

General Meeting of the Board  
Thursday, October 10, 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 September 26, 2024
  - 4.2. Routine Human Resources Activities for October 10, 2024
  - 4.3. Approval of Authorization of Issuance of Individual Procurement Cards (P-Cards)
5. **SHARE THE SUCCESS & RECOGNITION** - None
6. **SUPERINTENDENT'S REPORT** - None
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Informaiton*)
  - 7.1. Intermediate District Teacher Residency Apprenticeship Collaborative (ITRAC) Update
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT** - None
  - 8.1. Facilities Report - None
  - 8.2. Financial Report - None
  - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (20 minutes)**
  - 9.1. Policy Review & Revision
    - 9.1.1. 522 Title IX Policy (*Action*)
    - 9.1.2. 5220 Title IX Procedure (*Information*)
  - 9.2. Board Reports
    - 9.2.1. Chair Report - None
    - 9.2.2. AMSD Report
      - 9.2.2.1. October 2024 AMSD Connections Newsletter
  - 9.3. District News
    - 9.3.1. School Board Calendars 2024 & 2025
    - 9.3.2. October 10, 2024, Board Event Calendar
    - 9.3.3. 2024-2025 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

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### Part 1: Discussion

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

#### Guiding Questions

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

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

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

### Part 3: Reflect

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

**DISTRICT 287 GENERAL MEETING OF THE BOARD**  
**Intermediate District 287**  
**September 26, 2024**  
**MINUTES**

**1. CALL TO ORDER**

Board 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 Ruthie Dallas 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 nine (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
279	Osseo	Jackie Mosqueda-Jones
280	Richfield	Crystal Brakke
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra

Absent: 276/Remucal, 281/Bowman, and 277/Marty

Guests:

287 Administration: Superintendent Doud, Tonya Allen, Melissa Brateng (V), Camille Helgeson, Kevin Witherspoon (V), Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Steven Skura

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Shannon Andreson, seconded by Anne Casey, 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 the General Meeting of the Board Minutes from September 12, 2024, Routine Human Resources Activities for September 26, 2024, Monthly Financial Report for July 2024, September 26, 2024, Monthly Financial Report for August 2024, Open Your Heart to the Hungry and Homeless Grant, Carl D. Perkins Education Act – Basic and Reserve Funds, State of Minnesota Through the Department of Labor and Industry Youth Skills Training (YST) Program Grant, Title II – Part A, Teacher and Principal Training and Recruiting, and Title III – Part A, English Language Acquisition, Language Enhancement and Academic Achievement Funding. *Motion by Kim Ross, seconded by Michael Birdman, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

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

**6. SUPERINTENDENT'S REPORT**

Kiarra Zackery, Director of Equity and Inclusion, presented and update on the Grow Your Own Student Pathway program.

**7. INSTRUCTIONAL REPORT - None**

**8. BUSINESS SERVICES & LABOR RELATIONS REPORTS - None**

**Facilities Report – None**

**Financial Report - None**

**Human Resources Report – None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Doud presented and recommended approval of the 506 Student Discipline Policy. *Motion by Karen Orcutt, seconded by Jackie Mosqueda-Jones, to approve the 506 Student Discipline Policy with the recommendation to replace Guardian with Caregiver as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 413 Harassment and Violence Policy. *Motion by Shannon Andreson, seconded by Anne Casey, to approve the Board By 413 Harassment and Violence Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 406 Public and Private Personnel Data Policy. *Motion by Michael Birdman, seconded by Dan Ginestra, to approve the 406 Public and Private Personnel Data Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 418 Drug-Free Workplace/Schools. *Motion by Ruthie Dallas, seconded by Jackie Mosqueda-Jones, to approve the 418 Drug-Free Workplace/Schools as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented the 522 Title IX Policy, and 5220 Title IX Procedure as a first read.

**Chair Report**

**AMSD Report**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:32 PM.*

The next general meeting will be held on October 10, 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 \_\_\_\_\_

\*(V) Virtual

# Intermediate District 287

**RESPONSIVE. INNOVATIVE. SOLUTIONS.**

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

**October 10, 2024**

<b>Separations: Resignation</b>				
<b>Name</b>	<b>Position</b>	<b>Department or Site</b>	<b>Reason</b>	<b>Effective Date</b>
Marcus Bell	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	10/09/2024

# CONSENT AGENDA - RECOMMENDATION

**Intermediate District 287**  
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## Authorization of Issuance of Individual Procurement Cards (P-Cards)

October 10, 2024

### Author

Nicole Quigley, Purchasing

### Summary

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

- Avery Fiske, Itinerant                      Admin Support                      District Service Center

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

### Recommendation

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

# Intermediate Teacher Residency Apprenticeship Collaborative (ITRAC)

*School Board Update - October 10, 2024*  
*Retha Burns & Roshonda White*

## What is Apprenticeship?

Apprenticeship is a time-tested employee training system that combines job-related technical instruction with structured on-the-job learning and prepares Minnesota workers to compete in a global economy. The earn-as-you-learn model develops highly trained, skilled and motivated employees.

*Apprenticeships have been in existence since 1939.*

# Why Apprenticeship?

## Percentage Of Teachers Who Are Not Highly Qualified

Across Minnesota, 9.75% of teachers are working without standard licensure. In Intermediates, this figure is alarmingly higher. These teachers lack the necessary qualifications (Tier 3 & Tier 4) to be considered licensed teachers in special education.

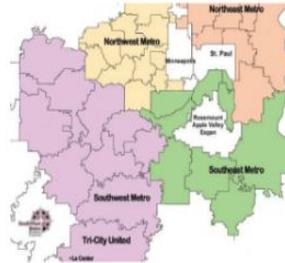


**STATEWIDE AVERAGE**

**9.75%**

Not Highly Qualified

*\*Out-of-Field License/Tier 1 & Tier 2*



**INTERMEDIATES AVERAGE**

**21%**

Not Highly Qualified

*\*Out-of-Field License/Tier 1 & Tier 2*

# Why Apprenticeship?

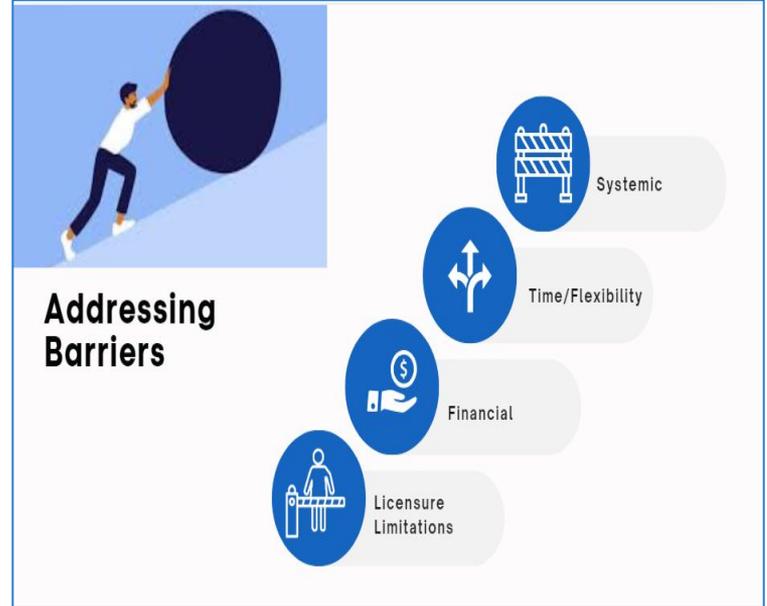
## Diversify The Workforce To Improve Outcomes

Our goal is to create a more diverse special education workforce that reflects the diverse backgrounds of our students and enhances their learning experience.



STATEWIDE  
**4.35%**  
Highly Qualified  
Teachers of Color

Increase the amount of highly qualified teachers in Minnesota who will hold a dual licensure in ASD and EBD. Due to the increased on the job training, they will be prepared and stay in the field.



Create a sustainable pathway to becoming a teacher that addresses systemic barriers.

# ITRAC

## Intermediate Teachers Residency Apprenticeship Collaborative



We are the **FIRST** teacher apprenticeship program in the State of Minnesota.

*\*34 other states currently have Apprenticeship Programs.*

**Intermediate District 287**  
Responsive. Innovative. Solutions.

## ITRAC Structure for ISD #287

- ❑ Apprentice Teacher and Journey Worker Teacher Pairs (ISD #287 has 8 pairs)
- ❑ Navigator / Coach - Roshonda White
- ❑ ITRAC Coordinator - Retha Burns
- ❑ ITRAC Liaison - Gina Boots, Employed of Brightworks

## What Does Learning Look Like?

1. Job Related Technical Instruction (RTI)
2. Competency based on the job training via:
  - ❑ Practice with immediate feedback
  - ❑ Application of instructional principles in actual job **setting** (High Leverage Practices, Standards of Effective Practice, Social Emotional Competencies)
  - ❑ Skills and strategies are modeled, prompted and reinforced every day
3. Structured Experiences (specific coaching cycles)

# ITRAC APPRENTICESHIP

SUMMER 1

Intro to the Profession  
Learning and Human Development  
Individuals with Diverse and Exceptional Needs  
Culturally and Linguistically Sustaining Practices 1

FALL 1

Behavior Supports and Management  
Assessment and Decision Making  
ASD/EBD Foundations  
Culturally and Linguistically Sustaining Practices 2

SPRING 1

Instructional Design  
Accessing General Education Curriculum  
ASD/EBD Methods  
Culturally and Linguistically Sustaining Practices 3

SUMMER 2

Professional Development and Growth  
Collaboration and Transition  
Culturally and Linguistically Sustaining Practices 4

YEAR 2

Literacy Methods  
Math Methods  
EBD Methods  
ASD Methods  
Student Teaching

## DEGREE AND LICENSE

### Degree

Bachelor of Science in Special Education: ASD/EBD

### License

K-12 EBD/Birth-12 ASD

## FIELD EXPERIENCES

Elementary ASD and EBD  
Middle School ASD and EBD  
High School ASD and EBD  
Birth-5 ASD  
Transition  
Level 1/2

## EXAMPLE JOB-EMBEDDED PROJECTS

IEP Review, Evaluation, and Development  
Intersectionally Conscious Collaboration Reflection  
Professional Resource Portfolio  
High Leverage Practice Implementation  
Environment and Behavior Project  
Evidence-Based Practices Toolkit  
Culturally and Linguistically Sustaining Practices Journal  
Academic Intervention Portfolio



MINNESOTA STATE UNIVERSITY MANKATO

## What is Job-Embedded

- ❑ Apprentices apply the knowledge and skills they gain in Related Technical Instruction to practice in their classroom
- ❑ Journey Workers provide guidance and feedback on apprentices' practice
- ❑ Gradual Release of responsibility
- ❑ Observe, assist, co-teach/co-lead

## Areas Addressed:

- ❑ Grounding in the High Leverage Practices & the Standards for Effective Practice.
- ❑ Developed an understanding of competency based learning
- ❑ Grounded in case study
- ❑ Foundations and history of special education

## Job Embedded Experience (Extended School Year)

- ❑ *In a program serving a different age range or disability from an apprentice's regular school year assignment*

## Prerequisite Course (Individually determined)

## 16 Learning Sessions:

- ❑ 1 Kick Off Meeting (Apprentices, Journey Workers & Navigators )
- ❑ 9 Related Technical Instruction Sessions (Apprentices, Navigators)
- ❑ 4 All Day Fall Orientation Sessions (Apprentices & Journey Workers, Navigators)

### Four Major Assignments for Fall 2024

- ❑ Select two students as focus for these assignments
  - ❑ Served under EBD & ASD criteria
  - ❑ Receive services Reading, Math, Writing, Social Emotional Learning (SEL)
- ❑ Review IEPs, Evaluations and report on two students
- ❑ Progress Monitor Students in goal areas (math, reading, writing, social skills)
- ❑ SEL - specify behavior, monitor progress and leverage a  
implement a High Leverage Practice,
- ❑ Standards of Effective Practices - embedded in the RTI

### Five Live Learning Sessions - Related Technical Instruction

- ❑ Live sessions rotate throughout the four Intermediate district locations
- ❑ Mankato State Faculty are in person at one location each live learning session
- ❑ Coordinator and Navigator are present with Apprentices throughout the live learning session

## ISD #287 ITRAC Team



Thoughts  
from the field

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# QUESTIONS?

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *SECOND READ*

**POLICY SERIES: STUDENT**

**SUBJECT: Title IX SEX NONDISCRIMINATION POLICY**

**BOARD APPROVED: September 2024**

**REVISION DATE:**

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## Policy 522 Title IX Sex Nondiscrimination Policy

### I. GENERAL STATEMENT OF POLICY/ NOTICE OF NONDISCRIMINATION

- A. The school district does not discriminate on the basis of sex, including discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression, and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in employment.
- B. Inquiries about Title IX may be referred to the Title IX Coordinator(s), the United States Department of Education's Office for Civil Rights, or both. The school district's Title IX Coordinator is:  
  
Dr. Kevin Witherspoon  
1820 Xenium Lane North  
Plymouth, MN 55441  
[kjwitherspoon@district287.org](mailto:kjwitherspoon@district287.org)  
763-550-3133
- C. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the Title IX Coordinator identified above or refer to **our Title IX page on our website.**
- D. The school district's nondiscrimination policy and grievance procedures can be located on the school district's website under Policies and Procedures.
- E. The effective date of this policy is August 1, 2024, and applies to alleged violations of this policy occurring on or after August 1, 2024.

#### ***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 \(Title IX of the Education Amendments\)](#)

[34 C.F.R. Part 106 \(Implementing Regulations of Title IX\)](#)

20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

***Cross References:***

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)

**UNIFORM PROCEDURE**

***SECOND READ***

**SUBJECT: Title IX Sex Nondiscrimination Procedure**

**RELATES TO POLICY SERIES: 500 Students**

**DATE SIT APPROVED:**

**DATE EL APPROVED**

**REVISION DATE:**

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**5220 Title IX Procedure**

**I. General**

The school district has adopted these grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

**II. Definitions**

- A. "Complaint" means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged discrimination under Title IX or its regulations.
- B. "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).
- C. "Pregnancy or related conditions" means:
  - 1. Pregnancy, childbirth, termination of pregnancy, or lactation;
  - 2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
  - 3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- D. "Gender identity" is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

- E. "Gender expression" is how a person publicly presents their gender. This can include behavior and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender.

### III. Complaints

- A. **Complaints of Sex-based Harassment.** The following people have a right to make a complaint of sex (including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity and gender expression) discrimination including complaints of sex-based harassment, requesting that the school district investigate and make a determination about alleged discrimination under Title IX:

1. A "complainant," which includes:
  - a. a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
  - b. a person other than a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the school district's education program or activity;
2. A parent, guardian, Caregiver or other authorized legal representative with the legal right to act on behalf of a complainant; or
3. The school district's Title IX Coordinator:  
Dr. Kevin Witherspoon  
1820 Xenium Lane North  
Plymouth, MN 55441  
[kjwitherspoon@district287.org](mailto:kjwitherspoon@district287.org)  
763-550-3133

- B. **Complaints of Sex Discrimination other than Sex-Based Harassment.** In addition to the people identified in Paragraph 1, the following people have a right to make a complaint of sex discrimination other than sex-based harassment:

1. Any student or employee of the school district; or
2. Any person other than a student or employee who was participating or attempting to participate in the school district's education program or activity at the time of the alleged sex discrimination.

- C. **Consolidation.** The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

#### **IV. Basic Requirements of Title IX Grievance Procedures**

- A. The school district will treat complainants and respondents equitably.
- B. The school district requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The decisionmaker may be the same person as the Title IX Coordinator or investigator.
- C. The school district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
- D. The school district has established the following reasonably prompt timeframes for the major stages of the grievance procedures:
  - 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 decision dismissing a complaint must be received by the school district within five (5) days of the date the notice of dismissal was provided to the parties.
  - 3. Any appeal of a dismissal will be decided within ten (10) calendar days of the day the appeal was received by the school district.
  - 4. The school district will seek to conclude the grievance process within 90 calendar days of the date the complaint was received by the school district.
- E. The school district has also established the following process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay:
  - 1. Any party or an investigator, decisionmaker, appellate decisionmaker, or informal resolution facilitator may make a request to the Title IX Coordinator to extend the timeline for good cause. If the Title IX Coordinator determines the reason for the extension constitutes good cause, the Title IX Coordinator will notify the parties of the reason for delay.
  - 2. 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 school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

- F. The school district will take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, subject to the prohibition against retaliation; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures.
- G. The school district will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- H. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, unless an exception below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
  - a. Evidence that is protected under a privilege as recognized by federal or Minnesota law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
  - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the school district has that party's or witness's voluntary, written consent for use in the grievance procedures; and
  - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

## **V. Notice of Allegations**

- A. Upon initiation of the school district's grievance procedures, the school district will notify the parties of the following:
  - 1. The school district's Title IX grievance procedures, and if applicable, any informal resolution process;
  - 2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged

- incident(s), to the extent that information is available to the school district;
3. Retaliation is prohibited; and
  4. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the school district provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.
- B. If, in the course of an investigation, the school district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice, the school district will provide notice of the additional allegations to the parties whose identities are known.

## **VI. Dismissal of a Complaint**

- A. The school district may dismiss a complaint of sex discrimination if:
1. The school district is unable to identify the respondent after taking reasonable steps to do so;
  2. The respondent is not participating in a school district education program or activity and is not employed by the school district;
  3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
  4. The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the school district will make reasonable efforts to clarify the allegations with the complainant.
- B. Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.
- C. The school district will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:
1. Procedural irregularity that would change the outcome;
  2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
- D. If the dismissal is appealed, the school district will:
1. Notify the parties of any appeal, including notice of the allegations if notice was not previously provided to the respondent;
  2. Implement appeal procedures equally for the parties;
  3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
  4. Ensure that the decisionmaker for the appeal has received training required by Title IX;
  5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
  6. Notify the parties of the result of the appeal and the rationale for the result.
- E. When a complaint is dismissed, the school district must, at a minimum:
1. Offer supportive measures to the complainant as appropriate;
  2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
  3. Take other appropriate prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the school district's education program or activity.
- F. Dismissal of a complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

## **VII. Investigation**

- A. The school district will provide for adequate, reliable, and impartial investigation of complaints.
- B. The burden is on the school district – not on the parties – to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred;
- C. The school district will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;
- D. The school district will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- E. The school district will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:
  - a. The school district will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or

- an accurate description of this evidence. If the school district provides a description of the evidence, it will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- b. The school district will provide a reasonable opportunity to respond to the evidence or to the accurate description of the evidence; and
  - c. The school district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

F. Questioning Parties and Witnesses to Aid in Evaluating Allegations and Assessing Credibility

The decisionmaker may ask questions of parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

G. Determination Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the school district will:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its regulations including the rationale for such determination;
3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination;
4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
  - a. Coordinate the provision and implementation of remedies to a complainant and other persons the school district identifies as having had equal access to the school district's education program or activity limited or denied by sex discrimination;
  - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

- c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity;
4. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
5. Not discipline a party, witness, or others participating in school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

### **VIII. Informal Resolution**

In lieu of resolving a complaint through the school district's grievance procedures, the parties may instead elect to participate in an informal resolution process offered by the school district. Informal resolution is not available to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, Minnesota, or local law.

### **IX. Disciplinary Sanctions & Remedies for Complaints of Sex-Based Harassment**

- A. Supportive measures may be made available to complainants and respondents, as appropriate. Available supportive measures include: reassignment of classes, transportation changes, no-contact directives, alternate passing times, escorts, extensions of deadlines or course-related requirements, counseling or support from designated adults, and other measures that are necessary and appropriate to ensure complainants and respondents are not denied equal access to the school district's education program and activity.
- B. Following a determination that sex-based harassment occurred by a student-respondent, the school district may impose discipline consistent with Policy 506. Following a determination that sex-based harassment occurred by an employee-respondent, the school district may impose discipline consistent with any applicable personnel policy, collective bargaining agreement, or Minnesota law, including suspension without pay and termination or discharge.
- C. Following a determination that sex-based harassment occurred, available remedies may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, leaves of absence, monitoring of certain areas of school district buildings or property, transfer, transportation changes, and other remedies determined appropriate by the Title IX Coordinator.

# CONNECTIONS

News from the Association of Metropolitan School Districts

October 2024  
Volume 22  
Number 1

## Reading, Writing and Digital Citizenship

**October 4, 2024**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**October 25, 2024**  
**Executive/Legislative Committee Meeting**  
7:30 a.m. - 9 a.m.  
Anderson Center  
Bethel University  
Arden Hills

**November 1, 2024**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**November 14, 2024**  
**Annual Conference**  
7:30 a.m. - 4 p.m.  
Minneapolis Marriott  
Northwest  
**Register here:**  
[amsd.org/conference/](https://amsd.org/conference/)



*An elementary student in District 191 laughs while showing an image of a creature generated by AI.*

A new question has begun to show up in the elementary classroom setting with what students see on the screen of their devices or classroom technology: Is this actually real or isn't it?

It's a question that teachers and students in Burnsville-Eagan-Savage School District 191 are beginning to ask more and more as they start to use and understand Artificial Intelligence (AI) in the classroom.

AI is just one of the ways in which technology—established and rising—is being used to educate students beginning as early as kindergarten. Although technology has been used in district classrooms for well over 30 years, the speed and intensity at which new technology is being developed and introduced has increased dramatically. When the COVID-19 pandemic struck in 2020, the need for technology and ways to improve its use to educate students became a major priority for educators.

"Technology impacted how we educate and how students learn in a very powerful way," said Shonita Harper, a digital learning specialist at Harriet Bishop Elementary School. "This district has jumped on a wave of technology in a positive way, and our students are better for it. The technology we're using makes students more engaged. They're collaborating with each other, listening



*Digital Learning Specialist Shonita Harper gives a lesson on artificial intelligence to elementary students in District 191.*

*Continued on page 2*

Registration is now open for the annual AMSD/BrightWorks conference on November 14. It promises to be a great day of learning and networking with your colleagues. The theme of the conference is, *It Takes All of Us: Engaging Communities for Educational Excellence*. The keynote address will be delivered by Dr. Darrius Stanley from the University of Minnesota's College of Education and Human Development. The agenda also includes a student panel discussion and compelling breakout sessions from AMSD members. Further details, including registration information, can be found [here](#). I hope to see you there!

*From the AMSD Chair, Laura Oksnevad, St. Anthony-New Brighton Board Member*

# Teaching Elementary Students to Safely and Confidently Navigate the Online World

*Continued from page 1*

to different perspectives, and they creatively communicate with each other. They're learning how to solve problems collaboratively using digital tools."

The software students use isn't limited to basic word-processing platforms anymore. Beginning in elementary school, students are using Adobe Express, Book Creator, We Video and Tinker CAD. Students have used the software to create their own digital avatars and digital citizen pledges as well as collaborate, get questions answered, creatively solve problems and learn to decipher between actual images or facts and those that AI generated.

Lessons from COVID-19 and the impact on students' mental health led the district to use materials from Common Sense Education (CSE), which promotes the smart and responsible use of technology and digital citizenship. That's a large part of technology lessons, especially in the early grades. Across the district, all students in kindergarten through fifth grade engage in multiple digital citizenship lessons focused on preparing them for a life with evolving technology.

According to Jon Abrahamson, a digital learning specialist at William Byrne Elementary, digital citizenship and responsibility are embedded not just in technology classes but also in grade-level classrooms.

"The big thing for them is digital citizenship. As a school, we see that teaching kids to be good digital citizens is important," Abrahamson said. "They're using technology all the time, and they need to know how to be safe, and how to be a good digital citizen online."



*District 191 Digital Learning Specialist Jon Abrahamson discusses safety measures with his students.*

District 191 elementary schools and elementary school digital learning specialists were recently recognized by CSE as Common Sense Schools. To earn this designation, staff at the eight elementary schools participated in professional development about digital literacy, taught three digital citizenship lessons across three grade levels and shared multiple digital citizenship lessons with families to strengthen the connection to home.

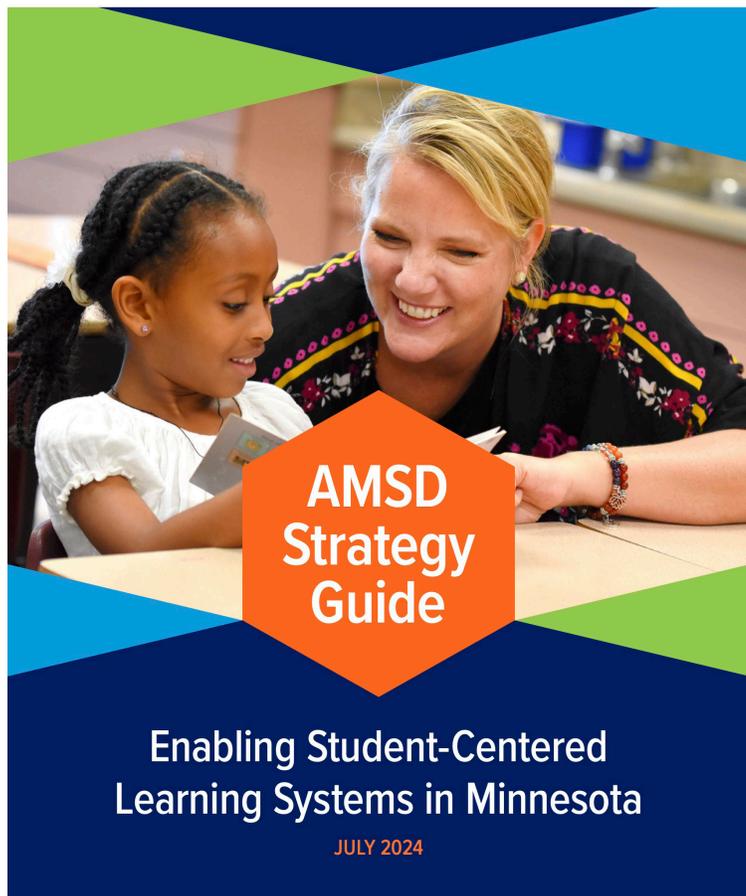
While technology continues to grow at an exponential rate, our elementary students and families are learning the basics of how to stay safe and think critically while using new tools and software.

"This is important because students spend a lot of time on the internet," said Harper. "They need to know what is real and what is not real. They're learning that things are faster. They can go online and find answers they can do the research. But they also have to think critically about what they find. Is it real? We're helping them to answer that question."

*This article originally appeared in Wayfinder magazine, published by District 191 and available online at [www.isd191.org/blog](http://www.isd191.org/blog).*

# AMSD/KnowledgeWorks Release Student-Centered Learning Strategy Guide

Following more than a year of research, surveys and focus groups with our member districts, AMSD, in partnership with the national education research organization [KnowledgeWorks](#), has released a new strategy guide with research-based suggestions about how AMSD can build on past work to lead and advocate for state-level policy to create and improve student-centered learning opportunities.



[“AMSD Strategy Guide: Enabling Student-Centered Learning Systems in Minnesota,”](#) is a 30-page guide with 13 recommendation and implementation strategies to further the AMSD mission of advocating for member school districts so they can lead the transformation of public education.

The research, funded with a grant from the Minneapolis Foundation last year, is based on multiple interviews, surveys and workshops with AMSD members and other stakeholders over the past year.

Based on that research, the KnowledgeWorks team identified 13 specific recommendations, with details about how each one can advance student-centered learning in Minnesota, along with advocacy/action steps for each as well. The strategy guide also notes alignment to the AMSD [Reimagine Minnesota](#) work and road-map for action released in 2018, which has also helped guide AMSD’s strategic plan.

The recommendations fall into three areas of focus dedicated to expanding and improving Personalized, Student-Centered Learning, that

were identified last year when KnowledgeWorks first developed an [Opportunity Analysis](#) prepared in December 2023:

- **Developing a Culture of Innovation** — building on existing structures to foster a stronger culture of innovation that bolsters personalized and competency-based learning.
- **Developing Policies to Empower Educators** — integrating customized learning opportunities oriented around personalization into pre-service teaching programs and professional development offerings.
- **Improving and Evolving Minnesota’s Assessment System** — creating opportunities for local communities to explore innovative assessment approaches by creating a pilot program and banks of model performance tasks and engaging stakeholders to leverage existing opportunities and create new ones.

Each area of focus delineates specific strategies on everything from the importance of improving funding flexibility, to creating professional development opportunities for teachers, to evolving the state’s assessment system, and more.

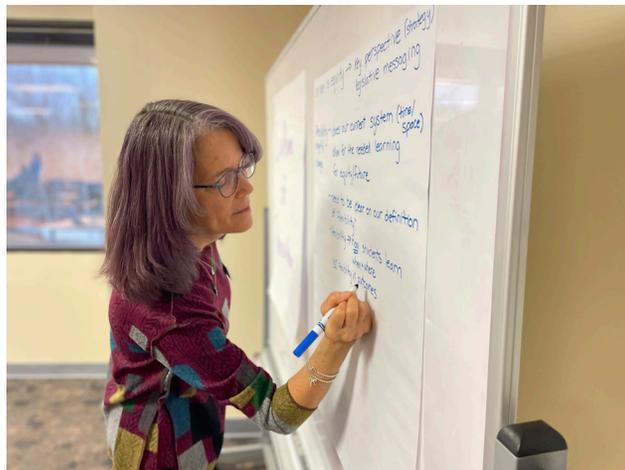
*Continued on page 4*

# Advancing Student-Centered Learning

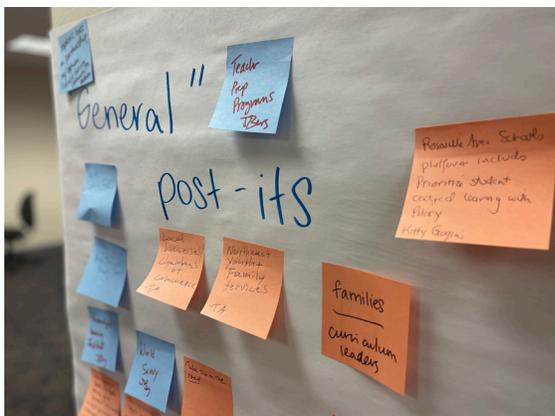
Continued from page 3

Following the release of the strategy guide in August, the AMSD Legislative Committee formed a working group of AMSD members, with the goal to identify which strategies and goals require legislative action and should be considered for AMSD's 2025 legislative platform. The working group will forward its recommendations to the legislative committee for consideration and will also develop a policy position paper and explore additional strategies to advance the development of student-centered learning environments to better serve all students for generations to come.

[LINK: View the AMSD-KnowledgeWorks Strategy Guide](#)



*AMSD and KnowledgeWorks hosted a workshop in February 2024 to identify student-centered learning priorities based on an opportunity analysis prepared by KnowledgeWorks.*



# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

**TENTATIVE**

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

**INTERMEDIATE DISTRICT 287**  
**October 10, 2024**  
**SCHOOL BOARD CALENDAR**

**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	School Board Retreat	4:30 PM	DSC
14	Thursday	General Meeting of the Board	6:30 PM	DSC

**December 2024**

12	Thursday	General Meeting of the Board	6:30 PM	DSC
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***TENTATIVE***

**January 2025**

09	Thursday	General Meeting of the Board <i>(does not conflict MSBA Conference)</i>	6:30 PM	DSC
23	Thursday	General Meeting of the Board	6:30 PM	DSC

**February 2025**

13	Thursday	School Board Retreat	4:30 PM	DSC
13	Thursday	General Meeting of the Board	6:30 PM	DSC
27	Thursday	General Meeting of the Board	6:30 PM	DSC

**March 2025**

13	Thursday	General Meeting of the Board	6:30 PM	DSC
27	Thursday	<del>General Meeting of the Board</del> <i>(conflict with Spring Break)</i>	<del>6:30 PM</del>	<del>DSC</del>

**April 2025**

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

**May 2025**

08	Thursday	School Board Retreat	4:30 PM	DSC
08	Thursday	General Meeting of the Board	6:30 PM	DSC
22	Thursday	General Meeting of the Board	6:30 PM	DSC

**June 2025**

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

- ◆ General Board Meeting – Date Change
- ◆ New Event
- ◆ Event Date Change

# Intermediate District 287

*RESPONSIVE. INNOVATIVE. SOLUTIONS.*

## Get on the Bus & Local 2209 Breakfast Schedule

2024-2025

### Get on the Bus

Tuesday, October 15<sup>th</sup>  
North Education Center  
Bus leaves 287 DSC @ 8:30 AM

Ruthie Dallas  
Karen Gabler (Edina)  
Anne Casey  
Shannon Andreson

Dan Ginestra  
Heidi Marty  
Brian Roath (Westonka)

Tuesday, December 3<sup>rd</sup>  
Career Technical Center  
Bus leaves 287 DSC @ 8:30 AM

Ruthie Dallas  
Anne Casey

Dan Ginestra

Tuesday, February 4<sup>th</sup>  
South Education Center  
Bus leaves 287 DSC @ 8:30 AM

Dan Ginestra

Anne Casey

Tuesday, April 15<sup>th</sup>  
Itinerant  
Bus leaves 287 DSC @ 8:30 AM

Dan Ginestra

Anne Casey

# Local 2209/Board Meeting

## 1:00 PM

Tuesday, October 22nd

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Ruthie Dallas

Dan Ginestra

Anne Casey

Tuesday, December 10<sup>th</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Ruthie Dallas

Anne Casey

Tuesday, February 11<sup>th</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)

Tuesday, April 22<sup>nd</sup>

District Service Center

(3<sup>rd</sup> Floor – Room 316)



# Get on the Bus

Please feel free to invite the Board Members, Superintendent, and District Administrators from your district to attend.

**SAVE THE DATE**

**TUESDAY, October 15, 2024**

**8:30 AM - 11:30 AM**

*The bus departs 287 at 8:30 a.m.*

## MEETING POINT



Intermediate District 287  
1820 Xenium Ln N  
Plymouth, MN 55441

## RSVP



Wauneen Mgeni  
wbdmgeni@district287.org  
763-550-7101

## We'll Visit:

**North Education Center**  
5530 Zealand Avenue North  
New Hope, MN 55428

## We will

- Provide an overview of our programs
- Hear from students
- Tour the building highlighting our electives, our new Kindergarten program, DAPE/PE, and NECA, our Alternative Learning High School

## North Education Center

North Education Center (NEC) serves students in kindergarten through grade 12 with unique needs through a variety of programs

**Intermediate District 287**