 26 is hereby approved.

2. Fiscal Impact/Funding Source:

3. RECOMMENDED ACTION: **The Board approves the 2025-2026 Long-Term Facility Plan Revenue Resolution as presented.**

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

RESOLUTION APPROVING INTERMEDIATE DISTRICT 287'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE ALLOCATION TO THE MEMBER DISTRICTS

Pursuant to due call and notice thereof, a School Board meeting of Intermediate School District No. 287, State of Minnesota, was held on April 11, 2024 at 6:30 p.m., for the purpose in part, of approving the District's Fiscal Year (FY) 26 Long-Term Facility Maintenance budget and authorizing the allocation of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments to each member district for inclusion in each member district's application for long-term facility maintenance.

_____introduced the following resolution and moved its adoption:

BE IT RESOLVED by the School Board of Intermediate District 287, State of Minnesota as follows:

1. The School Board of Intermediate District 287 hereby approves a long-term facility maintenance program budget for its facilities for the 2025-26 school year in an amount not to exceed \$980,000, of which \$199,230 is for pay as you go projects and \$780,770 is for debt service payments on the 2017B Facilities Maintenance Bond and the 2022A Facilities Maintenance Bond. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate district's long-term facility maintenance budget is approved by the school boards of each of the intermediate's member districts, each member district may include its proportionate share of the costs of the intermediate program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three year weighted average adjusted pupil units formula. For school year 2025-26 (fiscal year 26), the long-term facility maintenance costs shall be funded through annual levy. The allocation of this proportionate share in the district's long-term facility maintenance revenue application for FY 26 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the member district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes, section 123B.595, subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.

5. Pursuant to Minnesota Statutes, section 123B.595, subdivision 3, the intermediate district issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____ and the following voted against the same: _____.

STATE OF MINNESOTA
COUNTY OF HENNEPIN

I, the undersigned, being the duly qualified and acting Clerk of Intermediate School District No. 287, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Intermediate School District No. 287 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Intermediate School District 287's long-term facility maintenance program budget and authorizing the allocation of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments to each member district for inclusion in each member district's application for long-term facility maintenance.

WITNESS MY HAND officially as Clerk this 11th day of April 2024.

Clerk
Intermediate School District 287



Division of School Finance
1500 Highway 36 West
Roseville, MN 55113-4266

Exhibit A

ED - 02478-07

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information												
District Name:	Intermediate District #287	Date:	7/31/2024												
District Number:	287	Email:	bcschultz@district287.org												
District Contact Name:	Brian Schultz, Exec. Director of Business Services														
Contact Phone #	763-550-7156														
Expenditure Categories				2024 (base year)	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.															
Finance Code	Category (1)														
347	Physical Hazards	\$30,960	\$30,000	\$22,000	\$22,660	\$23,340	\$24,040	\$24,761	\$25,504	\$26,269	\$25,952	\$26,731	\$27,533		
349	Other Hazardous Materials	\$22,000	\$10,000	\$20,800	\$11,424	\$11,767	\$24,120	\$12,483	\$12,858	\$26,244	\$13,641	\$49,050	\$14,472		
352	Environmental Health and Safety Management	\$51,658	\$53,724	\$55,873	\$57,549	\$58,988	\$60,758	\$62,277	\$64,145	\$65,749	\$67,721	\$69,076	\$71,148		
358	Asbestos Removal and Encapsulation	\$0	\$5,000	\$1,500	\$2,000	\$1,590	\$1,590	\$2,120	\$1,685	\$1,685	\$2,247	\$1,787	\$1,840		
363	Fire Safety	\$32,432	\$43,256	\$37,000	\$38,110	\$39,253	\$40,431	\$41,644	\$42,893	\$44,180	\$45,505	\$46,870	\$48,277		
366	Indoor Air Quality	\$5,000	\$6,000	\$7,000	\$7,210	\$7,426	\$7,649	\$7,879	\$8,000	\$8,000	\$6,000	\$6,000	\$6,180		
Total Health and Safety Capital Projects		\$142,050	\$147,980	\$144,173	\$138,953	\$142,364	\$158,588	\$151,164	\$155,086	\$170,127	\$161,067	\$199,513	\$169,449		
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year															
Finance Code	Category (2)														
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151															
Finance Code	Category (3)														
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Accessibility															
Finance Code	Category (4)														
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Deferred Capital Expenditures and Maintenance Projects															
Finance Code	Category (5)														
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
369	Building Hardware and Equipment	\$0	\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$20,000	\$25,000	\$20,000	\$20,000		
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
379	Interior Surfaces	\$0	\$0	\$20,000	\$20,000	\$20,000	\$10,000	\$20,000	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000	\$35,000	
380	Mechanical Systems	\$0	\$0	\$10,057	\$15,000	\$15,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0	
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
383	Roof Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300,000	\$0	
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$310,000	
Total Deferred Capital Expense and Maintenance		\$0	\$0	\$55,057	\$60,000	\$60,000	\$40,000	\$50,000	\$50,000	\$35,000	\$40,000	\$335,000	\$365,000		
Total Annual 10-Year Plan Expenditures				\$142,050	\$147,980	\$199,230	\$198,953	\$202,364	\$198,588	\$201,164	\$205,086	\$205,127	\$201,067	\$534,513	\$534,449
Information Only - Debt Service Payments On Bonds				\$781,068	\$777,020	\$780,770	\$781,620	\$781,620	\$780,770	\$779,070	\$776,520	\$778,120	\$778,620	\$449,120	\$447,320
Total Annual LTFM Expenditures/Required Levy with Debt Service				\$923,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769
Fund Balance Section															
Fund 01															
	Beginning Fund Balance 01-467-XX	\$529,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625
	LTFM Fiscal Year Revenue - Levy	\$923,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769		
	LTFM Fiscal Year Revenue - AID if Applicable	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
	LTFM Estimated Fiscal Year Expenditures	\$1,109,118	\$925,000	\$980,000	\$980,573	\$983,984	\$979,358	\$980,234	\$981,606	\$983,247	\$979,687	\$983,633	\$981,769		
Ending Fiscal Year Fund Balance 01-467-XX		\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625	\$343,625
Fund 06															
	Beginning Fund Balance 06-467-XX	\$3,827,242	\$2,632,911	\$1,066,194	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Bonded Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Fiscal Year Revenue Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Other Transfers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	LTFM Estimated Fiscal Year Expenditures	\$1,194,331	\$1,566,717	\$1,066,194	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ending Fiscal Year Fund Balance 06-467-XX		\$2,632,911	\$1,066,194	\$0											
End of worksheet															

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



Regular Meeting – March 14, 2024

AGENDA SECTION: BUSINESS SERVICES REPORT

**ITEM: Recommendation for Board Acceptance of the
FY24 Budget Amendment-Revised Budget**

PRESENTED BY: Gloria Wilder, Director of Finance

1. Background Information

Per Board Policy FPO 120, Establishment, Adoption & Amendment of District Budget and corresponding Procedure FPO 1200, a revised budget that reflects updated financial information is adopted by the Board at least once per year. The FY24 Budget Amendment (Revised Budget) makes changes to the original budget for areas that were projected in the original budget and are now known, such as legislative funding, contract negotiations, staffing levels, etc.

For All Funds the budget has a Total Beginning Fund Balance of \$58,395,021 with a Total Revised Revenue Budget of \$119,312,057 and Total Revised Expenditure Budget of \$116,191,712. This results in a projected Total Revised 6/30/24 Adjusted Fund Balance of \$61,515,366.

The Total Unassigned Fund Balance in the General Fund is projected at \$8,150,541 or 8.7%.

2. Fiscal Impact/Funding Source: Fiscal impact and funding sources are held stable.

3. RECOMMENDED ACTION: The Board approve the FY23-24 Budget Amendment – Revised Budget as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Notes: FY23-24 Revised Budget Summary

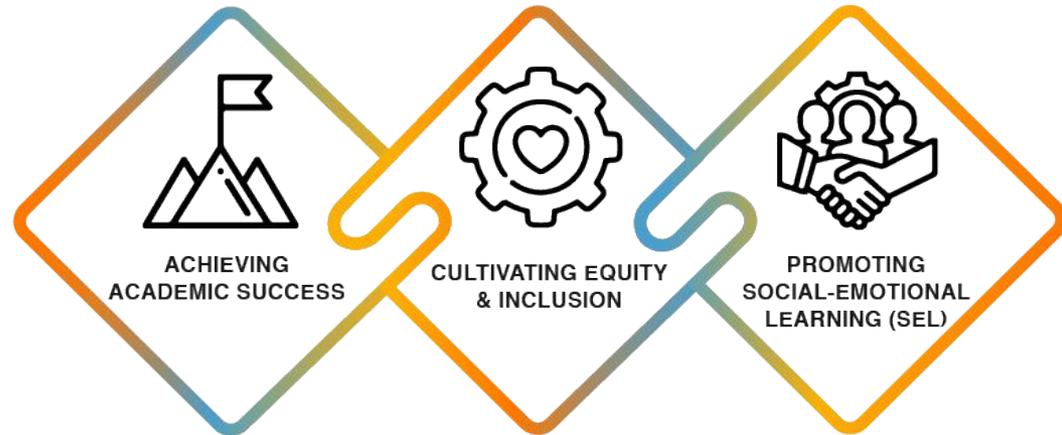
*Beginning fund balances reflect final audited FY22-23 fund balances.

1. New legislative funding regarding Student Support Personnel Aid and Paraprofessional training are included in the Districtwide Admin and Operations budget. 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 transfer back of \$51,855 from the Subsequent Year Budget Assigned Fund Balance to this area will be made.
2. \$5 Member District ALC Stability fee per Adjusted Pupil Unit will remain for FY23-24. ALC/Academic Education fund is projecting a balanced budget. A transfer back of \$1,884 from the Subsequent Year Budget Assigned Fund Balance to this area will be made.
3. Career & Tech is projecting a planned use of fund balance. A transfer back of \$191,223 from the Subsequent Year Budget Assigned Fund Balance to this area will be made.
4. New legislative funding regarding Separate Sites and Program Aid are included in the Special Education budget. The reduction in the expenditure budget is mainly due to unfilled positions within the special education programs. A transfer to Strategic Priorities of \$500,000 is being requested.
5. A new assigned fund balance category has been set up to record proceeds from vaping settlements. The funds will be used to address the problem of youth vaping and nicotine addiction in future years.
6. Subsequent Year Budget Assigned Fund Balance is an auditing requirement that sets aside funds from prior year for any deficits in spending that is projected for the following year. The FY24 original budget projected a \$244,962 deficit. These funds are being returned to the unassigned funds in the revised budget.
7. The Operational Adjustment Reserve will be used to offset legal costs and contract settlement costs.
8. The Strategic Priorities fund balance will be used to pay for staff supporting strategic priority areas. A transfer from Special Education to Strategic Priorities in the amount of \$500,000 is requested.
9. The Tuition Adjustment Reserve will be used to offset any potential loss of revenue in MDE Tuition or other tuition-based areas.
10. Health & Safety and LTFM fund balances will be used for deferred maintenance and health and safety needs throughout the district in subsequent years.
11. Medical Assistance is projecting a stable fund balance. Due to safety issues related to open stairways and students with special needs. The stairways at both NEC and SEC were enclosed and this project was funded out of MA funds in FY24.

12. Safe Schools is projecting a planned fund increase in fund balance.
13. The legislation requiring compensatory set aside for extended school year was repealed at the end of FY19-20, at the end of FY22-23 MDE discontinued the expenditure codes related to extended school year set aside.
14. Compensatory is projecting an increase in fund balance. FY24 revenue increased back to pre-pandemic levels.
15. Food Service – The budget includes a transfer of \$422,811 from the Admin/Operations portion of the General Fund to offset the estimated deficit in the Food Service Fund. Fund balances above reflect this transfer.
16. Debt Service fund balance includes the 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.
17. The Construction fund includes proceeds from the Facilities Maintenance Bonds Series 2022A and will be used on various maintenance projects across the district.
18. The Internal Service Fund for Health Insurance is projecting an increase to fund balance, mainly due to an increase in interest rates. Maintaining the reserve is necessary to protect the District against future claims.

2023-2024

Budget



Learning Intentions

- Purpose of Revision
- Legislative Changes
- Budget Report
- Budget Highlights



ACHIEVING
ACADEMIC SUCCESS



CULTIVATING EQUITY
& INCLUSION



PROMOTING
SOCIAL-EMOTIONAL
LEARNING (SEL)

2023-24 Revised Budget

Purpose: To update the budget for changes since adoption of the Original Budget in June 2023

- ❑ Grants
- ❑ Employee Contract Settlements
- ❑ Enrollment Changes
- ❑ Legislation Changes
- ❑ Inflation & Economic changes

Legislative Changes New in FY23-24

- School Unemployment Aid: Unemployment costs for between terms(summer). The district received \$343,676 in FY24 which was 90% of expenditures reported.
- Paraprofessional Training Aid: Provides funding for 8 hours of training
- Student Support Personnel Aid: Provides Aid for School Counselor, Psychologist, Social Worker, Nurse or Chemical Dependency Counselor positions. In FY24 the district is eligible for \$462,952 in aid.
- Special Education Separate Site and Program Aid: Provides and additional \$1,689 per ADM based on special education sites whom federal instruction setting is greater than 3.

2023-24 Revised Budget Report



Unassigned Fund Balance Budget Areas

	BEGINNING FUND BALANCE 7/1/2023	FY24 PROJECTED REVENUES			FY24 PROJECTED EXPENDITURES			FY24 PROJECTED FUND BALANCE			FY24 Budgeted Transfer	FY 24 PROJECTED Adjusted FUND BALANCE
		ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. REVENUES ORG vs. REV	ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. EXPEND. ORG vs REV	FUND BALANCE 8/30/2024	FEB. 2023 FUND BAL 8/30/2024	FEB. 2023 FD BAL CHNG REQ vs REV		
GENERAL FUND UNASSIGNED:												
DISTRIC TWIDE ADMIN / OPS	\$ 88,811	\$ 13,328,802	\$ 13,678,201	\$ 549,399	\$ 13,380,657	\$ 13,719,147	\$ 338,490	\$ 36,956	\$ 247,665	\$ 159,054	\$ 51,855	\$ 299,720
Grants	\$ -	\$ 2,348,002	\$ 3,329,106	\$ 981,104	\$ 2,348,002	\$ 3,329,106	\$ 981,104	\$ -	\$ -	\$ -	\$ -	\$ -
ALC / ACADEMIC EDUCATION	\$ 61,046	\$ 11,046,375	\$ 11,757,725	\$ 711,350	\$ 11,048,259	\$ 11,820,655	\$ 772,396	\$ 59,162	\$ (1,684)	\$ (62,930)	\$ 1,884	\$ 0
Grants	\$ -	\$ 455,073	\$ 535,030	\$ 79,957	\$ 455,073	\$ 535,030	\$ 79,957	\$ -	\$ -	\$ -	\$ -	\$ -
CAREER AND TECH	\$ 240,234	\$ 982,657	\$ 950,171	\$ (32,486)	\$ 1,173,880	\$ 1,128,948	\$ (44,932)	\$ 49,011	\$ 61,457	\$ (178,777)	\$ 191,223	\$ 252,680
Grants	\$ -	\$ 811,452	\$ 781,639	\$ (29,613)	\$ 811,452	\$ 781,839	\$ (29,613)	\$ -	\$ -	\$ -	\$ -	\$ -
SPECIAL EDUCATION	\$ 7,093,944	\$ 60,949,580	\$ 56,880,987	\$ (4,068,593)	\$ 60,222,238	\$ 55,876,791	\$ (4,345,447)	\$ 7,821,286	\$ 8,096,140	\$ 1,004,196	\$ (500,000)	\$ 7,596,140
Grants	\$ -	\$ 236,182	\$ 63,008	\$ (173,174)	\$ 236,182	\$ 63,008	\$ (173,174)	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL UNASSIGNED	\$ 7,484,036	\$ 90,158,123	\$ 88,176,067	\$ (1,982,056)	\$ 89,675,743	\$ 87,254,524	\$ (2,421,219)	\$ 7,966,416	\$ 8,405,579	\$ 921,543	\$ (255,038)	\$ 8,150,541

- Districtwide Admin/Operations: revised budget increase in revenues & expenditures from original budget
- ALC/Academic Fund: revised budget increase in revenues and expenditures, mainly due to the increase in projected growth of the Northern Star Online program
- Career and Tech: Planned decrease in fund balance
- Special Education: Decrease in revenue and expenditures from original budget mainly due to unfilled positions

2023-24 Revised Budget - Unrestricted Fund Balance

Unrestricted General Fund Balance is projected to be 8.7% which is within the Board Policy parameter of at least 6% to 8%



Assigned Fund Balance Budget Areas

	BEGINNING FUND BALANCE 7/1/2023	FY24 PROJECTED REVENUES			FY24 PROJECTED EXPENDITURES			FY24 PROJECTED FUND BALANCE			FY24 Budgeted Transfer	FY 24 PROJECTED Adjusted FUND BALANCE
		ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. REVENUES ORIG vs. REV	ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. EXPEND. ORIG vs REV	FUND BALANCE 6/30/2024	FEB. 2023 FUND BAL 6/30/2024	FEB. 2023 FD BAL CHNG BEG vs REV		
GENERAL FUND ASSIGNED												
Property Account	\$ 28,014	\$ -	\$ -	\$ -	\$ -	\$ 23,500	\$ 23,500	\$ 28,014	\$ 4,514	\$ (23,500)		\$ 4,514
Separation / Severance	\$ 5,024,941	\$ -	\$ -	\$ -	\$ 220,000	\$ 220,000	\$ -	\$ 4,804,941	\$ 4,804,941	\$ (220,000)		\$ 4,804,941
Donations for Specified Purpose	\$ -	\$ -	\$ -	\$ -	\$ 2,992	\$ -	\$ (2,992)	\$ (2,992)	\$ -	\$ -		\$ -
Vaping Settlements	\$ -	\$ -	\$ 116,705	\$ 116,705	\$ -	\$ -	\$ -	\$ -	\$ 116,705	\$ 116,705		\$ 116,705
Student Clubs	\$ 9,648	\$ 13,292	\$ 5,500	\$ (7,792)	\$ 16,967	\$ 9,647	\$ (7,320)	\$ 5,973	\$ 5,501	\$ (4,147)		\$ 5,501
Collaborative Curriculum Proj	\$ 29,158	\$ -	\$ -	\$ -	\$ 29,395	\$ 27,692	\$ (1,703)	\$ (237)	\$ 1,466	\$ (27,692)		\$ 1,466
Transportation Vehicle Dep.	\$ 101,664	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 101,664	\$ 101,664	\$ -		\$ 101,664
Subsequent Year Budget	\$ 244,962	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 244,962	\$ 244,962	\$ -	\$ (244,962)	\$ (0)
Operational Adjustment Reserve	\$ 181,420	\$ -	\$ -	\$ -	\$ 166,814	\$ 181,420	\$ 14,606	\$ 14,606	\$ 0	\$ (181,420)		\$ 0
Strategic Priorities	\$ 717,243	\$ -	\$ -	\$ -	\$ 595,237	\$ 287,006	\$ (308,231)	\$ 122,006	\$ 430,237	\$ (287,006)	\$ 500,000	\$ 930,237
Tuition Adjustment Reserve	\$ 2,128,941	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,128,941	\$ 2,128,941	\$ -		\$ 2,128,941
TOTAL ASSIGNED	\$ 8,465,991	\$ 13,292	\$ 122,205	\$ 108,913	\$ 1,031,405	\$ 749,265	\$ (282,140)	\$ 7,447,878	\$ 7,838,931	\$ (627,060)	\$ 255,038	\$ 8,093,969

- Assigned fund balance: District chooses to track separately from unassigned funds
- New Assigned Area: Vaping Settlements
- Subsequent Year Budget: Moves back to unassigned areas
- Strategic Priorities: Expenditures down from original budget due to the Mental Health Innovation Grant

Restricted Balance Budget Areas

	BEGINNING FUND BALANCE 7/1/2023	FY24 PROJECTED REVENUES			FY24 PROJECTED EXPENDITURES			FY24 PROJECTED FUND BALANCE			FY24 Budgeted Transfer	FY 24 PROJECTED Adjusted FUND BALANCE
		ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. REVENUES ORIG vs. REV	ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. EXPEND. ORIG vs REV	FUND BALANCE 6/30/2024	FEB. 2023 FUND BAL 6/30/2024	FEB. 2023 FD BAL CHNG BEG vs REV		
GENERAL FUND RESTRICTED												
for HEALTH & SAFETY	\$ 102,127	\$ 142,050	\$ 142,050	\$ -	\$ 142,050	\$ 142,304	\$ 254	\$ 102,127	\$ 101,873	\$ (254)		\$ 101,873
for LTFM	\$ 427,498	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 427,498	\$ 427,498	\$ -		\$ 427,498
for MEDICAL ASSISTANCE	\$ 2,495,391	\$ 2,205,613	\$ 3,000,000	\$ 794,387	\$ 2,764,338	\$ 3,174,956	\$ 410,618	\$ 1,936,666	\$ 2,320,435	\$ (174,956)		\$ 2,320,435
for SAFE SCHOOLS	\$ 514,244	\$ 1,365,769	\$ 1,382,615	\$ 16,846	\$ 1,267,835	\$ 1,080,164	\$ (187,671)	\$ 612,178	\$ 816,695	\$ 302,451		\$ 816,695
for Compensatory Extended Time	\$ 115,262	\$ -	\$ -	\$ -	\$ 46,053	\$ -	\$ (46,053)	\$ 69,209	\$ 115,262	\$ -		\$ 115,262
for COMPENSATORY	\$ 17,663	\$ 1,722,461	\$ 1,722,461	\$ -	\$ 1,453,309	\$ 1,480,030	\$ 26,721	\$ 286,815	\$ 260,094	\$ 242,431		\$ 260,094
TOTAL RESTRICTED	\$ 3,672,184	\$ 5,435,893	\$ 6,247,126	\$ 811,233	\$ 5,673,585	\$ 5,877,454	\$ 203,869	\$ 3,434,492	\$ 4,041,856	\$ 369,672	\$ -	\$ 4,041,856
TOTAL GENERAL FUND	\$ 19,755,993	\$ 95,607,308	\$ 94,545,398	\$ (1,061,910)	\$ 96,380,733	\$ 93,881,243	\$ (2,499,490)	\$ 18,982,569	\$ 20,420,148	\$ 664,155	\$ -	\$ 20,420,148

- Health and Safety: projecting a stable fund balance
- LTFM: Fund balance will be used in subsequent years
- Medical Assistance: Revenue and Expenditures increased from Original Budget
- Safe Schools & Compensatory: Planned increase of fund balance to be used in subsequent years
- Compensatory Extended Time: Reserve was discontinued in FY23-24

2023-24 General Fund Revised Budget - Highlights

- ❑ Projecting \$664,155 Increase in General Fund Fund Balances
- ❑ Total General Fund Revenues are projected to be \$1,061,910 less than the original budget
- ❑ Total General Fund Expenditures are projected to be \$2,499,490 less than the original budget
- ❑ ALC/Academic - balanced budget includes use of ESSER grant funds
- ❑ \$4,345,447 decrease in expenditures for Special Education mainly due to unfilled positions from the original budget and a corresponding decrease in tuition revenues. Also the Care and Treatment programs have experienced a decrease in enrollment

2023-24 Revised Budget Notes

- Transfers

- ❑ From the Subsequent Year Budget Audited Fund Balance back to Admin/Operations-\$51,855, ALC/Academic - \$1,884 and Career and Tech - \$191,223
- ❑ From Admin/Operations expenditures to Food Services to offset projected deficit - \$422,811
- ❑ From Special Education to Strategic Priorities - \$500,000. The Strategic Priorities fund balance will be used to fund strategic priorities in subsequent years

Non-Major Funds

	BEGINNING FUND BALANCE 7/1/2023	FY24 PROJECTED REVENUES			FY24 PROJECTED EXPENDITURES			FY24 PROJECTED FUND BALANCE			FY24 Budgeted Transfer	FY 24 PROJECTED Adjusted FUND BALANCE
		ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. REVENUES ORIG vs. REV	ORIGINAL BUDGET	FEB. 2023 REVISED BUDGET	NET CHG. EXPEND. ORIG vs REV	FUND BALANCE 6/30/2024	FEB. 2023 FUND BAL 6/30/2024	FEB. 2023 FD BAL CHNG BEG vs REV		
NONMAJOR FUNDS RESTRICTED												
Food Service	\$ -	\$ 1,027,924	\$ 946,914	\$ (81,010)	\$ 1,027,924	\$ 946,914	\$ (81,010)	\$ -	\$ -	\$ -		\$ -
Debt Services (07)	\$ 18,539,411	\$ 8,924,990	\$ 8,924,990	\$ -	\$ 6,899,133	\$ 6,899,133	\$ -	\$ 20,565,268	\$ 20,565,268	\$ 2,025,857		\$ 20,565,268
Custodial - Scholarship Fund (10)	\$ 95,551	\$ 110	\$ 5,733	\$ 5,623	\$ 7,956	\$ 7,973	\$ 17	\$ 87,705	\$ 93,311	\$ (2,240)		\$ 93,311
Construction (11)	\$ 3,827,242	\$ 55,000	\$ 55,000	\$ -	\$ 1,194,331	\$ 947,361	\$ (246,970)	\$ 2,687,911	\$ 2,934,881	\$ (892,361)		\$ 2,934,881
Internal Service Fund (20)- Dental	\$ 579,027	\$ 619,000	\$ 661,088	\$ 42,088	\$ 743,250	\$ 743,250	\$ -	\$ 454,777	\$ 496,865	\$ (82,162)		\$ 496,865
Internal Service Fund (21)-Health	\$ 15,597,796	\$ 13,225,000	\$ 14,172,934	\$ 947,934	\$ 13,220,000	\$ 12,765,838	\$ (454,162)	\$ 15,602,796	\$ 17,004,892	\$ 1,407,096		\$ 17,004,892
TOTAL NONMAJOR FUNDS RESTRICTED	\$ 38,639,027	\$ 23,852,024	\$ 24,766,659	\$ 914,635	\$ 23,092,594	\$ 22,310,469	\$ (782,125)	\$ 39,398,457	\$ 41,095,217	\$ 2,456,190	\$ -	\$ 41,095,217

- Food Service has balanced budget due to the transfer from Admin/Operations
- Debt Service fund - this fund balance will continue to increase as funds are placed in escrow to pay back the North Education Center Quality School Construction Bond in 2029
- Custodial fund mainly includes the Horst Scholarship funds for county involved youth who go on to a post secondary school
- Construction Fund - will continue to spend down 2022A Facilities Maintenance Bond issuance from October 2022
- Internal Service Fund for Dental - projecting a decrease in fund balance due to rising claim costs
- Internal Service Fund for Health - projecting a increase in revenue mainly due to an increase in interest revenue

2023-24 Revised Budget - Total All Funds

Funding Sources for Our Priorities:

Total Revenues for All Funds are projected to be \$119,312,057; a decrease of \$147,275 from the 2023-24 original revenue budget

Allocation of Resources for Achieving Our Priorities:

Total Expenditures for All Funds are projected to be \$116,191,712; a decrease of \$3,281,615 or 2.74% less than the 2023-24 original expenditure budget

QUESTIONS



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 522 Title IX Sex Nondiscrimination Policy

Date: March 14, 2024

Policy Last Reviewed: January 28, 2021

Overview of Recommendations:

- This policy mostly aligns with MSBA Model Policy. Minor changes are due to updating District 287's policy structure and cross-references. The AdHoc committee is recommending updated changes outlined in the Summary of Changes below.

Summary of Changes:

Policy Title and Numbering Changes

- Updated Title and numbering to align with MSBA Model Policy Structure

I. Purpose

- Added language - Title IX also protects transgender and gender nonconforming students.

Cross References

- Updated Cross References per MSBA Model Policy

Equity Impact:

The AdHoc discussed these questions:

- Who is impacted by these changes/ Who's voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

This policy was reviewed by students, building administrators, special education leaders, and the SIT team. Noone provided feedback on the policy.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: ~~Equity and Nondiscrimination~~ **STUDENT**

SUBJECT: Title IX **SEX NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURE**

BOARD APPROVED: July 30, 2020

REVISION DATE: January 28, 2021

~~END160~~ Policy 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure

I. PURPOSE

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

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. [Title IX also protects transgender and gender nonconforming students.](#)

II. GENERAL STATEMENT OF POLICY

- A. The District does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The District prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the District's education programs and activities and that is committed by a District employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The District's Title IX Coordinator is: the Director of Human Resources, who can be reached at 763-550-2114, <mailto:hr@district287.org>, or 1820 Xenium Lane N., Plymouth, MN 55441.

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is July 30, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

III. DEFINITIONS

- A. “Actual Knowledge” means notice of sexual harassment or allegations of sexual harassment to the District’s Title IX Coordinator or to any employee of the District. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint. is an individual who is alleged to be the victim of conduct that could constitute sex discrimination, including sexual harassment.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the District office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” includes locations, events, or circumstances over which the District exercised substantial control over both the respondent and the context in which the sex discrimination occurred.
- F. “Formal complaint” is a document that is either filed by the complainant or written and/or signed by the Title IX Coordinator alleging sex discrimination, including sexual harassment, against a respondent, and requesting that the District investigate the allegation. A formal complaint triggers the Grievance Process described in Section IV.

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

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

- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Preponderance of the evidence” is a standard of proof which requires evidence that establishes that it is at least “more likely than not” that alleged conduct occurred. This is the standard of proof adopted by the District.
- I. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged

by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

- J. "Remedies" are actions designed to restore or preserve the complainant's equal access to education after a respondent is found responsible for sex discrimination. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- K. "Respondent" is an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination, including sexual harassment.
- L. "Sexual harassment" is defined under Title IX as conduct on the basis of sex that consists of:
 - 1. An employee conditioning an individual's receipt of aid, benefit, or service on that individual's participation in unwelcome sexual conduct (quid pro quo);
 - 2. Unwelcome conduct that a reasonable person would find "so severe, pervasive, and objectively offensive" that it effectively denies a person equal access to the school's education program or activity; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- M. "Standard (or burden) of proof" is the amount of evidence required to prove something.
- N. "Supportive measures," which may be put into place with or without a formal complaint, are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, and/or deter sexual harassment.
- O. "Title IX personnel" means any person who addresses, works on, or assists with the District's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
 - 1. "Title IX Coordinator" means an employee of the District who coordinates the District's efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 - 2. "Investigator" means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a District employee, or a third party designated by the District.
 - 3. "Decision-maker" means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 - 4. "Appellate Decision-maker" means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a District employee, or a third party designated by the District.
 - 5. The superintendent of the District may delegate functions assigned to a specific District employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The District may also, in its

discretion, appoint suitably qualified persons who are not District employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. GRIEVANCE PROCESS

A. Equitable Treatment

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

B. Objective and Unbiased Evaluation of Complaints

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

C. Assumption of Non-Responsibility During Grievance Process

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

D. Confidentiality

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

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

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

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

F. Notice

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

G. Consolidation

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

H. Evidence

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

I. Burden of Proof

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

J. Timelines

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

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the District may provide a complainant and disciplinary sanctions that the District might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the District buildings or property, warning, suspension,

- exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies. The discipline of a student-respondent must comply with the applicable provisions of the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEIA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

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

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures with or without the filing of a formal complaint, consider the complainant's wishes with respect to supportive measures, and explain to the complainant the process for filing a formal complaint.
- B. The District will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The District must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the District under this policy unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the District must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if

- known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

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

B. Employee Administrative Leave

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

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

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

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the District must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the District's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The District may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the District; or
 - 3. Specific circumstances prevent the District from gathering sufficient evidence to reach a determination.
- C. The District shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the District from addressing the underlying conduct in any manner that the District deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

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

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the District has sent the investigative report to both parties and before the District has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the District's policies and procedures to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the District to the complainant; and
 - 6. The District's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The District shall offer the parties an opportunity to appeal a determination regarding responsibility or the District's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the District, the District will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-makers, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or

- challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-makers must issue a written decision describing the result of the appeal and the rationale for the result.
 - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
 - E. The decision of the Appellate Decision-makers is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy or procedure violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, is strictly prohibited and a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of District policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIV. TRAINING

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

XV. DISSEMINATION OF POLICY

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

XVI. RECORDKEEPING

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

Legal References:

[*Minn. Stat. § 121A.04 \(Athletic Programs; Sex Discrimination\)*](#)
[*Minn. Stat. § 121A.40 – 121A.575 \(Minnesota Pupil Fair Dismissal Act\)*](#)
[*Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)*](#)
[*20 U.S.C. §§ 1681-1688 \(Title IX of the Education Amendments of 1972\)*](#)
[*34 C.F.R. Part 106 \(Implementing Regulations of Title IX\)*](#)
[*20 U.S.C § 1400, et seq. \(Individuals with Disabilities Education Improvement Act of*](#)

2004) 29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101, et seq. (Americans with Disabilities Act of 1990, as amended)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References:

END120 Harassment & Violence

Policy 102 (Equal Educational Opportunity)

Policy 413 (Harassment and Violence)

Policy 506 (Student Discipline)

Intermediate District 287, 1820 Xenium Lane North, Plymouth, MN 55441 www.district287.org

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 526 Hazing Prohibition and Reporting Procedures

Date: March 14, 2024

Policy Last Reviewed: October 2016

Overview of Recommendations:

- This policy has new language based on the last legislative session. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

Policy Series/Numbering - Language is updated to align with MSBA model structure and numbering.

I. Purpose

- Added language per MSBA Model Policy.

II. General Statement of Policy

- Added E., F., G. H. per MSBA Model Policy.
- Re-Alphabetized I. J.

III. Definitions

- Added C., D., E., F. per legislative language and per MSBA Model Policy.

IV. Reporting Procedures

- A. Added language per MSBA Model Policy.
- C., D., E. Added language per MSBA Model Policy.
- Re-Alphabetized F.
- G., H.. Added language per MSBA Model Policy.

V. School District Action, VI. Retaliation or Reprisal, and VII. Dissemination of Policy

- Added section per legislative language and per MSBA Model Policy.

VIII. Discipline

- Renumbering of section
- Added options for discipline

Legal References/ Cross References

- Updated per MSBA Model Policy

Equity Impact:

The AdHoc discuss these questions:

- Who is impacted in these changes/ Who's voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

This policy was reviewed by students, building administrators, special education leaders, and the SIT team. Students commented that they really don't see Hazing at District 287, which is good. Others thought reporting requirements were clear and should be added.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: ~~Student Rights & Responsibilities~~

SUBJECT: Hazing **Prohibition**

BOARD APPROVED: September 2012, October 2014

REVISION DATE: October 2016,

~~SRR 160~~ **Policy 526 Hazing Prohibition and Reporting Procedures**

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. **Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.**

II. GENERAL STATEMENT OF POLICY

- A. Hazing activities of any type are inconsistent with the educational goals of the District. Hazing is expressly prohibited on or off District property and during and after District hours. Hazing often occurs off school grounds, after school hours, and on non-school days. Students are advised that hazing is prohibited whenever and wherever it occurs.
- B. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- C. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- D. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- E. **Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.**
- F. **False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.**
- G. **A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.**

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- H. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- ~~E.~~ I. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- ~~F.~~ J. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies.
- B. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- E. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- F. “Student” means a student enrolled in a public school.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts

immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The building principal/supervisor is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- ~~E-F.~~ Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments, or educational or work environment.
- G. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- H. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- ~~D.~~ Upon receipt of a complaint or report of hazing, the District shall take appropriate action, which may include undertaking or authorizing an investigation by District officials or a third party designated by the District. Any appropriate actions that would support the victim will also be taken, including informing the victim's parent or guardian about the hazing to the extent permitted by applicable laws and regulations, discussing District support services that may be available and/or providing a directory of external support services.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

VIII. DISCIPLINE

- A. The District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the District who is found to have violated this policy.
- B. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior, and conform to state law.
- C. Such disciplinary action may include, but is not limited to:
 1. Warning
 2. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
 3. Restorative Practices;
 4. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed;

5. For students receiving special education services a review of the current Individual Education Plan (IEP) to include the Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP);
2. 6. Suspension
3. 7. Exclusion
4. 8. Expulsion
5. 9. Transfer
6. 10. Remediation
7. 11. Termination, or
8. 12. Discharge

Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 506 Student Discipline

Date: March 14, 2024

Policy Last Reviewed: October 2016

Overview of Recommendations:

- This policy has new language based on the last legislative session. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

Policy Series/Numbering - Language has been updated to align with MSBA model structure and numbering.

I. Purpose

- Updated language per MSBA model policy.

II. General Statement of Policy

- Updated language per MSBA model policy.

III. Definitions, IV. Policy, V. Areas of Responsibility, VI. Student Rights, and VII. Student Responsibilities Sections

- These sections were added to align with MBSA model policy. New language is based on legislative changes.

VIII. Student Code of Conduct

- Renumbered due to added sections.
- B. New language per MSBA model policy and provides clear examples.

IX. Recess and Other Breaks

- This section was added due to language changes in legislation and per MSBA model policy.

X. Disciplinary Options

- Renumbered due to the added section.
- Updated title to align with MSBA and identify “options.”
- Updated language throughout this section as well as to include MSBA “other options.”

XI. Removing Student From Class

- Renumbered due to the added section.
- Updated legislative language aligned to MSBA model policy

XII. Dismissal, XIII. Admission or Readmission Plan, XIV. Notification of Policy Violations, XV. Student Discipline Records, XVII. Open Enrolled Students, XVIII. Discipline Complaint Procedure. XIX. Distribution of Policy, XX. Review of Policy

- These sections were added due to language changes in legislation and per MSBA model policy.

Legal References/ Cross References

- Updated per MSBA Model Policy

Equity Impact:

The AdHoc discuss these questions:

- Who is impacted in these changes/ Who's voice was at the table?
- Who is benefiting from these changes?
- Who is intentionally being marginalized?

Recommendations from students included being consistent with implementing discipline, being fair and hearing all sides before disciplining, and stating that not all students get equal discipline. Students wanted all administrators to get training on discipline. They also stated that they want their schools/ programs to be safe, so students need to be disciplined because they are interrupting others' learning. Some shared that this policy should be used for employees. Language changes were made to identify ability and the role of special education services. Administration felt the MSBA language was clear and should be included. They, too agreed that training for all administrators is needed to know and understand the new requirements and for consistent implementation.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: ~~Student Rights & Responsibilities~~ **Students**

SUBJECT: ~~Student Conduct and Discipline~~

BOARD APPROVED: September 2012, October 2014

REVISION DATE: October 2016,

SRR120 506 STUDENT ~~Conduct and~~ DISCIPLINE

I. PURPOSE

~~The purpose of this policy is to articulate the Board's general expectations for student behavior and the consequences for violation of District policies and procedures. The Student Handbook and other Board policies governing student rights and responsibilities provide further and more detailed information concerning student conduct, discipline, and obligations.~~

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. This policy will enhance the school district's ability to maintain a positive learning environment. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The Board is committed to providing innovative educational services that meet the unique needs of its students. To that end, the Board advocates a proactive approach to issues of student conduct and behavior that keeps students in the learning environment.

The District adheres to the use of positive behavioral supports. School environments that are positive, predictable, relevant, and effective are safer, healthier and more caring, have enhanced learning and teaching outcomes and can provide a continuum of support for all students.

~~The District promotes the expectation that all students will conduct themselves in a manner reflecting respect and consideration for the rights and privileges of others. Students will demonstrate respect for themselves and others by following school rules and regulations, unless they have a disability that precludes them from doing so. Individual responsibility and mutual respect are essential components of an environment conducive to learning. Students are also expected to make a positive contribution to their school community through cooperative and constructive interactions with others.~~

~~By adopting a student code of conduct, the Board seeks to promote self control, responsibility and accountability for one's own actions, and respect for law, authority, property, and the rights of others. The Board also seeks to encourage behavior that advances and encourages good citizenship and ensures an environment conducive to learning.~~

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.
- C. "Parent" means the student's guardian/ caregiver, legal guardian, or surrogate guardian identified by the district.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota

- Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. School leaders are responsible for co-creating a school-wide ecosystem where students and adults feel seen, heard, and empowered. They are responsible for monitoring the systems, structures, supports, culture and climate to ensure a culturally responsive learning environment for both educators and students. The school principal is given the responsibility and authority to enforce the expectations, rules, and regulations within the student/family handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- D. Teachers. Educators are responsible for leveraging their sphere of influence with the students and families they serve by co-creating a classroom learning environment that affirms students and families as equal partners. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents/Families play a critical role to ensure students are successful in school and in life. ~~Parents and guardians~~ shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form

and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress in a manner which meets standards of safety and health and which is consistent with applicable school district student handbook;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

~~III.~~ VIII. Student Code of Conduct

- A. All students have the responsibility to:
 1. Conduct themselves in an appropriate, respectful, and courteous manner at all times.
 2. Familiarize themselves with the Student Handbook and all District policies and procedures governing student rights, obligations, and responsibilities and act accordingly.
 3. Follow all official notices and directives and comply with reasonable instructions given by an authority.
 4. Attend their program on a regular and consistent basis.
 5. Appropriately use all District property and equipment.
 6. Cooperate fully and truthfully in any inquiry or investigation conducted by the District.
 7. Immediately report to District staff any threat, harassment, hazing, bullying, act of intimidation or retaliation, and physical or verbal abuse or assault.
 8. Dress appropriately for District activities, so that one's dress, appearance does not interfere with or disrupt the educational process or District activities, or pose a threat to the health or safety of the student or others.

~~—The following are examples of unacceptable behavior subject to disciplinary action by the~~

~~District. These examples are not intended to be an exclusive list. All students have the responsibility not to:~~

- ~~1. Violate the District's policies on Bullying, Harassment & Violence, Hazing or Weapons.~~
- ~~2. Violate state or federal laws or rules, or other District policies or procedures.~~
- ~~3. Engage in any other behavior which is dangerous or detrimental to the health, safety, or welfare of other students or staff.~~
- ~~4. Possess, use, distribute, sell or attempt to sell, or be under the influence of any narcotic, hallucinogenic, marijuana, amphetamine, barbiturate, alcohol, or other illegal drug or intoxicant.~~
- ~~5. Cause or attempt to cause damage to or destruction of District or private property or steal or attempt to steal such property.~~

B. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy; It is not a violation of this policy for an Indigenous adult to light tobacco on District property as part of a traditional Indigenous spiritual or cultural ceremony. An Indigenous person is someone who is a member of an Indian tribe as defined under Minnesota law.
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;

13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols,

- acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
- 41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
- 42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, sexual orientation, gender identify, or gender expression;
- 43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
- 44. Violation of the school district's one-to-one device rules and regulations;
- 45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
- 46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

IV.X. Student Discipline Disciplinary Action Options

~~District administration may discipline any student, up to and including suspension and/or recommendation for expulsion, who violates one or more of the standards of conduct listed above. In accordance with the Pupil Fair Dismissal Act, grounds for discipline shall include any of the following:~~

- ~~1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn.~~
- ~~2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school.~~
- ~~3. Willful violation of any school rules, regulations, policies or procedures, or~~
- ~~4. Other conduct which, in the discretion of the teacher or administration requires removal of the student from class.~~

5. ~~Willful conduct or willful violation is defined as intentional and deliberate conduct or violation of any school rules, regulations, policies or procedures.~~

~~The District will utilize progressive discipline to the extent reasonable and appropriate in accordance with applicable law and based upon the specific facts and circumstances of student misconduct. Appropriate disciplinary measures will be determined in each individual circumstance within the context of a multitiered system of supports. Discipline and other appropriate measures shall be described more fully in the Student Discipline Procedure.~~

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

~~Discipline or other appropriate measures may include:~~

1. ~~Student and/or parent/guardian conference~~ Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
2. Restorative Practices;
3. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed;
4. Social Emotional Learning (SEL) skills instruction;
5. Other positive supports that teach needed behavior skills and /or replacement behaviors;
6. Community service in the school;
7. Collaborative and Proactive Solutions (CPS);
8. For students receiving special education services a review of the current Individual Education Plan (IEP) to include the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP);
9. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
10. Parent contact;
11. Parent conference;
12. Removal from class;
13. In-school suspension;
14. Restriction/Loss of privileges;
15. Revised class schedule;
16. Referral to in-school or community support services;
17. Referral to community resources or outside agency services;
18. Referral to police, other law enforcement agencies, or other appropriate authorities;
19. Preparation of an admission or readmission plan;
20. Other disciplinary action as deemed appropriate by the school district.
- 9-21. In Extreme Circumstances:
 - a. A suspension or dismissal, under the Pupil Fair Dismissal Act, for a portion of a day may occur and requires approval from the Assistant Superintendent ~~an Executive Director and/or Directors, Special Services and Education Programs~~ or designee.
 - b. A recommendation will be made to the home district regarding any proposed exclusion or expulsion, under the Pupil Fair Dismissal Act, for example, based on weapons possession with willful intent to cause harm.

- c. Police intervention and/or County Crisis team intervention will require notification to the Executive Director and/or Directors of Special Services and Education Programs.

V.XI. Removing Students From Class

~~The decision to remove a student from class is made by the classroom teacher. A student may be prohibited from attending a specified class for a period of time, not to exceed three class or activity periods (or three hours if the day's activities are not divided into well defined periods of instruction). The student will have continuous staff supervision during the time he/she is temporarily removed from the regular class activity.~~

~~Alternatives to removing a student from class must be considered in all cases except those where immediate danger is threatened or the behavior in question is such that the disruption to the educational environment can only be remedied by removal. A student who engages in assault or violent behavior must be removed from class immediately. The removal shall be for a period of time deemed appropriate by the building principal or designee, in consultation with the teacher.~~

~~The length of time of the removal from class and whether to dismiss a student from school are decisions made by the supervisor/building principal or designee. The supervisor/building principal or designee shall determine the necessity of parent/guardian notification resulting from the student being removed from class. The supervisor/building principal or designee shall work with the teacher to notify the student of the violation of the discipline rules and resulting disciplinary action.~~

~~In the event of dismissal from school, arrangements with parents/guardians and student will be made to discuss the student's misconduct, resulting disciplinary action and plan for readmission. Whenever a student is dismissed, District staff will document the date and time of dismissal, reason(s), and any other pertinent information. If a student is dismissed more than two times in one month, a team meeting must be held to review the IEP, if applicable.~~

~~A teacher, other District employee, bus driver or other agent of the District may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.~~

A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. **Procedures for Removal of a Student From a Class.**
Authority to remove a student from class shall rest with the staff immediately involved. If removal is for part of one class period simply to provide the student with some time to avoid problems, self-regulated, or due to violent behavior.

The following procedures must be observed:

- A. Students must be sent to another area clearly designated by the building principal.
- B. Staff will provide constant supervision of the student.
- C. Staff will involve the principal and/or other staff if support is needed.
- D. Staff will document the following information:
 - 1) Specific grounds for removal
 - 2) Length of period of removal
 - 3) Conditions of re-entry/re-admission plan
- E. Staff will contact the parent and provide the above information.
- F. Building Administrators will monitor students who are removed from class on a monthly basis and determine support as needed.
- G. Removal from class of students with disabilities must comply with the conditions specified in state and federal laws and rules. The student's special education case manager will be notified of the incident leading to removal from class.

XII. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
 - 1. Violation of any reasonable school board regulation, including those found in this policy;
 - 2. Conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 - 3. Conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. **Disciplinary Dismissals Prohibited**
 - 1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
 - 2. This section does not apply to a dismissal from school for less than one school day, except as provided

under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative

learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine

- witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
 7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
 8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
 9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
 10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
 11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
 12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
 13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
 14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
 15. The student cannot be compelled to testify in the dismissal proceedings.
 16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
 17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
 18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
 19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
 20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
 21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal,

a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

CROSS-REFERENCES:

[SRR 140 Bullying Policy](#)
[SRR 160 Hazing Policy](#)
[SRR 180 Weapons Policy](#)
[Student Discipline Procedure](#)

LEGAL REFERENCES:

[Minn. Stat. § 121A.40 — 56 \(Pupil Fair Dismissal Act\)](#)
[Minn. Stat. § 121A.61 \(Discipline and Removal of a Student From Class\)](#)
[20 U.S.C. §§ 1400 et. seq. \(Individuals with Disabilities Education Improvement Act of 2004\)](#) [29 U.S.C. § 794 et. seq. \(Rehabilitation Act of 1973, § 504\)](#)

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §§ 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 152.22, Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Policy 413 (Harassment and Violence)
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 501 (School Weapons)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 514 (Bullying Prohibition Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)

CONNECTIONS



News from the Association of Metropolitan School Districts

April 2024
Volume 21
Number 7

Empowering Voices, Shaping Futures: A Journey with South St. Paul Public Schools

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

May 17, 2024 Executive/Legislative Committee Meeting

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

May 24, 2024 Board of Directors Meeting

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

In a dynamic educational landscape, South St. Paul Public Schools (SSPPS) stands committed to understanding and meeting the evolving needs of its learning community. With a determined focus on listening to the voices of its stakeholders, the district embarked on a transformative journey to understand their desires and aspirations for the future and the experience they expect in South St. Paul Public Schools.



Superintendent Dr. Zambreno is shown working with students at one of our elementary schools. This is one of the many workshop sessions district and school leaders engaged in with our students to hear their voices and learn what their desired daily experiences are at South St. Paul Public Schools.

Engaging with Purpose

Leadership from South St. Paul Public Schools embarked on a quest to dive deep into the hearts and minds of students, staff, and families. Through immersive workshops and heartfelt conversations, they sought to understand what each group shares in their desires for their daily experiences within our school community.

At the heart of this work lies the concept of "[Desired Daily Experiences](#)" — a guide that is driving the district's path towards excellence. These experiences summarize the collective desires of students, staff, and families, painting a vivid picture of their ideal school environment and experience.

Student Engagement and Success

Students expressed a strong desire to feel seen, heard, valued, and safe in a fun, engaging, challenging and supportive learning environment. SSPPS acknowledges and commits to the vital role of a positive and inclusive atmosphere in fostering active participation and academic achievements among students.

Continued on page 2

The 2024 legislative session is already winding down. In this month's newsletter, the research article provides an outline of the Governor's supplemental budget proposal and the joint supplemental budget targets agreed upon by the Governor, House, and Senate Leaders. The agreement includes a small allocation for education. As the session comes to a close, it is crucial for AMSD members to speak up and advocate for our priorities. I encourage you to contact your local legislators and request that they avoid enacting new mandates or requirements. Please ensure that they understand we need time and space to implement new programs successfully. Thank you for your assistance in advance!

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



A Journey of Collaboration, Empowerment and Continuous Improvement

Continued from page 1

Staff Satisfaction

Similarly, staff emphasized the importance of feeling respected and appreciated in their roles within the district. SSPPS is dedicated to meeting the needs of staff members, fostering a work environment where every individual feels valued and supported, ultimately contributing to higher job satisfaction and retention rates.

Partnership with Families

SSPPS recognizes the critical partnership between home and school in ensuring student success. We know when families feel valued, respected, and informed about their child's education, it builds trust and they are more likely to be actively involved in their child's learning journey.

Pathway to Packer Promise

With the knowledge gained from the [Desired Daily Experiences](#), SSPPS began mapping out the "Pathway to Packer Promise." This visionary roadmap focuses on promising to deliver on the core priorities identified by stakeholders.

- **Feeling Safe at School:** Recognizing safety as paramount, the district underwent a comprehensive overhaul of its safety protocols, fostering a culture of preparedness and vigilance.
- **Amplifying Student Voices:** SSPPS prioritizes student input and engagement at every level of decision-making. Through initiatives like Student School Board Representatives, Principal and Superintendent Advisory Councils, Elementary Ambassadors, and various Affinity Groups, SSPPS ensures student voices are heard and valued, shaping the direction of the district's initiatives.
- **Family Partnership:** SSPPS is continuing to build and increase family partnership through various advisory committees, dedicated student-family connect times, and family events and activities throughout the district. Bringing all of the critical players together to promote a sense of belonging and unity but also provide families with valuable resources, support networks, and opportunities for meaningful engagement in their child's education.
- **New Academic Model:** Exciting changes are also underway as SSPPS transitions to a new academic model tailored to meet the diverse needs of its students. In this new academic model, SSPPS is working to ensure that learning is not just challenging, but also exhilarating, by creating dynamic learning pathways that offer both on and off ramps for course exploration, allowing students to tailor their educational journey to their unique interests and aspirations. Our team of dedicated social workers, counselors, and psychologists work collaboratively to weave a safety net of support, ensuring that students feel valued, empowered, and equipped to overcome any obstacles they may encounter on their educational journey.

As SSPPS continues its journey of collaboration, empowerment, and continuous improvement, it remains committed to delivering on the Desired Daily Experiences of its learning community. By understanding and addressing the needs and expectations of stakeholders, SSPPS strives to enhance overall performance, promote equity and inclusion, and create a nurturing environment where every student can thrive. Together, with students, staff, and families, SSPPS is dedicated to shaping a future where every voice is heard, every dream is nurtured, and every child is empowered to reach their fullest potential.



During the roundtable event, district staff heard from more than 100 students about their school journey and what we could do to enhance their experience.

This month's member feature was submitted by Lisa Brandecker, Manager of Administrative Services and Communications, and Danette Childs, Communications Specialist, South St. Paul Public Schools.

Joint Supplemental Budget Targets Allocate \$43 Million for Education — Just \$18 Million in Ongoing Funding

While the February State Budget and Economic Forecast [projected a \\$3.715 billion surplus](#), expectations of a funding boost for education were quickly tempered with news that current state spending is projected to outpace revenue by almost \$1.5 billion in the 2026-27 biennium. While that would still leave a balance of more than \$2.2 billion in the 2026-27 biennium, an uncertain long-term economic outlook has left state policymakers cautious about new spending commitments.

Still, education leaders remained hopeful that Gov. Tim Walz and legislators would approve supplemental funding for E-12 education for the second half of this biennium to help school districts address historic inflationary cost increases as well successfully implement the myriad new programs and requirements adopted in the 2023 session.

However, the Governor recommended little to no additional funding for education in his 2024 Supplemental Budget Recommendations. A detailed chart of the Governor's supplemental budget recommendations can be found [here](#):

- [Governor's Supplemental Budget Recommendations](#)



Students testifying at the Minnesota Senate Education Finance Committee during the 2024 legislative session.

Not long after the Governor released his recommendations, Speaker Melissa Hortman and Majority Leader Erin Murphy announced they had reached an agreement with the Governor on supplemental budget targets that do propose a modest level of supplemental education funding.

Specifically, the joint agreement allocates \$43 million for education spending for the 2024-25 biennium. The agreement also sets spending targets for the 2026-27 biennium with an education target of \$18.05 million. In other words, \$18.05 million of the new funding approved this session can be a permanent increase and the remainder must be one-time under the agreement.

The joint agreement also includes a target of \$34.37 million for the Children and Families Committee and \$31.458 million in one-time funding for Educator Pensions, presumably for a one-year TRA employee contribution holiday of .5 percent. The Governor proposed \$15.7 million for a one-year .25 percent TRA employee contribution holiday and the joint agreement doubles the amount.

- [LINK: View the Joint Budget Targets](#)

Attention now turns to the House and Senate Education Finance Committees which will develop their respective supplemental budget bills.

The AMSD Legislative Committee recently approved a list of [2024 Session Priorities](#) — a streamlined version of the 2024 Legislative Platform — and is encouraging all AMSD members to advocate to their

Continued on page 4

AMSD Priorities: \$100 Per Pupil in One-Time Funding; No New Mandates

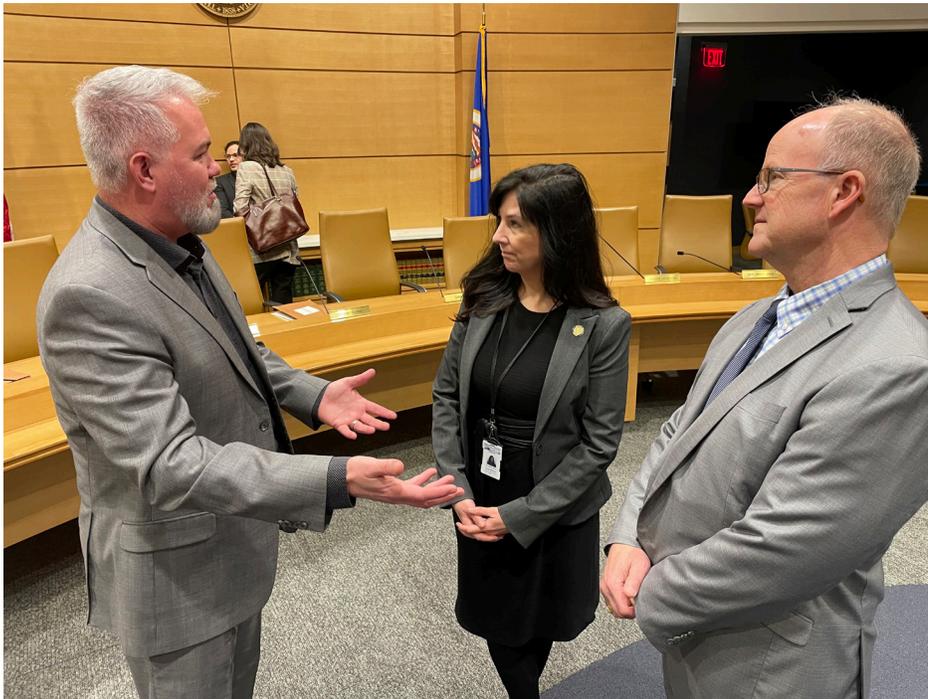
Continued from page 3

local legislators over the final weeks of the session. The recently agreed to joint budget targets notwithstanding, a key recommendation is to urge legislators to approve \$100 per pupil in one-time aid to support a successful implementation of the Read Act and other programs and requirements approved in the 2023 session. The priorities also include a plea to lawmakers to refrain from enacting new mandates in the 2024 session. A number of new requirements have been proposed and AMSD members are urging legislators to provide some breathing room, so school board members, administrators, teachers, and staff have an opportunity to implement the new programs and requirements previously adopted.

The latest updates on the 2024 session, as well as contact information for legislators and more, can be found on the AMSD 2024 Session website at <https://www.amsd.org/2024session/>.

AMSD members can also find contact information for legislators and more below:

- [LINK: Contact your local Senators](#)
- [LINK: Contact your local House Members](#)
- [LINK: Contact the Minnesota Legislature Leadership](#)



Mounds View Supt. Chris Lennox and AMSD Executive Director Scott Croonquist speak with Sen. Heather Gustafson (DFL-Vadnais Heights) following a Minnesota Senate Education Finance Committee meeting during the 2024 legislative session.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

January 2024 – December 2024	
January 11, 2024 Conflict MSBA Meeting January 25, 2024	
February 8, 2024	February 22, 2024
March 14, 2024	March 28, 2024 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

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

January 2025 – December 2025	
January 9, 2025 <i>(possible conflict MSBA Conference)</i>	January 23, 2025
February 13, 2025	February 27, 2025
March 13, 2025	March 27, 2025 <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
April 11, 2024
SCHOOL BOARD CALENDAR

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

May 2024

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

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

July 2024**No Meetings****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
26	Thursday	General Meeting of the Board	6:30 PM	DSC

October 2024

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

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 18th
West Suburban Summer School
Bus leaves 287 DSC @ 8:30 AM

Shannon Andreson

Renae Bowman

Local 2209/Board Meeting 1:00 PM

Tuesday, April 23rd
District Service Center
(3rd Floor – Room 316)

Renae Bowman