

General Meeting of the Board  
Thursday, February 13, 2025 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. Organizational Board Meeting Minutes from January 23, 2025
  - 4.2. General Board Meeting Minutes from January 23, 2025
5. **SHARE THE SUCCESS & RECOGNITION - (10 minutes)** (*Information*)
  - 5.1. Spotlight: Ann Bremer Education Center
6. **SUPERINTENDENT'S REPORT - (20 minutes)** (*Information*)
  - 6.1. Legislative Update
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Information*)
  - 7.1. American Indian Aid Concurrence and Activities Report
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 (*Information*)
    - 9.1.1. 410 Family and Medical Leave Policy
    - 9.1.2. 417 Chemical Use/Misuse Policy
  - 9.2. Board Reports (*Information*)
    - 9.2.1. Chair Report - None
    - 9.2.2. AMSD Report
      - 9.2.2.1. February 2025 AMSD Connections Newsletter
  - 9.3. District News (*Information*)
    - 9.3.1. School Board Calendars 2025 & 2026
    - 9.3.2. February 13, 2025 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 ORGANIZATIONAL BOARD MEETING**  
**Intermediate District 287**  
**January 23, 2025**  
**MINUTES**

**1. CALL TO ORDER**

Board Chair Brakke called the general meeting to order at 6:36 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Chair Brakke recited Intermediate District 287 mission statement: "The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students."

A Roll Call was taken, and a quorum was declared with 12 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Richard Zeck
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson
276	Minnetonka	Michael Remucal
278	Orono	Karen Orcutt
279	Osseo	Keith Tate
280	Richfield	Crystal Brakke
281	Robbinsdale	Caroline Long
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
279	Westonka	Brian Roath

Absent: Bernard (LB) Humphrey

Guests: Jim Eichten

287 Administration: Superintendent Doud, Dr. Tonya Allen, Melissa Brateng, Camille Hepola, Brady Hoffman, Dr. Elisabeth Lodges Rogers, Brian Schultz, Kevin Witherspoon, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Rachel Prost, Jess Larson, Deb Carlson-Doom, and Steve Skura

Board member Brakke administered The Oath of Office to the attending new members Richard Zeck, Keith Tate, Caroline Long, and Brian Roath.

**2. Nominating Committee Report**

*Motion by Michael Birdman, seconded by Shannon Anderson, to accept Ann Casey as Board Chair for January 2025 - December 2025 calendar year as presented. No additional nominations. Motion carried unanimously.*

*Motion by Michael Birdman, seconded by Kim Ross, to accept Shannon Andreson as Board Vice-Chair for January 2025 - December 2025 calendar year as presented. No additional nominations. Motion carried unanimously.*

*Motion by Michael Remucal, seconded by Shannon Andreson, to accept Dan Ginestra as Board Clerk for January 2025 - December 2025 calendar year as presented. No additional nominations. Motion carried unanimously.*

*Motion by Michael Remucal, seconded by Michael Birdman, to accept Kim Ross as Board Treasurer for January 2025 - December 2025 calendar year as presented. No additional nominations. Motion carried unanimously.*

**3. APPROVAL OF ORGANIZATIONAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Shannon Andreson, seconded by Karen Ross, approve the organizational meeting agenda. All in favor. No votes against. Motion carried.*

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the Meeting Schedule for the Year, Recitation of Pledge of Allegiance, Appointment of Assistant Treasurer & Authorization for Payment of Claims, Appointment for Money Wire Transfers, Appointment of Financial Institutions/Official Depositories,

Designation of Official Newspapers, Designation of Financial Advisory Service Consultant, Designation of Appraisal Services Consultant, Designation of Independent Auditing Firm, Designation of Actuarial Services Consultant, Authorization for Superintendent to Sign Contracts, Board Compensation, and Appointing School District Responsible Authority. *Motion by Michael Birdman, seconded by Crystal Brakke, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

A board member roster containing contact information was shared with the Board. Members were asked to make any changes to the document and return it to Waunee for finalization.

**5. ADJOURNMENT**

*A motion was made by Michael Birdman, seconded by Crystal Brakke, to adjourn the organizational meeting. No votes against. Motion carried. Meeting adjourned at 6:46 PM.*

The next general meeting will be held on February 13, 2025, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by  
Waunee Denson-Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_

Clerk \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

**DISTRICT 287 GENERAL MEETING OF THE BOARD**  
**Intermediate District 287**  
**January 23, 2024**  
**MINUTES**

**1. CALL TO ORDER**

A Roll Call was taken, and a quorum was declared with 12 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Richard Zeck
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
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284	Wayzata	Dan Ginestra
279	Westonka	Brian Roath

Absent: Bernard (LB) Humphrey

Guests: Jim Eichten

287 Administration: Superintendent Doud, Dr. Tonya Allen, Melissa Brateng, Camille Hepola, Brady Hoffman, Dr. Elisabeth Lodges Rogers, Brian Schultz, Kevin Witherspoon, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Rachel Prost, Jess Larson, Deb Carlson-Doom, and Steve Skura

**2. APPROVAL OF GENERAL MEETING AGENDA**

The general meeting agenda was presented for approval. *Motion by Shannon Anderson, seconded by Michael Birdman, approve the meeting agenda. All in favor. No votes against. Motion carried.*

**3. OPEN FORUM FOR COMMUNITY COMMENTS**

SEIU Local 284 read a statement to the Board.

**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 December 12, 2024, Routine Human Resources Activities for January 23, 2025, and Approval of Monthly Financial Report – November 2024. *Motion by Michael Birdman, seconded by Michael Remucal to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

Deb Carlson-Doom, South Education Center (SEC) Principal, introduced Bernard (LB) Humphrey, a 12th-grade SEC student (Eden Prairie member district). LB took a moment to share his heartfelt reflection on his time at District 287. He expressed deep gratitude for the incredible teachers, supportive staff, and dedicated administration who have stood by him with unwavering kindness and encouragement.

Melissa Brateng, Director of Special Education and Itinerant Services, introduced the January 2025 Above and Beyond winner, Jess Larson, Lead Speech Language Pathologist in Itinerant Services. Jess shared heartfelt thanks for her co-workers, and supportive administration and Board.

Superintendent Doud express her gratitude to our outgoing school board members, RaNae Bowman from Robbinsdale, Ruthie Dallas, Brooklyn Center, Heidi Marty, Westonka, and Jackie Mosqueda-Jones, Osseo, who have been incredible advocates for District 287 students.

Chair Casey introduced new Board members Brian Roath representing Westonka, Keith Tate representing Osseo Caroline Long, representing Robbinsdale, and Richard Zeck, representing Brooklyn Center.

Superintendent Doud and Brian Schultz, Executive Director of Business Services and Operations introduced Brady Hoffman the new Director of Finance.

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

**Financial Report**

Jim Eichten from of LB Carlson, LLP, (formally Malloy, Montague, Karnowski, Radosevich & Co.) presented a summary of the FY24 Audit. *Motion by Karen Orcutt, seconded by Michael Birdman, to approve the FY24 Audit as presented, No votes against. Motion carried.* Eichten also commended the finance department for the high quality of the financial data and adherence to the budget.

**6. SUPERINTENDENT’S REPORT - None**

**7. INSTRUCTIONAL REPORT - None**

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

**Facilities Report – None**

**Financial Report**

Brian Schultz, Executive Director of Business Services and Operations, presented the monthly financial report for December 2024. *Motion by Kim Ross, seconded by Shannon Andreson, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

**Human Resources Report - None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Doud presented and recommended approval of the 401 Equal Employment Opportunity Policy. *Motion by Shannon Andreson, seconded by Michael Birdman, to approve the 401 Equal Employment Opportunity Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 402 Disability Nondiscrimination Policy. *Motion by Karen Orcutt, seconded by Michael Remucal, to approve the 402 Disability Nondiscrimination Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 412 Expense Reimbursement Policy. *Motion by Kim Ross, seconded by Karen Orcutt, to approve the 412 Expense Reimbursement Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 709 Student Transportation Policy. *Motion by Shannon Andreson, seconded by Michael Remucal, to approve the 709 Student Transportation Policy as presented. All in favor. Motion carried unanimously.*

**AMSD Report**

Board Chair Casey announced the need for more members on the AdHoc Committee.

**Once Around the Table**

**10. CLOSED SESSION**

**Negotiations**

At the recommendation of Board Chair Casey, *a motion was made by Crystal Brakke, seconded by Michael Birdman; the school board may hold a closed meeting to consider a strategy for labor negotiations, pursuant to Minn. Stat. §13D.03. All in favor. Motion carried unanimously. The meeting was closed to the public at 8:15 PM. A motion was made by Michael Birdman, seconded by Crystal Brakke, to reopen the general meeting. All in favor. Motion carried unanimously. The general meeting reopened at 8:54 PM.*

**11. ADJOURNMENT**

*Motion was made by Shannon Andreson, seconded by Michael Remucal, to adjourn the general meeting of the Board. No votes against. Motion carried. Meeting adjourned at 8:54 PM.*

The next general meeting will be held on February 13, 2025, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by  
Wauneen Denson-Mgeni  
Secretary to the Board

Signed: Chair \_\_\_\_\_

Clerk \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

# MINNESOTA INTERMEDIATE SCHOOL DISTRICTS 2025 LEGISLATIVE PRIORITIES



## **SECURE PERMANENT FUNDING FOR THE INTERMEDIATE TEACHER APPRENTICESHIP PROGRAM (ITRAC)**

The Intermediate School Districts established the ITRAC program to help non-licensed staff obtain licensure, particularly in special education. Given that Intermediates have a higher licensure standards per state statutes, only one Minnesota higher education institution currently offers a program that meets these needs. ITRAC allows non-licensed staff to work while pursuing licensure through on-the-job training, in collaboration with the MN Department of Labor and Industry. This model addresses the special education teacher shortage and bolsters the educator workforce.

**We request the legislature allocate \$3 million annually for ongoing funding to expand this program and support more candidates in obtaining licensure.**

## **DIRECT DISTRIBUTION OF STUDENT SUPPORT PERSONNEL AID TO COOPERATIVE SCHOOL DISTRICTS**

Intermediate school districts face challenges in the distributing of student support personnel aid due to the current mechanism that routes funds through member districts. This complicates funding allocation, especially for districts with multiple cooperative school districts.

**We request a new funding formula to allocate aid directly to Intermediate and cooperative school districts, allowing them to retain unspent funds, similar to traditional districts.**



## INCREASE EXTENDED TIME REVENUE



The extended time revenue program allows districts to count students participating in additional programming as up to 0.2 students in average daily membership (ADM). The funding has been stagnant at \$5,117 since 2013, despite growing demand for area learning centers. This impacts the ability to support students in credit recovery and graduation attainment.

We request linking the extended time formula to the per-pupil formula to ensure adequate funding.

## ENHANCE SCHOOL SAFETY MEASURES

Schools have become primary providers of mental health services for children, handling critical incidents and threats, during the school day. Adequate funding through the safe schools levy is essential for training, staff support, and specialized mental health personnel to prevent unsafe situations for students and staff.

We request increasing safe schools funding for Intermediates by \$20 times the adjusted pupil units of the member districts, tie further increases commensurate to any future funding increases for member school districts. This funding should also extend to cooperative districts not currently receiving it.



## REMOVE BARRIERS FOR STUDENTS IN CAREER AND TECHNICAL EDUCATION PROGRAMS



Our goal is to provide high-quality technical education, career exploration, and employment preparation in collaboration with member districts and employers. Despite high demand, transportation barriers limit student access to these programs.

We request reimbursing school districts, including cooperatives and intermediates, for transporting students to secondary career and technical education programs.

## MINNESOTA INTERMEDIATE SCHOOL DISTRICTS

**Intermediate School District 287**  
Superintendent Marcy Doud  
district287.org  
Plymouth, MN

**Intermediate District 287**  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

**Intermediate School District 288**  
Superintendent Dr. Jeff Horton  
swmetro288.org  
Shakopee, MN



**Intermediate School District 916**  
Superintendent Dr. Val Rae Boe  
916schools.org  
White Bear Lake, MN

**NORTHEAST METRO** | **916**  
Intermediate School District  
partners in education

**Intermediate School District 917**  
Superintendent Dr. Michael Favor  
isd917.org  
Rosemount, MN





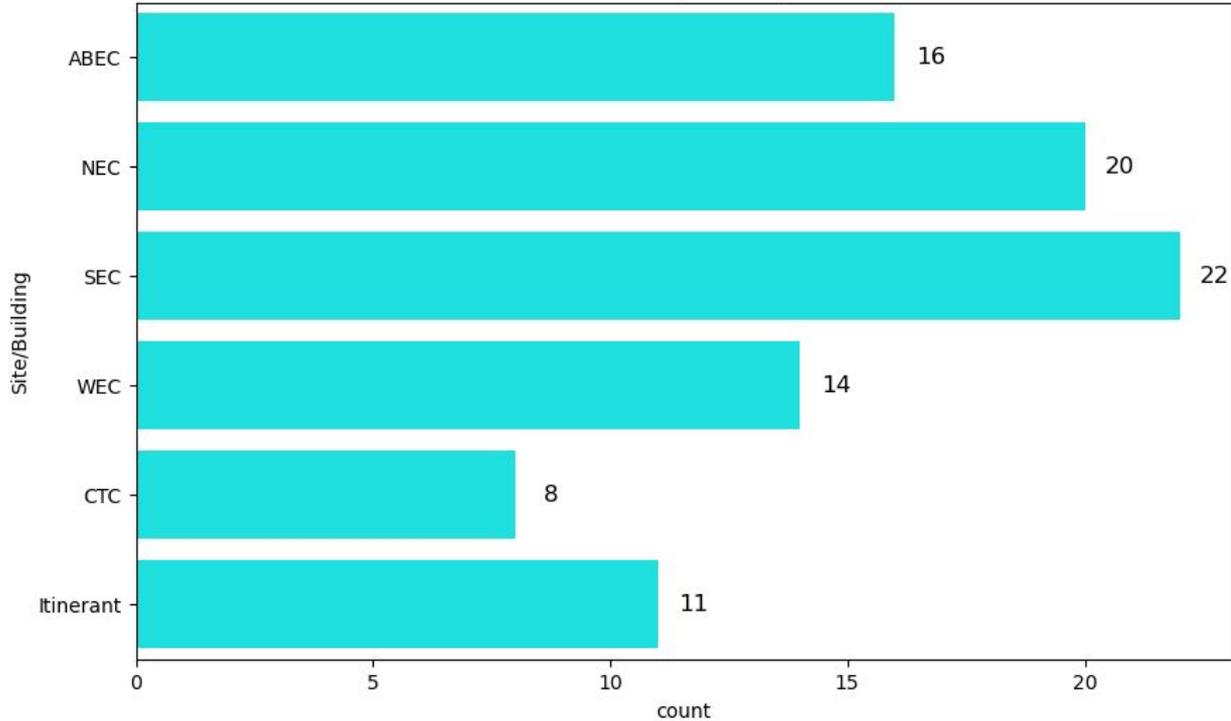
# 2024-2024 Am. Indian Education Concurrence Report

Equity and Inclusion Department

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

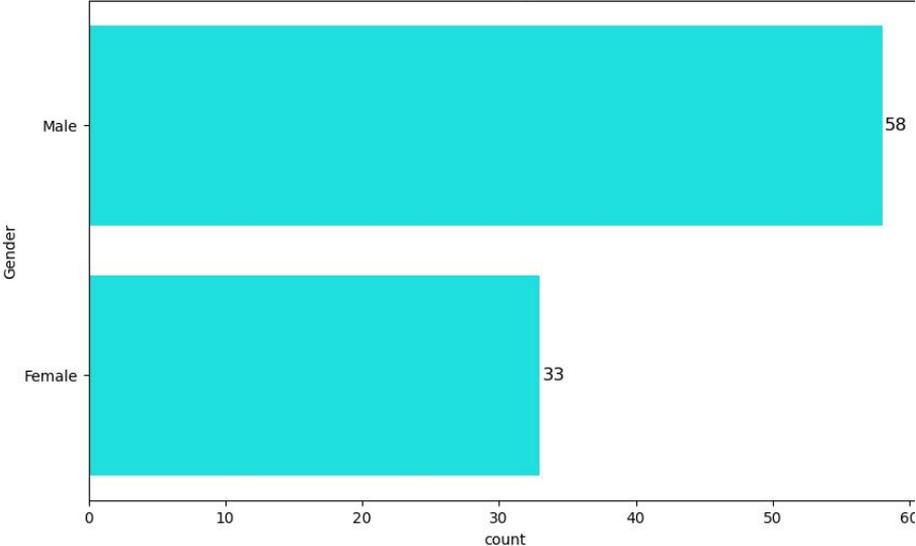
# Demographics

American Indian Students by Building/Site 2024-2025 SY

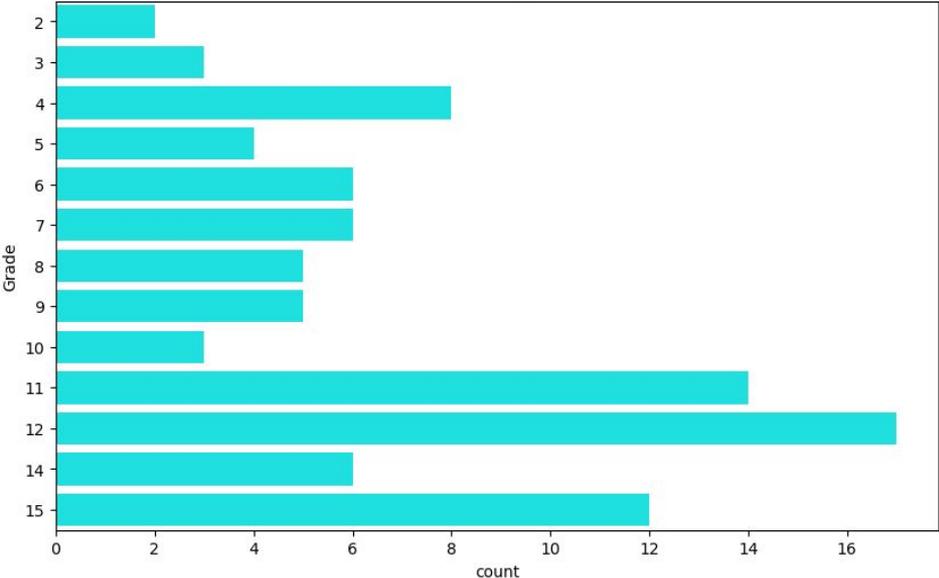


# Demographics

American Indian Students by Gender 2024-2025 SY



American Indian Students by Grade 2024-2025 SY



# Goals

- ▶ Goal Area 1: Support Post-secondary Preparation for American Indian Students
  - AIPAC Goal: increase postsecondary aspirations through college visits
- ▶ Goal Area 2: Support Academic Achievement of American Indian Students
  - AIPAC Goal: Increase literacy and academic performance with the bi-weekly Indigenous author studies
- ▶ Goal Area 3: Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils
  - AIPAC Goal: Review and select culturally relevant materials
- ▶ Goal Area 4: Provide Positive Reinforcement of the Self-Image of American Indian Pupils
  - AIPAC Goal: Build cultural identity and community ties through affinity groups
- ▶ Goal Area 5: Intercultural Awareness
  - AIPAC Goal: Promote understanding and respect across cultures

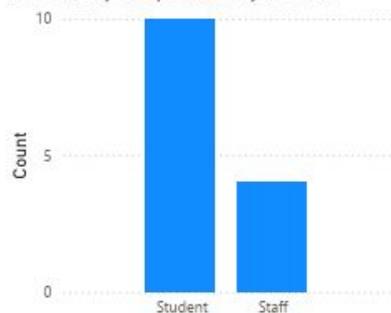
# Progress - Visit to Science Museum



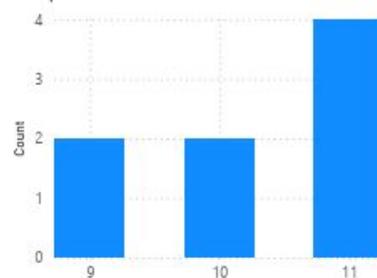
mediate District 287  
ve. Innovative. Solutions.

## All Responses:

### # of Survey Responders by Position

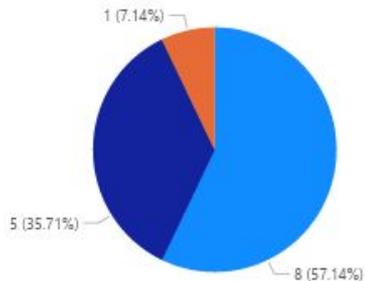


### Grade Level of Student Survey Responders



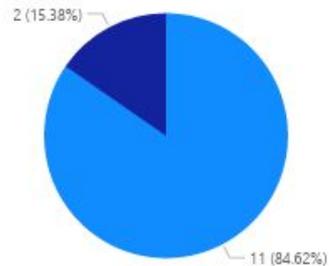
How would you rate your satisfaction with your overall experience?

● Highly satisfied ● Somewhat satisfied ● Somewhat unsatisfied



Do you think this event aligns with the Equity and Inclusion department's mission?

● Yes ● Somewhat



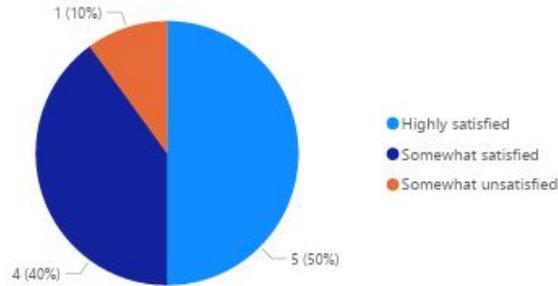
Would you like to see more events like this one?

● Yes



**Student Responses:**

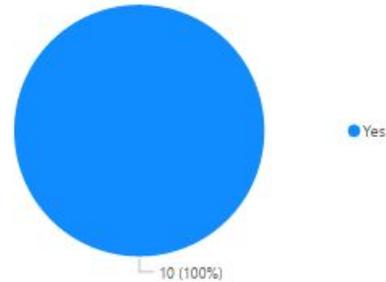
How would you rate your satisfaction with your overall experience?



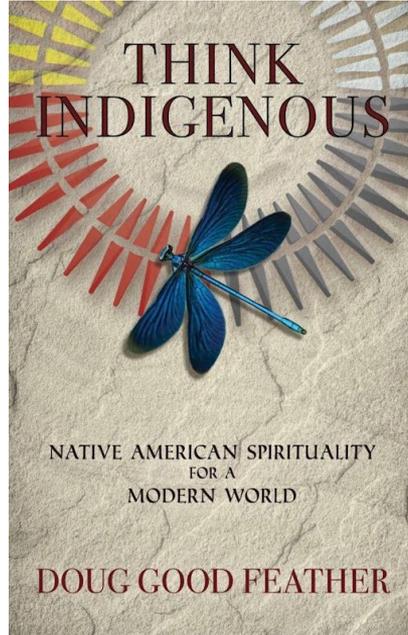
Do you think this event aligns with the Equity and Inclusion department's mission?



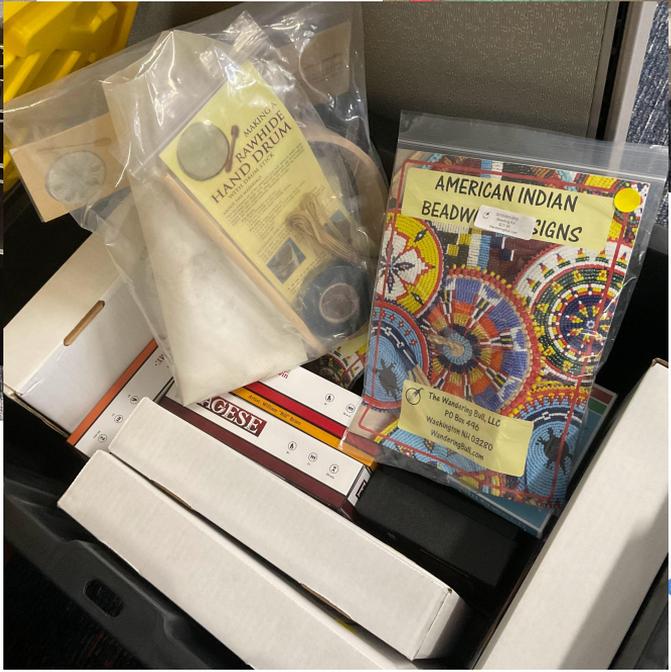
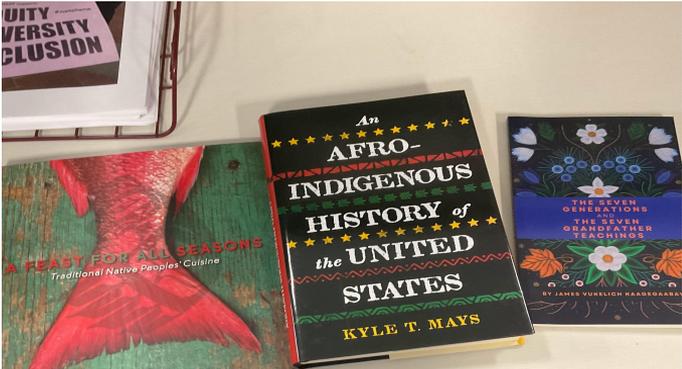
Would you like to see more events like this one?



# Progress - Affinity Groups



# Progress - Curriculum Kits



Intermediate District 287  
Responsive. Innovative. Solutions.

# Progress By The Numbers

14 students in Science Museum community outing

100% of students see alignment in plan goals and activities  
(yes and somewhat)

26 students engaged in programming

546 curricular items to sites/programs

# Continuing the Work

- Continuing with student affinity groups
- Student visit to Red Lake Nation College (Mar. 2025)
- Family visit to Migizi or Mille Lacs (Apr. 2025)
- Senior Celebration (CTC, May 27, 2025)
- Staff Professional Learning
  - Learning from Place: Bdote
  - Native Studies Summer Workshop for Educators

# Concurrence

On Feb. 4, AIPAC initiated a vote of concurrence for the American Indian Education Plan.

We now require Board Action of the vote of concurrence on the American Indian Education Plan.



# Questions?



## Annual Compliance Overview

[Minnesota Statutes 2024, section 124D.78](#) requires Minnesota districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the Statutes cite that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

Districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for AIPAC members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

## The Vote and Resolution

Parent Committees receive data from the district on whether or not the district has met the needs of American Indian students using the goals from the program plan submitted and approved by MDE. The AIPAC votes on how the district is achieving and accountable to the goals. The AIPAC should work with administration to fill out the Program Plan Review. This vote is formally reflected on the annual compliance documents. Members of the AIPAC present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to OAIE.

## Completing and Submitting the Documents

### The Following Items are Required When Submitting Annual Compliance

- Annual Compliance/Vote of Concurrence or Nonconcurrence document
- AIPAC Resolution document
- AIPAC Roster and District Employee Sign-In Sheet
- American Indian Education Aid Program Plan Review
- AIPAC minutes indicating they have received data on how students are faring

### **When Completing the Fillable PDF Forms, Remember To:**

- Include the district, charter school, cooperative, Tribally controlled school name and identifying number.
- Place a checkmark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required, digital signatures are accepted.
- Use the drop-down menu in the roster to select the appropriate committee member options.

### **The District, Charter School, Cooperative, Tribally Controlled School Does Not Have an AIPAC**

All educational entities with more than 10 American Indian students that do not have an AIPAC, are still required to complete this paperwork. Tribally Controlled schools may use their School Board as their AIPAC.

Place a checkmark or X next to “Does Not Have an AIPAC.”

Obtain the signature of the superintendent or charter school/Tribally controlled school director and the school board chair. The resolution page is not required.

### **Submission Deadline**

Email all required items by **March 1** to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).

# Annual Compliance (Vote of Concurrence or Nonconcurrence)

District, Charter School, Cooperative, or Tribally Controlled School Name \_\_\_\_\_

School Year \_\_\_\_\_

## American Indian Parent Advisory Committee (AIPAC) Vote

**The AIPAC Issued a Vote of Concurrence**

Date of Concurrent Vote \_\_\_\_\_

Date the AIPAC Presented to the School Board \_\_\_\_\_

**The AIPAC Issued a Vote of Nonconcurrence**

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of American Indian Education (OAIE).

Date of Nonconcurrent Vote \_\_\_\_\_

Date the AIPAC Presented to the School Board \_\_\_\_\_

Date the Written Response from the School Board is Due \_\_\_\_\_

**The District, Charter School, Cooperative, or Tribally Controlled School Does Not Have an AIPAC**

The district or school does not yet have an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes 2024, section 124D.78. By signing below, district, charter school, cooperative, or Tribally controlled school leadership commits to working with the Office of American Indian Education on committee formation.

## Required Signatures

\_\_\_\_\_

School Board Chairperson

\_\_\_\_\_

Date

\_\_\_\_\_

Superintendent or Charter School/Tribally Controlled School Director

\_\_\_\_\_

Date

\_\_\_\_\_

AIPAC Chairperson

\_\_\_\_\_

Date

## American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district or school is fulfilling the measurable goals of the program plan, reviewed and approved by the Office of American Indian Education (OAIE) at the Minnesota Department of Education. This document is necessary to submit to be eligible for American Indian Education Aid next year.

Under [Minnesota Statutes 2024, section 124D.81, subdivision 3](#), districts and schools should be identifying American Indian students and tracking their data and progress towards positive educational experiences.

### Directions

This document should be completed with the American Indian Parent Advisory Committee (AIPAC) and district staff that work primarily with American Indian students. Both the AIPAC and district staff will meaningfully and authentically collaborate to complete this document which will be uploaded with your compliance documentation. The resolution must be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district or school on the goals of the Indian Education Program Plan and the measurement of progress toward those goals as required by [Minnesota Statutes 2024, 124D.78, subdivision 2](#).

Using the approved American Indian Education Aid application that was submitted in the Fall, communicate how the district or school has progressed towards all the goals outlined within each narrative for areas 1-6. Data should be shared with the AIPAC in order to concur with the district plan. Additionally, the [Self-Assessment Rubric](#) is another useful tool for AIPACs to understand programming and to vote on concurrence.

### Measurable Goals

These program details must align to [Minnesota Statutes 2024, section 124D.81, subdivision 2](#).

**Focus Area 1:** Support postsecondary preparation for pupils

**Focus Area 2:** Support the academic achievement of American Indian students

**Focus Area 3:** Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils

**Focus Area 4:** Provide positive reinforcement of the self-image of American Indian pupils

**Focus Area 5:** Develop intercultural awareness among pupils, parents, and staff

**Focus Area 6:** Supplement, not supplant, state and federal educational and co-curricular programs

Focus Area	Measurable Goal(s) From Approved Plan	Progress Towards Goal(s) Using District Data	Is Progress Sufficient for Concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement, not supplant, state and federal educational and co-curricular programs			

## District Requirements Under Minnesota Statutes

### Coordinator

Any district or participating school that conducts American Indian education programs with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

[Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator](#)

- Yes, we have 100 or more state-identified American Indian students
  - We have a dedicated American Indian Education coordinator
  - We do not have a dedicated American Indian Education coordinator
- No, we do not have 100 or more state-identified American Indian students

### Culture and Language Classes

Any district or participating school that conducts American Indian education programs with five percent *or* 100 or more state-identified American Indian students must provide American Indian culture and language classes.

[Minnesota Statutes 2024, section 124D.71, subdivision 7](#)

- Yes, we provide American Indian culture and language classes for all state-identified American Indian students in the district or school
- No, we do not provide American Indian culture and language classes for all state-identified American Indian students in the district or school

### Signatures

\_\_\_\_\_  
AIPAC Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of American Indian Education

\_\_\_\_\_  
Date

For more information, please visit the [Office of American Indian Education's website](#).

Please submit this documentation to the [Office of American Indian Education](#) (mde.aiea@state.mn.us).



## The American Indian Parent Advisory Committee (AIPAC) Roster

### About Membership

Per [Minnesota Statutes 2024, section 124D.78, subdivisions 3](#), The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.

### About the Roster and Sign-In Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You must include the committee member's name, email, and phone number in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, cooperative, and Tribally controlled school sign-in sheet.

### Submission

The first submission is with your American Indian Education Aid program plan, the second submission is with your annual compliance documents.

Submit completed rosters to the [Office of American Indian Education](mailto:mde.aiea@state.mn.us) (mde.aiea@state.mn.us).



Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation

**District, Charter, or Tribally Controlled School Employee Sign-in Sheet**

<b>Employee Name, Email, and Phone</b>	<b>Employee Title</b>

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### **Policy 410 Family and Medical Leave**

**Date:** February 2025

**Policy Last Reviewed:** N/A

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#### **Overview of Recommendations:**

- Policy 410 is a mandated policy, however, District 287 had a procedure, not a policy. The language is draft language from MSBA, which includes updated legislative changes to FMLA. The AdHoc Committee recommends adopting MSBA language and moving forward with a first read from the School Board.

#### **Summary of Changes:**

- Changes to MSBA Model Policy include:
  - Changing “son or daughter” to “child(ren)” throughout policy
  - IV. LEAVE ENTITLEMENT (A4.) Linking law references - § 825.114 and § 825.115.
  - IV. LEAVE ENTITLEMENT (B.)
    - Changing “Female employee” to “pregnant employee”
    - Changing “Mother” to “birthing parent”

#### **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?

These policies were reviewed by Human Resources, the administration, and the insurance committee which has representation from Unions 284, 2209, the Principals Association, Unaffiliated, and Administration. Questions/comments shared include concerns about committed relationships that don't meet the definition of “married” and felt it was unfair. Others included comments that would be part of contract negotiations and not necessarily an overarching policy. The Ad Hoc Committee discussed the term spouse and non traditional ways as the caregiver roles. The Superintendent sought legal advice on the definitions of spouse and marriage. Due to the Federal law, these definitions can not be changed when referencing FMLA law.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *FIRST READ*

**POLICY SERIES: EMPLOYEE**

**SUBJECT: FAMILY AND MEDICAL LEAVE POLICY**

**BOARD APPROVED:**

**REVISION DATE:**

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## **410 FAMILY AND MEDICAL LEAVE POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

### **II. GENERAL STATEMENT OF POLICY**

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

### **III. DEFINITIONS**

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. “Covered service member” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. “Eligible employee” means an employee who has been employed by the school district for a

total of at least 12 months, who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave, and who works at a location where the employer employs at least 50 employees within 75 miles as of the date when the employee gives notice of the need for leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered service member's spouse, parent, child(ren), in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
  - 1. a military medical treatment facility as an outpatient; or
  - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
  - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
  - 2. to attend military events and related activities of a covered military member;
  - 3. to address issues related to childcare and school activities of a covered military member's child;
  - 4. to address financial and legal arrangements for a covered military member;
  - 5. to attend counseling provided by someone other than a health care provider for oneself,

- a covered military member, or his/her child;
  - 6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
  - 7. to attend post-deployment activities related to a covered military member;
  - 8. to address care needs of a covered military member's parent who is incapable of self-care; and
  - 9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.
- H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:
- 1. inpatient care in a hospital, hospice, or residential medical care facility; or
  - 2. continuing treatment by a health care provider.
- I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.
- J. "Veteran" has the meaning given in 38 United States Code section 101.

#### **IV. LEAVE ENTITLEMENT**

##### **A. Twelve-week Leave under Federal Law**

- 1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
  - a. birth of the employee's child and to care for such child;
  - b. placement of an adopted or foster child with the employee;
  - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition including incapacity due to pregnancy and for prenatal medical care;
  - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job including incapacity due to pregnancy and for prenatal medical care; and/or
  - e. any qualifying exigency arising from the employee's spouse, child(ren), or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
- 2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured

backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by §825.114 or continuing treatment by a health care provider as defined in §825.115. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
  - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
  - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:
    - (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
    - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
    - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
    - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This

limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted at the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.
8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. In order for a parent to take FMLA leave for a child who is eighteen (18) years of age or older, the child must:
  - Have a disability as defined by the Americans with Disabilities Act (ADA),
  - Be incapable of self-care because of the disability,
  - Have a serious health condition, and
  - Need care because of a serious health condition.
10. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
11. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, child(ren), parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
12. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
13. During the period of a leave permitted under this policy, the school district will provide

health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

14. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

15. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

**B. Twelve-week Leave under State Law**

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a pregnant employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the birthing parent, the leave must begin within 12 months after the child leaves the hospital.

**C. Twenty-six-week Servicemember Family Military Leave**

1. An eligible employee who is the spouse, child, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

## **V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES**

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the workdays in the leave period may be required to:
  1. take leave for the entire period or periods of the planned medical treatment; or
  2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
  1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
  2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.
4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

## **VI. OTHER**

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

## **VII. DISSEMINATION OF POLICY**

- A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

**Legal References:** Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)  
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)  
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)  
38 U.S.C. § 101 (Definitions)  
29 C.F.R. Part 825 (Family and Medical Leave Act)

**Cross References:** None

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### **Policy 417 Chemical Use and Misuse**

**Date:** January 2025

**Policy Last Reviewed:** N/A

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#### **Overview of Recommendations:**

- Policy 417 is a mandated policy, however, District 287 had a procedure, not a policy. The language is drafted from MSBA with language changes recommended by staff. The AdHoc Committee recommends adopting MSBA language and moving forward with a first read from the School Board.

#### **Summary of Changes:**

- **HEADER:** The AdHoc Committee recommended adding this policy to both the employee and student sections on the website because it referenced both.
- **TITLE:** The original title was Use and Abuse. Misuse is the preferred term from the field -see more information in the Equity Impact.
  - Throughout the policy abuse was changed to misuse.
- **PURPOSE:** The Ad Hoc Committee shortened the purpose to align with their role in governance and unbiased purpose of the policy.
- **IV. STUDENTS**
  - Removed #2 which referenced the DARE program. The DARE program is no longer used in the majority of schools due to the lack of success. District 287 has invested in Chemical Health Counselors to provide 1:1 sessions with students, group sessions, connect students and families to resources and provide professional development for the staff.
- **V. EMPLOYEES**
  - Added language A, B, and E

#### **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?

These policies were reviewed by Human Resources, chemical health counselors, administration, and the Wellness Committee which has representation from Unions 284, 2209, the Principals Association, Unaffiliated, and Administration. Discussion around the use of the words Abuse vs Misuse stems from the concept that the person using drugs is an “abuser” or someone consciously decides to harm themselves/others. This contributes to the further stigma around substance use disorder and people less

likely to seek help. Recommendation is to use misuse. Administration recommended that we update/review the internal process of action steps if a staff member or student report to work/school under the influence and they would like roles/responsibilities of the pre assessment team.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *FIRST READ*

**POLICY SERIES:** Employee and Student

**BOARD APPROVED:**

**REVISION DATE:**

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## **Policy 417      CHEMICAL HEALTH AND MISUSE**

### **I.      PURPOSE**

The school board believes that the public school has a role in education, intervention, and prevention of chemical use and misuse. The purpose of this policy is to assist the school district in its goal to promote chemical health and prevent misuse by providing procedures for education and intervention.

### **II.     GENERAL STATEMENT OF POLICY**

- A.      Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B.      The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.
- C.      Every school that participates in a school district chemical misuse program shall establish a chemical misuse pre-assessment team. The team is responsible for addressing reports of chemical misuse problems and making recommendations for appropriate responses to the individual reported cases.
- D.      The school district shall establish a drug-free awareness program for its employees.

### **III.    DEFINITIONS**

- A.      "Chemical misuse," as applied to students, means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the minor's normal function in academic, school, or social activities is chronically impaired.

- B. "Controlled substances," as applied to the chemical misuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.
- D. "Teacher" means all persons employed in a public school or education district or by a service cooperative as members of the instructional, supervisory, and support staff including superintendents, principals, supervisors, secondary vocational and other classroom teachers, librarians, counselors, school psychologists, school nurses, school social workers, audio-visual directors and coordinators, recreation personnel, media generalists, media supervisors, and speech therapists.

#### **IV. STUDENTS**

- A. Districtwide School Discipline Policy  
Procedures for detecting and addressing chemical misuse problems of a student while on school premises are included in the district wide school student discipline policy.
- B. Programs and Activities
  - 1. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievements. The programs and activities may include, among other programs and activities, drug prevention activities and programs that may be evidence based, including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes.
- C. Reports of Use, Possession, or Transfer of Alcohol or a Controlled Substance
  - 1. A teacher who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's administrator(s).
  - 2. Students involved in the misuse, possession, transfer, distribution, or sale of chemicals will be referred to intervention and may be suspended and proposed for expulsion in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56, and proposed for expulsion.

3. Searches by school district officials in connection with the use, possession, or transfer of alcohol or a controlled substance will be conducted in accordance with school board policies related to search and seizure.
4. Nothing in paragraph IV.B.1. prevents a teacher or any other school employee from reporting to a law enforcement agency any violation of law occurring on school premises or at school sponsored events.

D. Pre Assessment Team

1. Every school that participates in a school district chemical misuse program shall establish a chemical misuse pre assessment team designated by the school administrator. The team must be composed of classroom teachers, administrators, and to the extent they exist in the school, school nurse, school counselor or psychologist, social worker, chemical misuse specialist, and other appropriate professional staff.
2. The team is responsible for addressing reports of chemical misuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical misuse.

E. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minnesota Statutes section 13.32 and applicable federal law and regulations.
2. Destruction of Records
  - a. If the pre assessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical misuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
  - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with information about school or community services in connection with chemical misuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.
  - c. Destruction of records identifying individual students shall be governed by paragraph IV.E.2. notwithstanding Minnesota Statutes section 138.163 (Preservation and Disposal of Public Records).

F. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug misuse, and the consent of no other person is required.

**V. EMPLOYEES**

- A. Employees are expected to report to work fit for duty and free of any adverse effects of drugs or alcohol. This policy does not prohibit employees from the lawful use and possession of prescribed medications. Employees must, however, consult with their doctors about the medications' effect on their fitness for duty and ability to work safely. Employees must promptly disclose any work restrictions to their supervisor and/or human resources to allow for an interactive dialog/process regarding reasonable accommodations in the workplace.
- B. The school district recognizes that employees' off-the-job involvement with drugs and alcohol may also have an adverse impact in the workplace. Therefore, the school district prohibits illegal drug use, sale, distribution and/or any other illegal drug activity while off-duty. Employees who are convicted of, plead guilty to, or are sentenced for a crime involving an illegal drug are required to report the conviction, plea or sentence to HR within five (5) business days.
- C. The school district shall establish drug-free awareness information for employees about:
  - 1. The dangers of drug misuse in the workplace.
  - 2. The school district's policy of maintaining a drug-free workplace.
  - 3. Available drug counseling, rehabilitation, and employee assistance programs.
  - 4. The penalties that may be imposed on employees for drug misuse violations.
- D. The school district shall notify a federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice from the employee or otherwise receiving actual notice of any criminal drug statute conviction occurring in the workplace.
- E. Any employee who violates any section of this policy may be subject to disciplinary action up to and including discharge in accordance with school district policy and the provisions of any applicable collective bargaining agreement/employment contract.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 124D.695 (Approved Recovery Program Funding)  
Minn. Stat. § 126C.44 (Safe Schools Levy)  
Minn. Stat. § 138.163 (Preservation and Disposal of Public Records)  
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)  
Minn. Stat. § 152.01 (Definitions)

Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)  
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)  
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)  
Minn. Stat. § 466.07, subd. 1 (Indemnification Required)  
Minn. Stat. § 609.101, subd. 3(e) (Controlled Substance Offenses; Minimum Fines)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. §§ 7101-7122 (Student Support and Academic Enrichment Grants)  
20 U.S.C. § 5812 (National Education Goals)  
20 U.S.C. § 7175 (Local Activities)  
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)  
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)  
42 U.S.C. § 12101 Americans with Disabilities Act

***Cross References:***

Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 418 (Drug-Free Workplace/Drug Free School)  
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)  
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
Policy 506 (Student Discipline)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

# CONNECTIONS

News from the Association of Metropolitan School Districts

February 2025  
Volume 22  
Number 5

**February 7, 2025**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**February 28, 2025**  
**Executive/Legislative Committee Meeting**  
7:30 a.m. - 9 a.m.  
Anderson Center  
Bethel University  
Arden Hills

**March 7, 2025**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**March 24, 2025**  
**AMSD Day at the Capitol**  
[LINK: View Details for Day at the Capitol](#)

## Unlocking Potential: Bloomington Public Schools Renaissance Program Expands Gifted Education Access



Bloomington Public Schools (BPS) is celebrating 20 years of gifted and talented (GT) programs. As one of the first districts in the state to adopt these programs, BPS has served thousands of highly academic and creatively gifted students from Bloomington and across the Twin Cities area. Programs have expanded over time, continuously responding to meet the evolving needs of learners.

The district's Dimensions Academy began offering programs for grades 4-5 and 6-7 in 2004, and now has six unique programs featuring 45 class offerings for academically and creatively gifted students in grades 2-12. As these programs grew, they reflected the increasing diversity in the community and school district. Additionally, program leaders and teachers were committed to providing opportunities for students who might typically be overlooked for gifted programs.

To support this innovative educational programming, BPS was awarded one of 13 U.S. Department of Education Jacob K. Javits grants, totaling \$2.5 million. The five-year grant focused on:

- Increasing K-1 achievement in math and reading through academic interventions
- Universal screening for high abilities in students
- Professional development for art, music, and phy ed specialists
- Increasing access to mirroring experiences through community partnerships
- Launching the new Renaissance program

Renaissance was introduced in 2022 to better serve traditionally underserved students, including students of color, twice-exceptional learners,

*Continued on page 2*

AMSD's years of advocacy to tie the basic funding formula to inflation finally paid off in 2023 when the change was included in the omnibus education bill. This year we are seeing just how important that change was. As this month's research article outlines, the Governor's education budget proposal includes cuts to special education transportation funding and the elimination of the Q Comp program, but the inflationary increase in the formula is retained. We face significant challenges in the 2025 session. Please mark your calendar for the AMSD/MASA Region 9 Day at the Capitol on Monday, March 24 and join your colleagues in advocating for our students and our schools. Further details will be available soon.

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

# Renaissance Program Serves Underrepresented Learners

*Continued from page 1*

economically disadvantaged students, and multilingual learners.

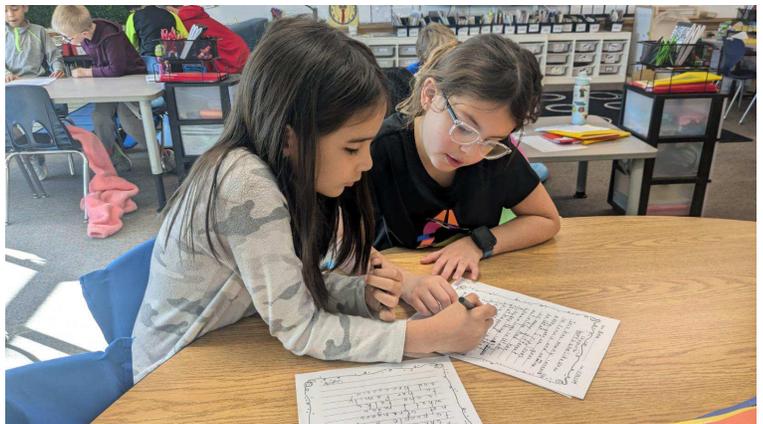
A key focus of the Renaissance initiative is identifying high-potential students early and providing robust academic interventions in kindergarten and first grade. During the 2023-24 school year, 87 percent of first graders in the district's Title I schools were assessed using the Cognitive Abilities Test (CogAT). This universal screening helped uncover students with advanced math skills who may be behind in reading due to ongoing language development. This year, the district expanded universal screening to all first-grade students, with assessments available in students' home languages upon request.

"By identifying these students at a young age, and providing intentional academic support and interventions, we prepare students for opportunities that might not otherwise be available to them," said program coordinator Jillian Chapman.

The Javits grant also funded extra staff development to prepare students to continue in the elementary gifted program. Paraprofessionals received 50+ hours of training by the BPS GT team. Topics included: characteristics of gifted learners, instructional strategies and resources, creative thinking tools, scaffolding for learning, sensory needs, and learning through play. Additionally, 10 team members from Renaissance schools attended the state symposium and a national convention for teachers to have access to external professional learning.

Chapman said one of the benefits of the additional staff training is that teachers and specialists now see the strengths and challenges of gifted learners as assets, and can find ways to use them in their instruction.

Midway through the second year, through early identification, intentional academic intervention and support, and expansive staff training, the results are promising. Renaissance students are surpassing their peers on reading and math growth. Comparing spring 2024 MAP scores in math with the previous year, Renaissance students are outperforming their grade-level peers, showing 187 percent growth year over year. Renaissance students are also meeting their MAP growth targets, with an impressive 94 percent of students meeting growth targets in math and 88 percent of students meeting their targets in reading.



*The Renaissance program provides robust academic interventions for typically underrepresented students.*

"These results really show the impact of students receiving the resources they need to meet individual growth targets," said Chapman.

Chapman emphasized the long history of strong gifted instruction and best practices within BPS is key to the Renaissance program. "Gifted learners need something different, not better," she said. "Expanding programs to include highly academically and creatively talented, and highly able students allowed BPS to serve more students. Renaissance creates even more opportunities because of the great programs already in place."

The gifted and talented team also supports enrichment clubs and teams, summer acceleration opportunities, and collaboration with K-12 teachers across the district.

*This month's member feature was submitted by Kate Martin, Director of Marketing and Communications, Bloomington Public Schools.*

# Governor's Budget Proposal: Hold Harmless on Compensatory Revenue, Cuts to Special Education Transportation, Elimination of Q Comp

Gov. Tim Walz released his biennial budget recommendations on Jan. 16 and — not surprisingly after a weak November State Budget and Economic Forecast — the education budget is lean. The November forecast projected a \$616 million surplus for the 26-27 biennium but a \$5 billion-plus shortfall in the 28-29 biennium. The forecast, and the Governor's budget, include an inflationary increase in the basic formula as is required following passage of the 2023 Education Bill linking the formula to inflation.

The [2025 AMSD platform](#), which was developed prior to the release of the November forecast, calls for an additional three percent increase in the basic funding formula along with a \$250 per pupil increase in local optional revenue. The platform reflects inflationary pressures, the rising cost of labor, and increased expectations placed on school districts over the past two years. Districts throughout the state are facing significant budget challenges and are looking to state policymakers to mitigate projected funding shortfalls and staff layoffs.

While a few of the Governor's proposals touch on issues included in AMSD's platform — a modified hold-harmless proposal for compensatory revenue and funding to cover one more summer of unemployment insurance costs — the budget largely proposes more modifications and fine-tuning than new initiatives.

Among highlights from the Governor's proposed budget:

- **Reduction in Special Education Transportation Reimbursement.** The Governor is proposing to change the percentage of transportation costs that are eligible for reimbursement under the initial aid calculation in the state special education funding formula. This results in a reduction of \$48,628,000 in FY26-27 and \$54,860,000 in FY28-29.
- **Alternative Teacher Compensation Revenue (Q Comp).** Gov. Walz has recommended eliminating the Alternative Teacher Professional Pay program starting in FY27. This results in a reduction of \$78.705 million in FY26-27 and \$173.137 million in FY28-29. There would also be a \$39.5 million reduction in levy reduction beginning in FY27. Due to the 90/10 metered payments, \$8.837 million will need to be appropriated in FY27 for reconciliation payments from FY26. This program will remain in place for FY26 and then be eliminated in FY27.
- **Compensatory Revenue Modification.** The Governor has recommended \$39.7 million in FY26 and \$4.4 million in FY27 to extend a hold harmless provision for the compensatory revenue calculation into FY26. While many AMSD member districts would see financial relief under the Governor's proposal, some would receive less compensatory funding than they would under current law. The Governor is also recommending \$94,000 in FY26 only to create a compensatory revenue working group.
- **Additional Unemployment Insurance Aid for Hourly Workers.** Gov. Walz is recommending \$30 million for FY26 in onetime unemployment insurance aid — the estimated amount needed to add to the projected carryover from the end of FY25 to FY26 from a onetime appropriation in FY24, to cover total expected costs associated with providing hourly school workers unemployment benefits during the summer term. Unless the Governor and legislators identify a permanent funding stream, this cost will fall on school districts starting in FY27.

*Continued on page 4*

# Governor's Budget Proposal First Step in Process

*Continued from page 3*

- **Literacy Incentive Aid Formula Change.** The Governor recommends changing how Literacy Incentive Aid is allocated by eliminating the use of MCA data as a factor for determining allocations to districts and instead using poverty data. This recommendation is budget neutral for the state but it will have distributional impacts on school districts with some districts realizing additional revenue and others seeing a reduction in Literacy Incentive Aid.
- **Student Support Personnel Aid Allowable Uses.** The Governor recommends expanding the authorized uses for the Student Support Personnel Aid (SSPA) and a revised distribution method to distribute student support personnel aid directly to eligible cooperatives. This is a cost-neutral proposal that only expands the current uses of student support personnel in statute. This proposal would allow LEAs, who have in good faith attempted to but are unable to hire a student support personnel or secure contracted services from licensed student support personnel, to use funding for:
  - Maintaining student support personnel positions if they will be lost due to enrollment declines.
  - Covering the costs of planning and implementing training and job embedded coaching: in social emotional learning, trauma informed/anti-bias practices, evidenced based/informed mental health interventions, and comprehensive school mental health.
  - Covering the material costs of evidence-based, culturally responsive curriculums and programs that proactively support students and school community wellbeing. This can include, but is not limited to, social emotional learning curriculum and supplemental materials, and tiered intervention programs for social, emotional, and/or behavioral needs.
- **Fraud Detection and Prevention.** The Governor has recommended \$550,000 annually to fund three full-time equivalent (FTE) staff and software to provide needed support for MDE infrastructure to prevent, identify, and take action against program participants who are found to have engaged in fraud, waste, and abuse.
- **Statewide Teacher Registered Apprenticeship Grant.** The Governor recommends \$5 million in FY26 and \$2 million in FY27 from the workforce development fund to support establishment of a statewide registered teacher apprenticeship program. Funds will be used to support the development of a statewide registered teacher apprenticeship program and joint apprenticeship training committee (JATC). This JATC will provide critical statewide infrastructure for school districts across the state to connect to consistent, high-quality teacher apprenticeship programming and will scale registered teacher apprenticeship in a timely and cost-effective manner, creating additional career pathways into education for individuals from underrepresented populations and underserved communities.

The Governor's budget proposal is the first step in the budget setting process. The next step will be the release of the February State Budget and Economic Forecast which is scheduled to be released around March 6. At that point, the Governor will revise his recommendations and House and Senate members will develop their respective budget proposals.

- [LINK: View the Governor's full recommendations for MDE Education budget](#)
- [LINK: View the Statewide Compensatory Runs for FY25 and FY26](#)
- [LINK: View the AMSD Districts Compensatory Revenue Comparisons for FY25 and FY26](#)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

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

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

*Start Time: 6:30 PM*

***TENTATIVE***

<b>January 2026 – December 2026</b>	
January 8, 2026 <i>(possible conflict MSBA Conference)</i>	January 22, 2026
February 12, 2026	February 26, 2026
March 12, 2026	<del>March 26, 2026</del> Conflict with Spring Break
April 9, 2026	April 23, 2026
May 14, 2026	May 28, 2026
June 11, 2026	June 25, 2026
No July Meeting	
August 27, 2026	
September 10, 2026	September 24, 2026
October 8, 2026	October 22, 2026
November 12, 2026	
December 10, 2026	

**INTERMEDIATE DISTRICT 287**  
**February 13, 2025**  
**SCHOOL BOARD CALENDAR**

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**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

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**March 2025**

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

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**April 2025**

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

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**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

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**June 2025**

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

2024-2025

### Get on the Bus

Tuesday, April 15<sup>th</sup>

Itinerant

Bus leaves 287 DSC @ 8:30 AM

\_\_\_\_\_  
Dan Ginestra

\_\_\_\_\_  
Anne Casey

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### Local 2209/Board Meeting

1:00 PM

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

District Service Center

(3<sup>rd</sup> Floor – Room 316)

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