

General Meeting of the Board  
Thursday, March 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. General Board Meeting Minutes from February 27, 2025
  - 4.2. Routine Human Resources Activities for March 13, 2025
  - 4.3. Approval of Joint Powers Agreement (JPA) with Hennepin Tech Center (HTC)
  - 4.4. Approval of West Education Center (WEC) Construction Bid
5. **SHARE THE SUCCESS & RECOGNITION - (15 minutes)** (*Information*)
  - 5.1. Above & Beyond: Northern Star Online
  - 5.2. Spotlight: West Education Center
6. **SUPERINTENDENT'S REPORT - (15 minutes)**
  - 6.1. Intermediate District 287 New Logo Redesign (*Action*)
  - 6.2. SEIU Local 284 Contract Approval (*Action*)
7. **INSTRUCTIONAL REPORT - (15 minutes)** (*Information*)
  - 7.1. Full Service Community Schools
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (15 minutes)**
  - 8.1. Facilities Report - None
  - 8.2. Financial Report (*Action*)
    - 8.2.1. FY25 Budget Revision
    - 8.2.2. FY26 Budget Assumption/Program Withdrawal Report
  - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (20 minutes)**
  - 9.1. Policy Review & Revision - (20 minutes)
    - 9.1.1. 522 Title IX Policy (Revision) (*Action*)
    - 9.1.2. 806 Crisis Management Policy (*Information*)
    - 9.1.3. 601 School District Curriculum and Instruction Goals Policy (*Information*)
  - 9.2. Board Reports
    - 9.2.1. Chair Report - None
    - 9.2.2. AMSD Report
      - 9.2.2.1. March 2025 AMSD Connections Newsletter
  - 9.3. District News
    - 9.3.1. School Board Calendar 2025 & 2026
    - 9.3.2. Board Event Calendar
    - 9.3.3. 2024-2025 Get on the Bus/Local 2209 & Board Meeting Schedule
  - 9.4. Once Around the Table
10. **ADJOURNMENT**



# Racial Equity Impact Analysis Tool

## 287 RACIAL EQUITY IMPACT ANALYSIS TOOL



### Purpose

This tool ensures that racial equity is front-and-center in discussions and prompts leaders to examine how BIPOC and low wealth communities may be affected by a proposed action or decision of the district.

### Instructions

**Use the Tool:** Have this tool available during any meeting where decisions are being made

- **Part 1 - Discussion:** Use the guiding questions to facilitate the racial equity discussion
- **Part 2 - Answer Racial Equity Impact Analysis Questions:** Before a decision is made, respond to the four equity impact analysis questions within your meeting agenda
- **Part 3 - Reflect:** Reflect on and recognize your own racial bias, as well as the presence and role of whiteness

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### Part 1: Discussion

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

#### Guiding Questions

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

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

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

### Part 3: Reflect

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

**DISTRICT 287 GENERAL MEETING OF THE BOARD**  
**Intermediate District 287**  
**February 27, 2024**  
**MINUTES**

**1. CALL TO ORDER**

Board Chair Casey called the general meeting to order at 6:30 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Member Kim Ross 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 11 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	Minnnetonka	Michael Remucal
279	Osseo	Keith Tate
280	Richfield	Crystal Brakke
281	Robbinsdale	Caroline Long
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
277	Westonka	Brian Roath

Absent: 278/Orcutt

Guests:

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

287 Staff Members: Aislinn Dwyer, Kelly Mwei, and Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

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

**3. OPEN FORUM FOR COMMUNITY COMMENTS - None**

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from February 13, 2025, Routine Human Resources Activities for February 27, 2025, Monthly Financial Report for January 2025, Approval of Closing Educational Opportunity Gaps Grant Program from the MN Department of Education, Approval of Department of Employment and Economic Development (DEED) Drive for Five Grant, Approval of Full-Service Community School Start-Up Grant from the MN Department of Education (NEC), Approval of Full-Service Community School Start-Up Grant from the MN Department of Education (SEC), Approval of Full-Service Community School Start-Up Grant from the MN Department of Education (WEC), Approval of Funds from Hennepin County State Health Improvement Program (SHIP) – Employee Wellness, Approval of Minnesota Service Cooperatives (MSC) Career & Technical Education (CTE) Impact Funding Grant, Approval of Project AWARE (Advancing Wellness and Resiliency in Education) Local Education Agency Grant, and Approval of Legislatively-named Special Education Apprenticeship Program. *Motion by Michael Remucal, seconded by Shannon Anderson to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

Aislinn Dwyer, the Principal at the North Education Center (NEC), introduced the February 2025 Above and Beyond winner, Kelly Mwei, School Social Worker at NEC. Kelly shared heartfelt thanks for her co-workers, and supportive administration and Board.

Superintendent Doud expressed her appreciation for the remarkable members of the Intermediate District 287 School Board during School Board Recognition Week. Her message celebrated their unwavering commitment to advancing the district's educational mission, showcasing their vital role in shaping a brighter future for all students.

**6. SUPERINTENDENT'S REPORT**

Brian Schultz, Executive Director of Business Services & Operation, presented and recommended the Condominium Sale for approval. *Motion by Crystal Brakke, seconded by Shannon Andreson, to approve the Condominium Sale as presented. Roll Call Vote: Andreson, Birdman, Brakke, Casey, Ginestra, Long, Remucal, Roath, Ross, Tate, and Zeck. Motion carried unanimously. No votes against.*

**7. INSTRUCTIONAL REPORT - None**

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

**Facilities Report – None**

**Financial Report - None**

**Human Resources Report - None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Doud presented and recommend approval of the 410 Family and Medical Leave Policy. *Motion by Kim Ross, seconded by Michael Remucal, to approve the 410 Family and Medical Leave Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommend approval of the 417 Chemical Use/Misuse Policy. *Motion by Shannon Andreson, seconded by Michael Remucal, to approve the 417 Chemical Use/Misuse Policy as presented. All in favor. Motion carried unanimously.*

**AMSD Report**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was made by Michael Birdman, seconded by Shannon Andreson, to adjourn the general meeting of the Board. No votes against. Motion carried. Meeting adjourned at 6:50 PM.*

The next general meeting will be held on March 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 \_\_\_\_\_

# Intermediate District 287

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**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE  
INTERMEDIATE DISTRICT 287 SCHOOL BOARD  
MARCH 13, 2025**

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Rachel Brown	Educational Support Professional	South Education Center	Open Position	03/11/2025	.875
Britney Bunay Vintimilla	Educational Support Professional	South Education Center	Additional Enrollment	03/11/2025	.875
Jill DuFoe	Behavioral Intervention Specialist	Ann Bremer Education Center	Replacement: A. Lacy	03/11/2025	1.0
Ses Noor	Family Engagement TOSA	District Service Center	Replacement: D. Nash	02/25/2025	1.0
Yanka Vankpana	Educational Support Professional	Ann Bremer Education Center	Replacement: K. DiPietro	02/25/2025	.875

Temporary Hiring Agreement: Assignments				
Name	Position	Department or Site	Effective Date	End Date
Cathy Pinkosky	Specialized Instructional Coach	South Education Center	01/03/2025	06/06/2025

Other:				
RECOMMEND the Board's approval to credit Erica Shaw, Educational Support Professional at South Education Center, with three (3) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
David Ritter	Donor Name Withheld by Request	Deb Carlson-Doom		

# CONSENT AGENDA – RECOMMENDATION



**Intermediate District 287**

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## Approval of Joint Powers Agreement with Hennepin Technical College

March 13, 2025

### Author

Brian Schultz, Exec. Director of Business Services

### Summary

The Joint Powers Agreement (JPA) is for the use of classrooms, labs, equipment, offices and common space at the Eden Prairie Hennepin Technical College Campus (HTC). These spaces are used by District 287's Career and Technical Program, Gateway ALC, and Special Education Transition Programs. The agreement is for April 1, 2025, through June 30, 2029. The agreement may be extended beyond this date by mutual agreement pursuant to an executed written amendment, for a period up to 5 years.

This agreement replaces the original JPA that was entered into in 1995. The nature of our relationship has changed over time, and the main feature of our continued relationship relates to the district's use of facilities and certain educational tools for similar educational programs at HTC. We will continue to have an annual facility use agreement with HTC that describes the technical and financial administration of the agreement.

The JPA and Facility Use Agreement were reviewed by the district's legal counsel. Recommended changes were incorporated into the final agreement.

### Recommendation

It is recommended that the Board approves the Joint Powers Agreement with Hennepin Technical College (Minnesota State).

# CONSENT AGENDA - RECOMMENDATION

## Intermediate District 287

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### Bid Award – West Education Center Renovations Bid

March 13, 2025

#### Author

Kurt Vredenburg, Facilities Senior Manager

Brian Schultz, Executive Director of Business Services

#### Summary

The bid opening for the West Education Center Renovations Bid was held at the District Service Center on Tuesday, March 4th, 2025. A total of five (5) contractors submitted bids, as follows:

Contractor Name	Total Base Bid	Alt. #1 Roof Climb Barrier
Solid Rock Construction	\$ 807,729.00	\$36,856.00
Dering Pierson Group LLC	\$ 817,000.00	\$36,600.00
General Contractors of Mn, Inc,	\$1,023,061.00	\$26,147.00
Morcon Construction Co. Inc.	\$1,049,000.00	\$36,500.00
Greiner Construction Co. Inc.	\$1,084,000.00	\$55,500.00

Project Description: The project consists of storefront window replacement on the south side of the building, modifications to buttress walls, modifications to existing berms, sealant and waterproofing and site improvements

The proposed contractor for this project is as follows:

Contractor Name	Contract Amount
Solid Rock Construction	\$ 807,729.00
Alternates	\$ 0
Total Contractor Agreement	\$ 807,729.00

The district's architect, LHB, has reviewed the bid and consider the contract price fair and reasonable. Solid Rock Construction, was contacted to verify their bid and stated the company is satisfied with their bid and that it contained no errors or omissions.

The project will be funded from the Facility Maintenance Bonds, Series 2022A Long Term Facilities Maintenance funding.

#### Recommendation

The Board approve the West Education Center Renovations Bid Award to Solid Rock Construction as presented.



# Intermediate District 287 New Logo

Rachel Prost

**WHY?**

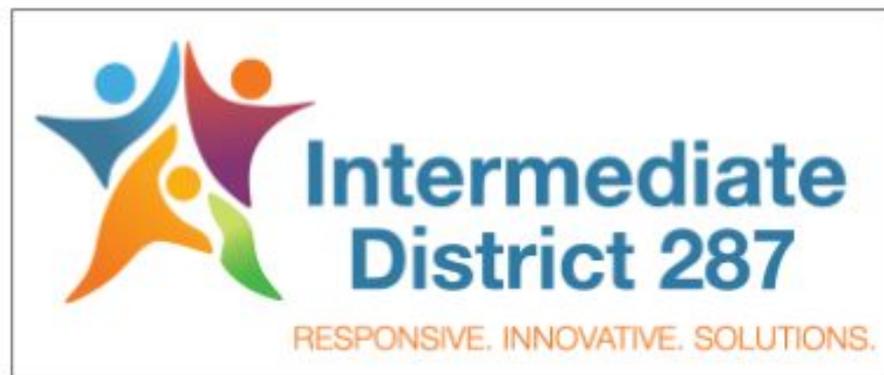


LEARNING VALUES FRONTLOAD EQUITY DIPLOMA  
HOPE EXPLORATION DEPTHS  
PATH VISION JOURNEY BEAUTY  
STUDENT CELEBRATE SUPPORT GROWTH  
TIME **CONNECTED** LIFE  
BLURRY BEGINNING BREATHING MEET HAPPY  
JOY CLARITY ROCKY BELIEVE  
PROGRESS DIVERSITY HIDDEN BRIDGING  
FREEDOM POSSIBILITIES REFLECTIVE  
OPPORTUNITIES BLOOM

Option A



Option B



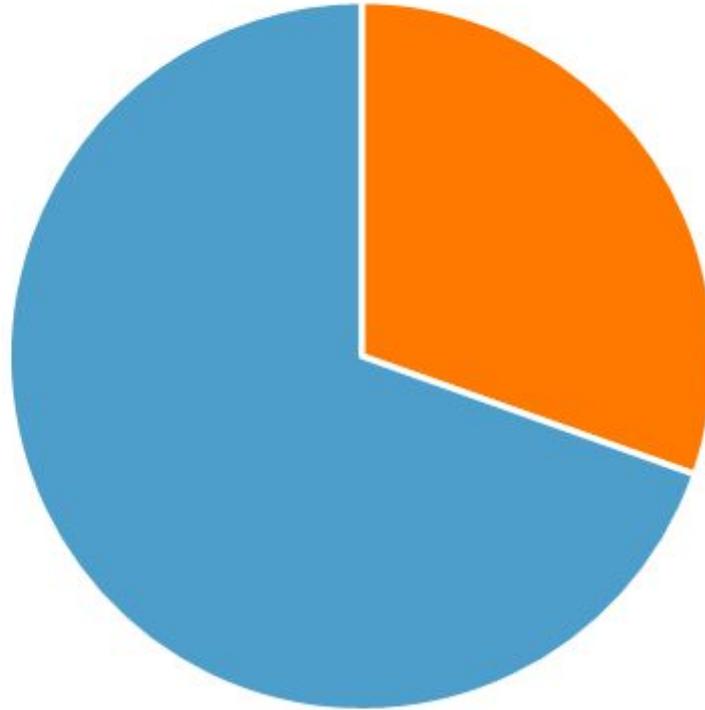


**Intermediate District 28**  
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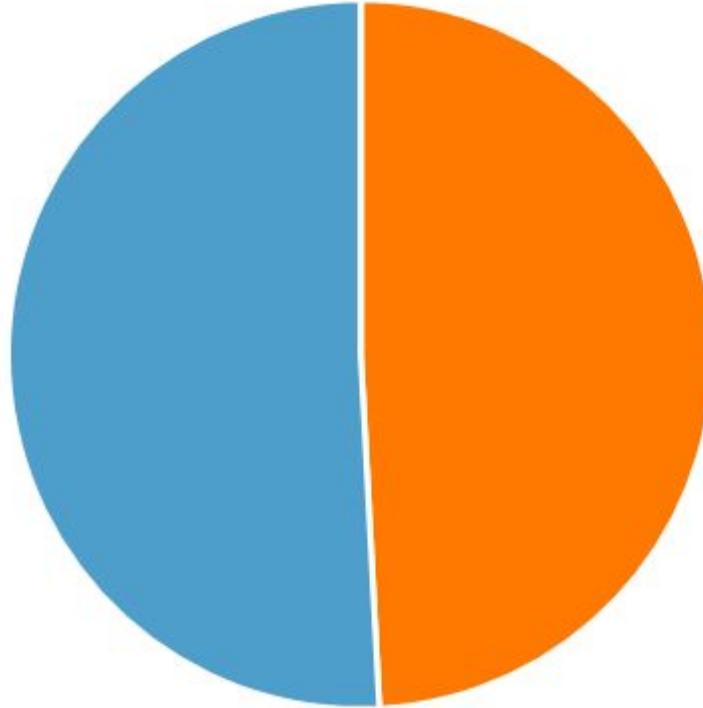


## Making our Mark: A Lesson in Logo Design

# Student's Favorite Logo



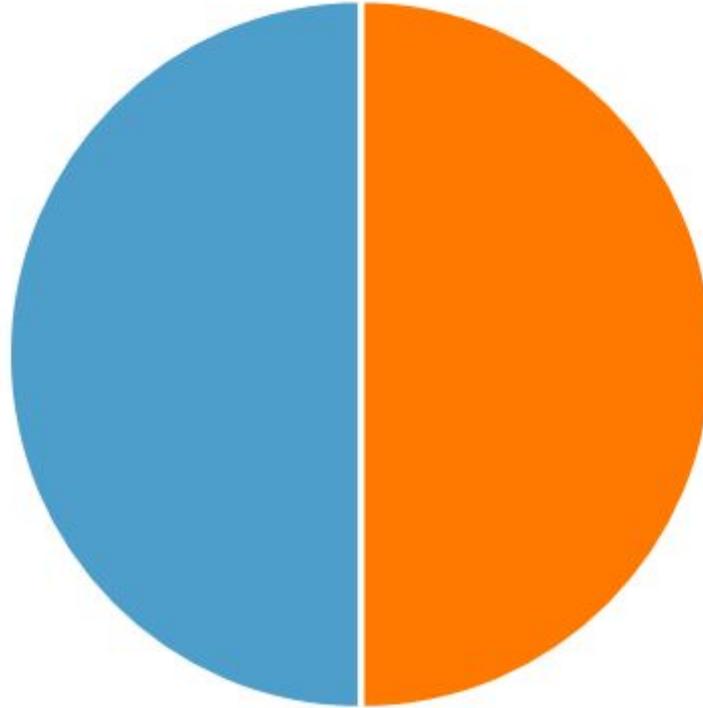
# Staff's Favorite Logo



# Families/Caregivers' Favorite Logo

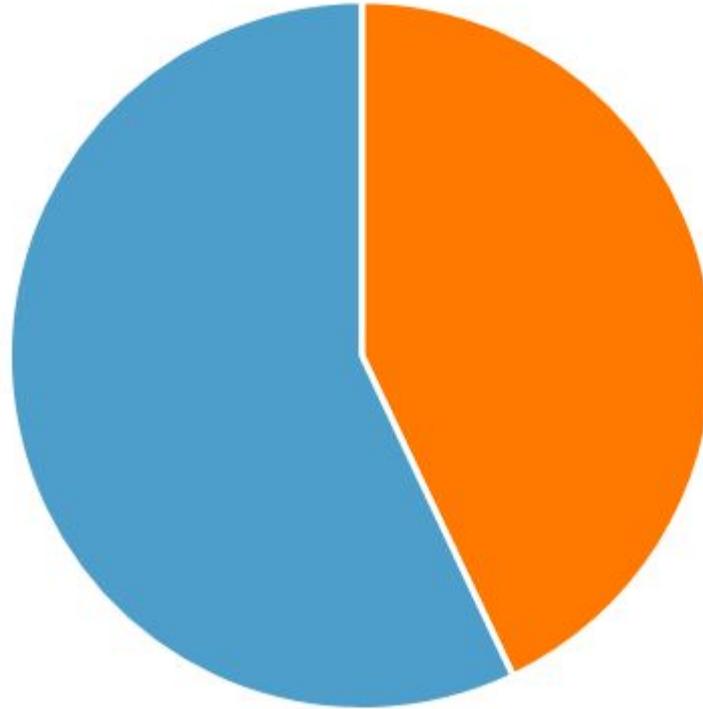


**Option B**  
50%



**Option A**  
50%

# Overall Favorite Logo





# Intermediate District 287

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# Intermediate District 287

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# Intermediate District 287

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District Service Center  
1829 Xenium Lane North  
Plymouth, MN 55441-2700  
Telephone: 763-539-3513  
www.district287.org

Date \_\_\_\_\_

Mr/Ms.  
School Name \_\_\_\_\_  
Address \_\_\_\_\_  
City, State Zip \_\_\_\_\_

Dear \_\_\_\_\_,

Student Name, DOB: 00/00/0000, attended Intermediate District 287 multiple times. Please see a breakdown in enrollments below.

Intermediate District287 #5XX: 00/00-00/00/0000 earning 00 Credit Hours in Social Emotional Learning and Literacy.

Intermediate District287 #5XX: 00/00/0000-00/00/0000 earning 00 Credit Hours in Social Emotional Learning and Literacy.

Please contact me with any questions you may have. |

Signature \_\_\_\_\_

Name \_\_\_\_\_  
Title \_\_\_\_\_

Phone \_\_\_\_\_  
Email \_\_\_\_\_

The district is an equal opportunity educator and employer.



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



## Developmental Adaptive Physical Education Carnival

Students practiced their throwing, catching, tossing, and rolling skills while playing games at the DAPE Carnival.



# Next Steps

- ▷ Recommendation of new logo to board
- ▷ Once board approves, implement new logo
  - Update the logo on digital and physical platforms
  - Add logo to District 287 Store options
- ▷ 2025-2026 Back to School Celebration
- ▷ Officially launch new brand guide



# Intermediate District 287

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# Intermediate District 287

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# Intermediate District 287

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

Regular Meeting – March 13, 2025

**AGENDA SECTION:** SUPERINTENDENT REPORT

**ITEM:** Intermediate District 287 New Logo Redesign

**PRESENTED BY:** Camille Heopla, Director of Communication & Public Relations

**1. Background Information**

Camille Heopla, Director of Communication and Public Relations, will recommend for approval the new Intermediate District 287 Logo.

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

**3. RECOMMENDED ACTION: The Board approves of New Intermediate District 287 logo as presented.**

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

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

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

# Full Service Community Schools at ISD 287

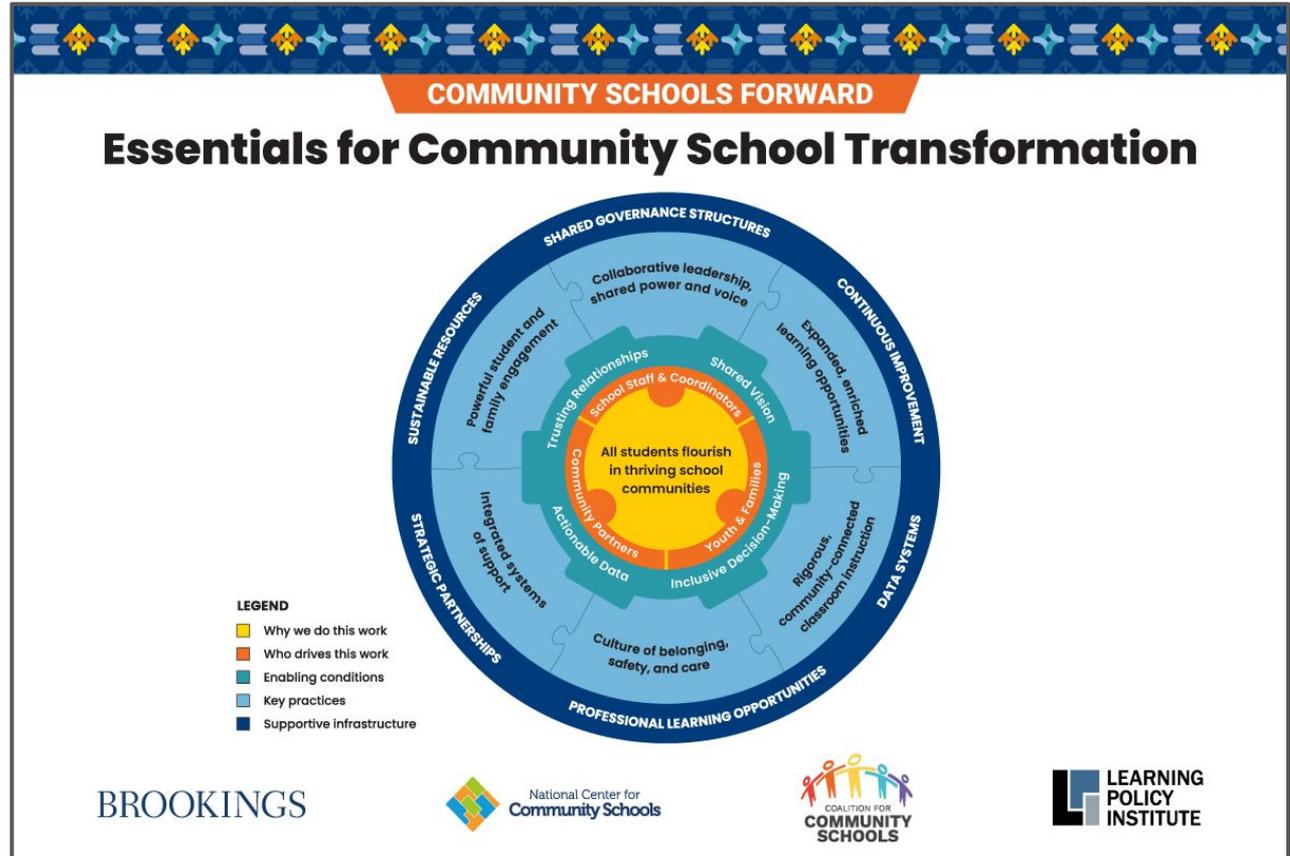
Brenna MacDonald, MSW, LICSW

# What is a Full Service Community School?

A FSCS, “. . . unites families, educators and community partners as an evidence-based strategy to promote equity and educational excellence for each and every child, and an approach that strengthens families and community”

(Coalition for Community Schools)

- Comprehensive needs/assets assessment at startup
- Full-time site based coordinator
- Governing team comprised of at least 1/3 caregivers



BROOKINGS

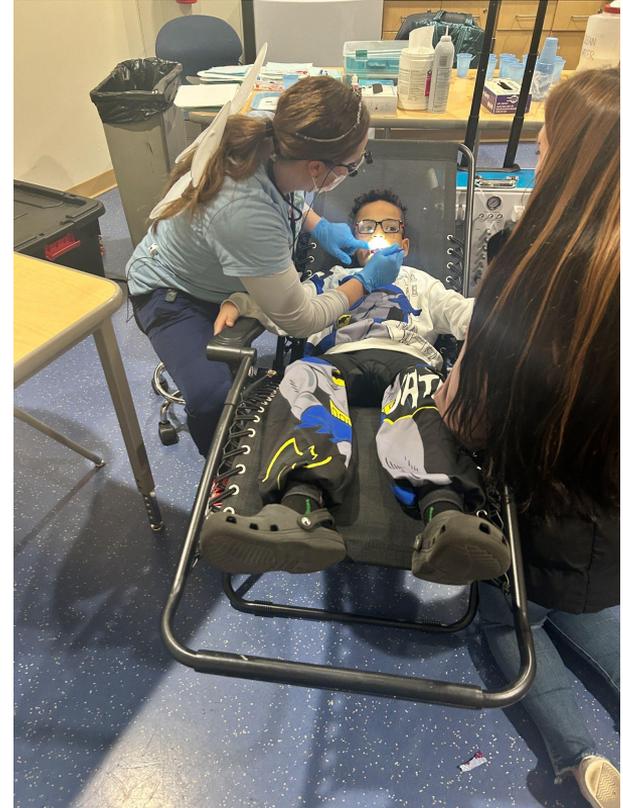
National Center for  
Community Schools

COALITION FOR  
COMMUNITY  
SCHOOLS

LEARNING  
POLICY  
INSTITUTE

# Why FSCS at 287?

- Community identified need for life-essential services for students, such as medical, dental, food, housing, clothing, hygiene items, and mental health supports.
- Emerging partnerships require significant staff time and coordination for success
- Low caregiver response rate in engagement attempts signaled the need for further interrogation of our family engagement practices and strategies



# MDE Application Process and Considerations

- Began preparation to apply in spring 2024 after viewing a Request for Proposals
- Grant application team identified three sites at 287 which were eligible and partnered with sites to assess initial need/interest
- Initial eligibility was linked to academy programs, but funding covers all students and programs within the building
- NEC, SEC, and WEC leadership expressed interest in the FSCS program
- All three sites' applications were approved, and hiring began after receiving funds in September 2024.



# FSCS Implementation

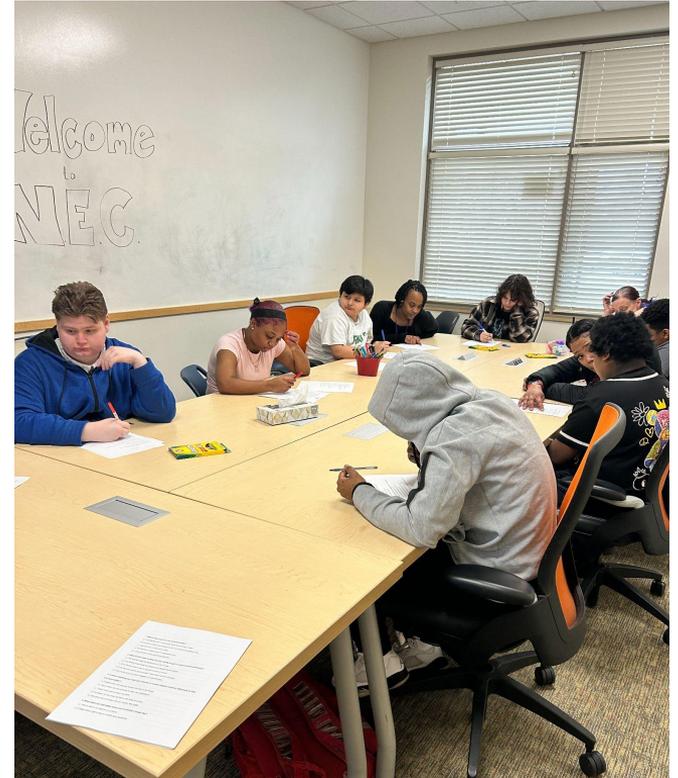
Initial barriers to beginning the work included delayed funds disbursement from MDE and limited candidate pools for hiring

Coordinators have now been hired for all 3 sites

Angel Dawson, NEC, hired November 2024

Dwquita Nash, SEC, hired December 2024

John Williams, WEC, hired February 2025



# Needs and Assets Assessments

NEC and SEC have completed an initial needs and assets assessment, which included the following steps:

- Data review of available demographic, academic, behavioral, and socioeconomic information related to students, families, and community
- “Data Walks” to share data review findings and delve into meaning-making with key community members (staff, administrators, caregivers, and students)
- Individual interviews with representatives of involved and impacted groups within each building (based on cultural identity, length of time with the district, program/tier, and roles)
- Limited use of surveys

Initial focus areas: Strengthening Caregiver and Community Partnerships (NEC) and Deepening Caregiver Partnerships and Improving Access to Resources (SEC)



# Key Highlights and Takeaways (so far!)

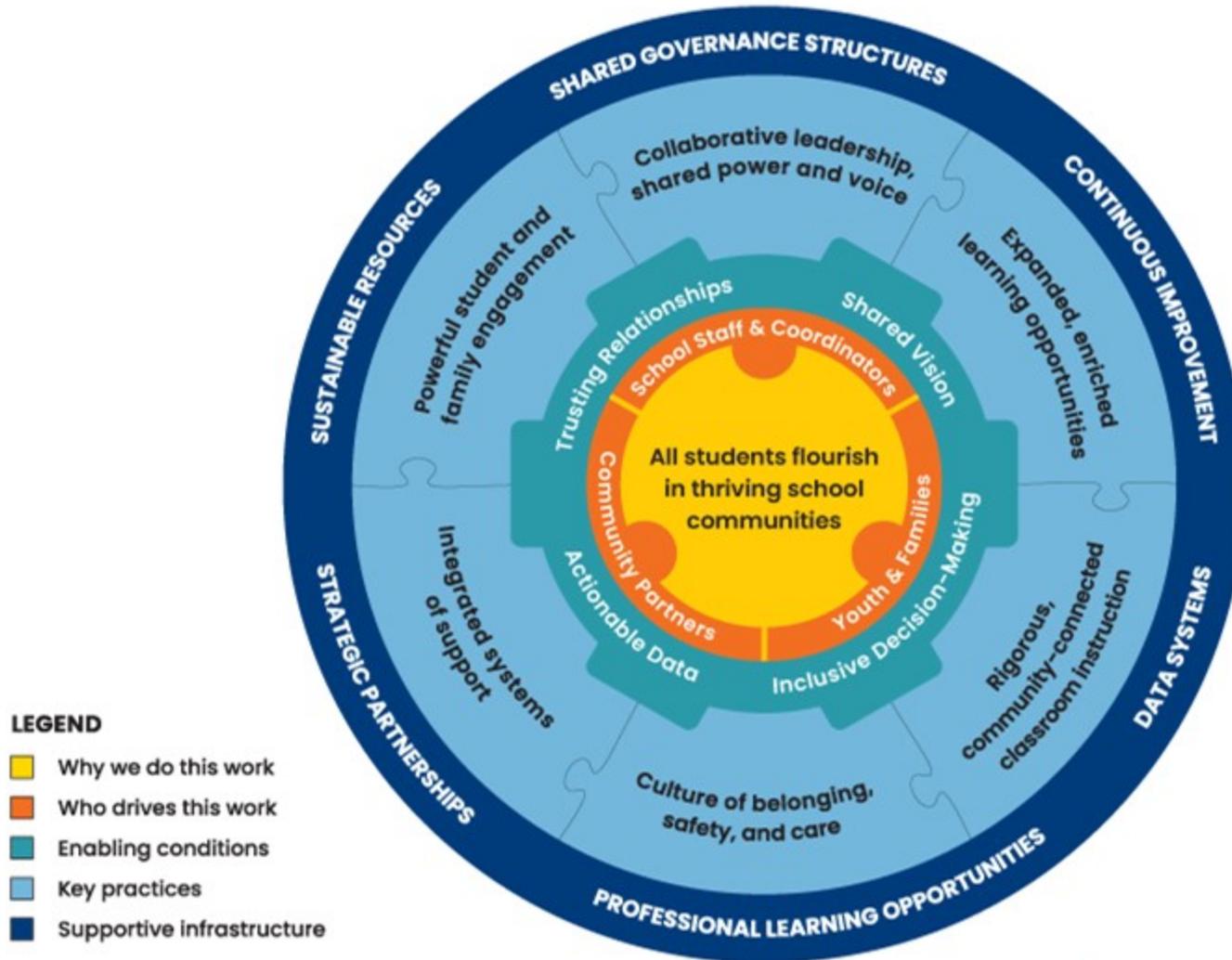
- ❖ Caregivers have a strong desire to connect with one another and to the academic and day-to-day events in the school building
- ❖ Caregivers expressed some grief/loss related to their journey to 287
  - loss of connection to home school community
  - initial apprehension about the unknowns in their 287 school building



# Questions or Comments?



# Essentials for Community School Transformation



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



Regular Meeting – March 13, 2025

**AGENDA SECTION: BUSINESS SERVICES REPORT**

**ITEM: Recommendation for Board Acceptance of the  
FY25 Budget Amendment-Revised Budget**

**PRESENTED BY: Brady Hoffman, Director of Finance**

**1. Background Information**

Per Board Policy 701, Establishment and Adoption of School District Budget and corresponding Procedure 701.1, a revised budget that reflects updated financial information is adopted by the Board at least once per year. The FY25 Budget Amendment (Revised Budget) makes changes to the original budget for areas that were projected in the original budget and are now known, such as updated enrollments, contract negotiations, staffing levels, etc.

For All Funds the budget has a Total Beginning Fund Balance of \$64,240,501 with a Total Revised Revenue Budget of \$128,954,184 and Total Revised Expenditure Budget of \$126,824,193. This results in a projected Total Revised 6/30/25 Adjusted Fund Balance of \$66,370,492.

The Total Unassigned Fund Balance in the General Fund is projected at \$9,078,346 or 8.7%.

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

**3. RECOMMENDED ACTION: The Board approve the FY24-25 Budget Amendment – Revised Budget as presented.**

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

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

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

**REVISED BUDGET  
FY 2024-25**

**Intermediate District 287**

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	July 1, 2024 Beginning Fund Balance	Revised Budget			Fund Balance Buildup/(Usage)	June 30, 2025 Ending Fund Balance	
		2024-25 Revenues	2024-25 Expenditures	Transfers			
<b>General Fund - Unassigned</b>							
Districtwide Administration/Operations	\$ 208,816	\$ 13,911,503	\$ 13,664,824	\$ -	\$ 246,679	\$ 455,495	(1)
Grants	-	3,287,518	3,287,518	-	-	-	
ALC / Academic Education	206,888	13,314,573	13,214,665	-	99,908	306,796	(2)
Grants	-	7,009	7,009	-	-	-	
Career and Technical Education	339,842	1,534,498	1,177,902	-	356,596	696,438	(3)
Grants	-	1,295,617	1,295,617	-	-	-	
Special Education	7,449,686	63,669,401	62,899,470	(600,000)	169,931	7,619,617	(4)
Grants	-	475,046	475,046	-	-	-	
<b>Total Unassigned</b>	<b>\$ 8,205,232</b>	<b>\$ 97,495,165</b>	<b>\$ 96,022,051</b>	<b>\$ (600,000)</b>	<b>\$ 873,114</b>	<b>\$ 9,078,346</b>	
<b>Unassigned Fund Balance %</b>	<b>9.09%</b>					<b>8.70%</b>	(5)
<b>Nonspendable for General Fund</b>	<b>\$ 288,572</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 288,572</b>	
<b>General Fund - Assigned</b>							
Property Account	\$ 250,000	\$ -	\$ 40,993	\$ -	\$ (40,993)	\$ 209,007	
Separation / Severance	4,811,072	-	280,000	-	(280,000)	4,531,072	
Vaping Settlements	141,748	68,413	-	-	68,413	210,161	
Student Clubs	8,641	7,085	8,946	-	(1,861)	6,780	
Collaborative Curriculum Project	1,568	-	1,568	-	(1,568)	-	
Transportation Vehicle Dep.	99,382	-	47,867	-	(47,867)	51,515	
Operational Adjustment Reserve	95,721	-	-	-	-	95,721	
Strategic Priorities	1,246,715	-	462,437	600,000	137,563	1,384,278	(6)
Tuition Adjustment Reserve	2,128,941	-	-	-	-	2,128,941	(7)
<b>Total Assigned</b>	<b>\$ 8,783,788</b>	<b>\$ 75,498</b>	<b>\$ 841,811</b>	<b>\$ 600,000</b>	<b>\$ (166,313)</b>	<b>\$ 8,617,475</b>	
<b>General Fund - Restricted</b>							
for Health & Safety	\$ 60,958	\$ 147,980	\$ 161,162	\$ -	\$ (13,182)	\$ 47,776	
for Long Term Facilities Maintenance	446,147	-	72,826	-	(72,826)	373,321	
for Read Act Literacy Aid	-	65,208	65,208	-	-	-	
for Medical Assistance	3,294,531	3,002,250	3,812,399	-	(810,149)	2,484,382	(8)
for Safe Schools	980,389	1,571,955	1,486,897	-	85,058	1,065,447	(9)
for American Indian Education Aid	26,133	59,000	59,000	-	-	26,133	
for Compensatory (Basic Skills)	365,714	1,786,237	1,882,069	-	(95,832)	269,882	
<b>Total Restricted</b>	<b>\$ 5,173,872</b>	<b>\$ 6,632,630</b>	<b>\$ 7,539,561</b>	<b>\$ -</b>	<b>\$ (906,931)</b>	<b>\$ 4,266,941</b>	
<b>Total General Fund</b>	<b>\$ 22,451,463</b>	<b>\$ 104,203,293</b>	<b>\$ 104,403,423</b>	<b>\$ -</b>	<b>\$ (200,130)</b>	<b>\$ 22,251,333</b>	
<b>Nonmajor Funds</b>							
Food Service (02)	\$ 13,463	\$ 953,594	\$ 967,057	\$ -	\$ (13,463)	\$ -	(10)
Debt Service (07)	20,640,911	9,062,376	6,882,410	-	2,179,966	22,820,877	(11)
Custodial - Scholarship Fund (10)	97,254	5,356	12,526	-	(7,170)	90,084	
Construction (11)	2,810,171	80,000	579,777	-	(499,777)	2,310,394	(12)
Internal Service Fund (20)- Dental	487,198	686,700	748,500	-	(61,800)	425,398	
Internal Service Fund (21)- Health	17,740,041	13,962,865	13,230,500	-	732,365	18,472,406	(13)
<b>Total Nonmajor Funds</b>	<b>\$ 41,789,038</b>	<b>\$ 24,750,891</b>	<b>\$ 22,420,770</b>	<b>\$ -</b>	<b>\$ 2,330,121</b>	<b>\$ 44,119,159</b>	
<b>Total All Funds</b>	<b>\$ 64,240,501</b>	<b>\$ 128,954,184</b>	<b>\$ 126,824,193</b>	<b>\$ -</b>	<b>\$ 2,129,991</b>	<b>\$ 66,370,492</b>	

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## Notes: Fiscal Year 2024-25 (FY24-25) Revised Budget Summary

\*Beginning fund balances reflect final audited FY23-24 fund balances.

1. Core fee has been budgeted in FY24-25 at \$15.05 per Adjusted Pupil Unit, this rate was last changed in FY15-16. The Special Education Non-member access fee (comparable to member levy and core fee charges) will continue to be assessed for all non-member district resident students in Setting IV Special Education programs. A small increase to fund balance is projected in the Districtwide Administration & Operations area.
2. \$5 Member District ALC Stability fee per Adjusted Pupil Unit will remain for FY24-25. The ALC/Academic Education fund is projecting a slight increase to fund balanced budget due to the projected growth in the Northern Star Online program.
3. Career & Technical is projecting an increase to fund balance due to projected growth. New programming will be offered, additional teacher positions will be funded through Minnesota Service Cooperatives CTE Impact Grant.
4. Special Education is projecting a stable fund balance. A transfer of \$600,000 is being requested for the Assigned Fund Balance - Strategic Priorities.
5. The District's fund balance policy is to maintain a minimum unassigned fund balance of at least 6.0% - 8.0% of general fund expenditures. The District is projected to be slightly above the minimum range at June 30, 2025.
6. The Strategic Priorities fund balance will be used to fund district priorities set in the strategic plan.
7. The Tuition Adjustment Reserve will be used to offset any potential loss of revenue in MDE Tuition or other tuition-based areas.
8. Medical Assistance is projecting a planned fund balance reduction. Expenditures are used for Special Education related expense.
9. Safe Schools is projecting a stable fund balance. Fund balance will be used in future years to pay for costs related to safety measures.
10. Food Service – The budget includes a request for transfer of \$452,520 from the Admin/Operations portion of the General Fund to offset the estimated deficit in the Food Service Fund. The Food Services Revenues and Admin/Operations Expenditures above reflect this transfer.
11. Debt Service fund balance includes the North Education Center (NEC) Sinking Fund held in escrow; this fund balance is projected to increase and will be used to pay off the liabilities associated with the construction of the NEC building in 2029.
12. The Construction fund includes proceeds from the Facilities Maintenance Bonds Series 2022A, approved in November, and will be used on various maintenance projects across the district.
13. The Internal Service Fund for Health is projecting an increase in fund balance at this time. Maintaining the reserve is necessary to protect the District against future claims.

### Budget Revision Details

These budget revisions reflect updated enrollment projections, staffing adjustments, vacant positions, known changes in contracts and purchased services, and revised grant entitlements.

	Beginning Fund Bal	Revenue	Expenditures	Ending Fund Bal
<b>General Fund</b>				
<b>Original Budget</b>	<b>\$ 20,420,148</b>	<b>\$ 108,954,277</b>	<b>\$ 109,092,023</b>	<b>\$ 20,282,402</b>
Final Audit Results	2,031,315	-	-	
Districtwide Admin / Operations		942,745	1,032,107	
ALC / Academic Education		380,730	455,022	
Career and Tech		155,942	(159,764)	
Special Education		(6,230,401)	(6,015,965)	
Total Revisions	2,031,315	(4,750,984)	(4,688,600)	
<b>Revised Budget</b>	<b>\$ 22,451,463</b>	<b>\$ 104,203,293</b>	<b>\$ 104,403,423</b>	<b>\$ 22,251,333</b>
<b>Food Service Fund (02)</b>				
<b>Original Budget</b>	<b>\$ -</b>	<b>\$ 974,270</b>	<b>\$ 974,270</b>	<b>\$ -</b>
Final Audit Results	13,463	-	-	
Update Grants and Transfers		(20,676)	-	
Updated Staffing		-	(7,213)	
Total Revisions	13,463	(20,676)	(7,213)	
<b>Revised Budget</b>	<b>\$ 13,463</b>	<b>\$ 953,594</b>	<b>\$ 967,057</b>	<b>\$ -</b>
<b>Construction Fund (11)</b>				
<b>Original Budget</b>	<b>\$ 2,934,881</b>	<b>\$ 80,000</b>	<b>\$ 1,175,777</b>	<b>\$ 1,839,104</b>
Final Audit Results	(124,710)	-	-	
Timing of Summer Construction		-	(596,000)	
Total Revisions	(124,710)	-	(596,000)	
<b>Revised Budget</b>	<b>\$ 2,810,171</b>	<b>\$ 80,000</b>	<b>\$ 579,777</b>	<b>\$ 2,310,394</b>
<b>Internal Service Fund (21) - Health</b>				
<b>Original Budget</b>	<b>\$17,004,892</b>	<b>\$ 14,111,440</b>	<b>\$ 13,230,500</b>	<b>\$17,885,832</b>
Final Audit Results	735,149	-	-	
Interest Revenue Adjustment		(148,575)	-	
Total Revisions	735,149	(148,575)	-	
<b>Revised Budget</b>	<b>\$ 17,740,041</b>	<b>\$ 13,962,865</b>	<b>\$ 13,230,500</b>	<b>\$ 18,472,406</b>

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

Regular Meeting – March 13, 2025

**AGENDA SECTION: BUSINESS SERVICES REPORT**

**ITEM: Recommendation for Board Approval of the**  
**2025-2026 Budget Assumptions**

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

**1. Background Information**

To begin the process of generating the Original Budget for the 2025-2026 school year, proposed Revenue and Expenditure Assumptions to be used in the development of the 2025-2026 Budget are presented in the attached document.

**2. Fiscal Impact/Funding Source:** Provides basis for the development of the 2025-2026 Budget.

**3. RECOMMENDED ACTION:** The Board approve the 2025-2026 Budget Assumptions as presented.

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

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

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

## **BUDGET ASSUMPTIONS for the 2025-26 SCHOOL YEAR**

Budget Assumptions will take into consideration member district planning information. Member districts gave the responses below when asked if it was their intent to withdraw students from programs and services provided by Intermediate District 287 during the 2025-26 school year in order to provide the same educational services by other means or to discontinue the services:

### **A. Withdrawal Notices**

No member district program withdrawals are projected to occur.

### **B. Revenue Assumptions**

1. Education funding rates and the pupil weighting system as established by the State Legislature for the 2025-26 (FY26) school year will be used to project revenues.
2. The FY26 budget will be built based on Average Daily Membership (ADM) projections for each program area:

#### Special Education:

- a. ADMs in program areas for FY26 will be based on planning information for both member and open-enrolled non-member students attending District 287 programs. Planning information will be developed based on meetings with member districts in February with an update to be completed in April.
- b. Based on program planning meetings with member districts, total ADMs across all setting IV programs is projected to be 589 ADM. This is an increase of 18 ADM from the 2024-25 projected enrollments and is a difference of 58 ADM from current enrollment.

#### Teaching & Learning:

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

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

### **C. Expenditure Assumptions**

1. Expenditures will be aligned and prioritized to promote the District's strategic priorities - Achieving Academic Success, Cultivating Equity & Inclusion, and Promoting Social-Emotional Learning (SEL).
2. Expenditure budgets for FY26 will align with revenue projections based upon anticipated ADMs from member districts provided planning information.
3. In all program areas, the District will identify budget reductions (if necessary) to align with revenue projections based upon conservative ADM numbers. Enrollments will be closely monitored.
4. Budget reductions will also be necessary in areas that are impacted by program withdrawals, if any.
5. The TIERS budgeting and tuition billing ratios that were approved by the Special Education Director Advisory Council (SEDAC) and the 287 School Board in 2019 for special education programs will be continued.
6. Expenditure and staff adjustments will be made based upon the phase-out of grant funding.
7. Reductions (if necessary) will not impact the District's ability to comply with Federal and State legal mandates.

8. Levy dollars available for Safe Schools, Long Term Facilities Maintenance (includes Health & Safety) and Leases will be utilized to ensure student and staff safety and to minimize impact on member districts' other general fund resources.
9. Expenditures will be aligned and prioritized so as to promote the recruitment and retention of high quality, culturally competent staff.
10. The budget will include funding for both Facilities operating projects and projected space projects needed to accommodate the specific needs of our students.
11. The FY26 budget will include a temporary increase of up to a ½ hour for 7 hour (.875 FTE) Educational Support Professionals (ESPs) to improve safety, teaming time and positive culture as outlined in an MOU entered into with Education Minnesota Local 2209.
12. The Therapeutic Teaching Model program in partnership with the Amherst H. Wilder Foundation will continue through FY27.
13. Staff salaries will be budgeted at estimated FY26 amounts based on settled contracts or Board approved parameters for contract negotiations.
14. Costs associated with benefits will be budgeted based on board approved premium changes through December 2025 and self-insurance consultant estimates for Jan-June 2026, along with District contributions based on Board approved contracts or board parameters for unsettled contract agreements.
15. The FY26 budget will include sufficient funds to cover anticipated separation and severance payments for all current retirees out of the retirement/severance assigned fund balance.
16. The FY26 budget will be developed in keeping with the Board fund balance policy. In the event that expenditures exceed revenues due to unpredictable circumstances, fund balance will be utilized in accordance with the fund balance policy.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure

**Date:** March 13, 2025

**Policy Last Reviewed:** April 25, 2024

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

This policy was approved by the board on April 25, 2025. The Title IX regulations were changed and the school board approved an updated policy in October 2024. Since then the regulations have changed back (see more information in the summary below). The AdHoc Committee has reviewed the policy and recommends approval of the April 25, 2024 approved policy.

#### **Summary**

Information taken from legal:

On January 9, 2025, the Federal District Court of Kentucky issued a decision holding that the U.S. Department of Education's 2024 Title IX regulations are unlawful on several grounds. The court then vacated the 2024 regulations in their entirety and held that the vacatur applies nationwide. *State of Tennessee, et. Al. v. Miguel Cardona*, 2025 WL 63795, Civil Action No. 2: 24-072-DCR-CJS (E.D. K.Y. 2025).

In plain language, because the court vacated the 2024 Title IX regulations in their entirety, the law treats the 2024 regulations as if they never existed. This means the 2020 Title IX regulations are the status quo and now apply.

The U.S. Department of Education could appeal from the court's decision vacating the 2024 regulations. However, an appeal is unlikely under the new administration. **To that end, school districts should reinstate the policies they had in place under the 2020 Title IX regulations.**

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

**POLICY SERIES: STUDENT**

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

**BOARD APPROVED: July 30, 2020**

**REVISION DATE: January 28, 2021, April 25, 2024, March 13, 2025**

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### Policy 522 Title IX Sex Nondiscrimination Policy and Grievance Procedure

#### I. PURPOSE

The purpose of this policy is to comply with the U.S. Department of Education's final 2020 regulations implementing Title IX of the Education Amendments of 1972, which protects people from discrimination based on sex, including sexual harassment, in education programs or activities. Sexual harassment as defined by the Minnesota Human Rights Act (MHRA), includes sexual orientation, gender identity and expression.

#### II. GENERAL STATEMENT OF POLICY

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

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

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

### **III. DEFINITIONS**

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

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

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

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

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

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

of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The District may also, in its discretion, appoint suitably qualified persons who are not District employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

#### **IV. GRIEVANCE PROCESS**

##### **A. Equitable Treatment**

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

##### **B. Objective and Unbiased Evaluation of Complaints**

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

##### **C. Assumption of Non-Responsibility During Grievance Process**

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

##### **D. Confidentiality**

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

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

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

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

participate as a witness, or participate directly in any other manner during any phase of the grievance process.

#### F. Notice

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

#### G. Consolidation

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

#### H. Evidence

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

#### I. Burden of Proof

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

#### J. Timelines

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

#### K. Potential Remedies and Disciplinary Sanctions

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

certain areas of the District buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

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

## **V. REPORTING PROHIBITED CONDUCT**

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

## **VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

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

1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident(s), if known;
2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

## **VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

### **A. Emergency Removal of a Student**

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

### **B. Employee Administrative Leave**

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

## **VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the District at the District's discretion, but only after a formal complaint has been received by the District.
- B. The District may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a District employee sexually harassed a student.

- D. The District will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The District will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

## **IX. DISMISSAL OF A FORMAL COMPLAINT**

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

## **X. INVESTIGATION OF A FORMAL COMPLAINT**

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

- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The District will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

## **XI. DETERMINATION REGARDING RESPONSIBILITY**

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

## **XII. APPEALS**

- A. The District shall offer the parties an opportunity to appeal a determination regarding responsibility or the District's dismissal of a formal complaint or any allegations therein, on the following bases:
  - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);

2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the District, the District will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-makers, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
  - C. After reviewing the parties' written statements, the Appellate Decision-makers must issue a written decision describing the result of the appeal and the rationale for the result.
  - D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
  - E. The decision of the Appellate Decision-makers is final. No further review beyond the appeal is permitted.

### **XIII. RETALIATION PROHIBITED**

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

### **XIV. TRAINING**

- A. The District shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
  1. The Title IX definition of sexual harassment;
  2. The scope of the District's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and

6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel are posted on the District's website.

## **XV. DISSEMINATION OF POLICY**

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

## **XVI. RECORDKEEPING**

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

**Legal References:**

[Minn. Stat. § 121A.04 \(Athletic Programs; Sex Discrimination\)](#)

[Minn. Stat. § 121A.40 – 121A.575 \(Minnesota Pupil Fair Dismissal Act\)](#)

[Minn. Stat. Ch. 363A \(Minnesota Human Rights Act\)](#)

[20 U.S.C. §§ 1681-1688 \(Title IX of the Education Amendments of 1972\)](#)

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

[20 U.S.C § 1400, et seq. \(Individuals with Disabilities Education Improvement Act of 2004\)](#)

[29 U.S.C. § 794 \(Section 504 of the Rehabilitation Act of 1973\)](#)

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

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

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

**Cross References:**

- Policy 102 (Equal Educational Opportunity)
- Policy 413 (Harassment and Violence)
- Policy 506 (Student Discipline)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 806 Crisis Management Policy

**Date:** February 18, 2025

**Policy Last Reviewed:** May 2012

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

This policy was updated to align with MSBA's model policy. The AdHoc Committee has reviewed the policy and recommends approval with these language changes.

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

- Added a caution that this policy may be triggering to readers
- Overall replaced his/her with their and added caregivers to parents.
- Title and Numbering - Changes align with MSBA model policy and structure.
- **I. PURPOSE** - Updated language per MSBA.
- **II. GENERAL STATEMENT OF POLICY** - removed old language and updated A. - B. language per MSBA
- **III. IMPLEMENTATION retitled to PREPARATION BEFORE AN EMERGENCY** -
  - removed old language and updated A. - I.
- **IV. ACTIVE SHOOTER** - Added new section and language

#### **Cross References and Legal References**

- Update on Cross references and legal references.

#### **Equity Impact:**

The AdHoc discuss these questions:

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

The Safety Team, including Student Safety Coaches reviewed this policy. They had minor language changes ex: safety plans are now electronic. All safety plans are done in collaboration with administration and local officials. Administration also reviewed the policy with no language changes. Discussion occurred with III. A. #2 Students and Parents. "Students and parents shall be made aware of relevant crisis management plans for each building". All agreed they would be shared to the extent of implementation and emergency exits, however the detailed plans will not be shared due to safety concerns.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### FIRST READ

**POLICY SERIES:** ~~Facilities~~ **Buildings and Sites**

**SUBJECT:** Crisis Management

**BOARD APPROVED:** May 2012

**REVISION DATE:** **March 2025**

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## ~~FUP120~~ **806** Crisis Management Policy

### I. PURPOSE

~~The purpose of this policy is to address a wide range of potentially dangerous or violent situations that may occur in the District through the development of an action plan to follow in the event of a crisis situation.~~

*\*The language used in this policy may cause triggering events for some readers.*

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The school district will develop tailored building-specific crisis management plans for each school building in the school district.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### II. GENERAL STATEMENT OF POLICY

~~The Board is committed to providing a safe environment in District facilities and preparing students and staff to respond immediately and appropriately if a crisis situation occurs.~~

#### A. Policy and Plans

The school district's Crisis Management Plan has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Plan

1. General Crisis Procedures

The Crisis Management Plan includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside or in close proximity outside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or their designee. The building administrator or designee will announce the lock-down over the designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures

Evacuations of classrooms and buildings—shall be implemented at the discretion of the building administrator or their designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications

- during the school day.
- c. Sheltering Procedures  
Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or their designee will announce the need for sheltering over the public address system or other designated emergency communication system.
2. Crisis-Specific Procedures  
The Crisis Management Policy requires crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
  3. School Emergency Response Teams
    - a. Composition  
The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members, which will be updated annually. The building administrator and their alternative designees will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, emergency management platform, or in a secondary location in single building school districts.
    - b. Leaders  
The building administrator or their designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### **III. IMPLEMENTATION**

~~The District must develop a Crisis Management Plan that includes procedures to follow in the event of a crisis situation. The Superintendent shall direct each building administrator and program supervisor to tailor those procedures to any special conditions or unique circumstances that may apply to their particular location or population. The Superintendent shall review the Crisis Management Plan annually, revise it as appropriate, and report orally or in writing to the Board when that review has been completed.~~

### **III. PREPARATION BEFORE AN EMERGENCY**

#### A. Communication

##### 1. District Employees

All staff shall be aware of the school district's Crisis Management Policy and their building's crisis management plan. The crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will have access to the relevant crisis management plans and shall receive periodic training on plan implementation.

##### 2. Students and Parents/Caregivers

Students and parents/caregivers shall be made aware of the relevant crisis management plans for each school building. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

#### B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut-offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the

building administrator's office or within the emergency management platform.

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district will also designate an administrator or their designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation; this is located in our Raptor System. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency.

School district employees will receive training on how to make emergency contacts, including 911 calls through Raptor, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, emergency alert platform, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents, caregivers, and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents, caregivers or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrators will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real-life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real-life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
  - a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well-designed and well-implemented experimental studies;
    - ii. moderate evidence from one or more well-designed and well-implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well-designed and well-implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Superintendent must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active

shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - d. student opportunities for leadership related to prevention and safety;
  - e. encouragement and support to students in establishing clubs and programs focused on safety; and
  - f. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

**Legal References:**

~~[Minn. Stat. § 121A.035 \(Crisis Management Policy\)](#)~~

~~[Minn. Stat. § 299F.30 \(Fire Drill in School; Doors and Exits\)](#)~~

**Cross References:**

~~[District 287 Emergency Planning and Procedures Guide](#)~~

~~[Emergency School Closings Procedure](#)~~

**Legal References:**

Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.038 (Students Safe at School)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School

Zones)

Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)

Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses) Minn.  
Rules Ch. 7511 (Fire Code)  
20 U.S.C. § 1681, *et seq.* (Title IX)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
20 U.S.C. § 7912 (Unsafe School Choice Option)  
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency

Assistance)

***Cross References:***

MSBA/MASA Model Policy 407 (Employee Right to Know –  
Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis  
Teams to Remove Students with IEPs from School Grounds)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 601 School District Curriculum and Instruction Goals

**Date:** March 13, 2025

**Policy Last Reviewed:** June 2016

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

This policy was updated to align with MSBA's model policy. The AdHoc Committee has reviewed the policy and recommends approval with these language changes.

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

- Title and Numbering - Changes align with MSBA model policy and structure.
- **I. PURPOSE** - Removed old language and updated language per MSBA.
- **II. GENERAL STATEMENT OF POLICY**- Removed old language and adjusted MSBA Language
- **III. DEFINITIONS** - Added new section and language per MSBA.
- **IV. LONG-TERM STRATEGIC PLAN** - Added new section and language per MSBA

#### **Cross References and Legal References**

- Update on Cross references and legal references.

#### **Equity Impact:**

The AdHoc discuss these questions:

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

The curriculum team, coaches, special education, and equity department reviewed this policy. Section IV. Long Term Strategic Plan and the alignment with our strategic plan under Achieving Academic Success was discussed. Having intentional conversations with our Focus Area Work Groups (FAWG) is important so they align. The teams wanted to change "English learners" to *Multilingual Learners*".

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### FIRST READ

**POLICY SERIES:** Curriculum & Instruction

**SUBJECT:** ~~Goals~~

**BOARD APPROVED:** March 2012

**REVISION DATE:** June 2016,

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## ~~CH120~~ Policy 601 School District Curriculum and Instruction Goals

### I. PURPOSE

~~The purpose of this policy is to ensure that the District is compliant with curriculum and instruction goal setting practices and requirements established by federal and state educational agencies.~~

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

### II. GENERAL STATEMENT OF POLICY

~~As an extension of its member districts, it is the intent of the Board to align its curriculum and instruction with all federal and state requirements established by law. The Board recognizes its role in supporting its member districts to achieve their World's Best Workforce strategic and system accountability plans.~~

The school district's policy is to achieve overall academic success and civic preparedness, ensuring that all learning within the district is focused on these goals, and that the instructional team is held accountable for achieving them.

~~In addition, the Board is committed to designing and providing a continuum of direct and indirect innovative educational services to ensure that each member district can meet the unique needs of its students. To that end, the Board believes that its students should receive high quality, effective instruction and be challenged to reach their maximum potential.~~

### III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.

- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce disparate outcomes for those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
  - 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision

#### **IV. LONG-TERM STRATEGIC PLAN**

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
  - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
  - 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness;
  - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;
  - 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of multilingual learners;

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
  6. education effectiveness practices that
    - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
    - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
    - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
  7. an annual budget for continuing to implement the school district plan; and
  8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of multilingual learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)

#### ~~IV. CURRICULUM AND INSTRUCTION GOALS~~

~~The Board seeks to accomplish the following goals:~~

- ~~A. Foster a love of learning that unlocks human potential;~~
- ~~B. Promote a recognition of each individual's intrinsic value and capacity to contribute to society;~~
- ~~C. Develop respect for all people and the diversity of ideas that enriches the individual and strengthens society;~~
- ~~D. Prepare students to thrive in a rapidly changing, technology rich world; E. Provide professional development opportunities to advance staff members' knowledge, skills and abilities in effectively delivering the curriculum through evidence based instructional practices;~~
- ~~E. Endorse online learning options that represent quality teaching and learning, align with the appropriate state academic standards, and have equivalent instruction, curriculum and assessment requirements to other courses offered to enrolled students;~~
- ~~F. Ensure that students receive opportunities to participate in structured learning experiences outside the classroom and co-curricular activities as integral parts of its programs;~~
- ~~G. Approve the purchase of instructional equipment and supplies;~~
- ~~H. Implement procedures for testing, test security, reporting, documentation and notification to students and parents or guardians in conjunction with the student's resident district; and~~
- ~~I. Encourage the use of community members as educational resources;~~
- ~~J. Ensure that curriculum developed for use in schools establishes and maintains an educational program that is culturally responsive, gender inclusive, and reflective of all students.~~

***Legal References:***

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)  
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)  
20 U.S.C. § 5801, *et seq.* (National Education Goals)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

March 2025  
Volume 22  
Number 6

## Reimagining Rdale: A Bold Vision for the Future of Robbinsdale Area Schools

**March 24, 2025**  
**AMSD Day at the Capitol**  
8:30 a.m. - 4:30 p.m.  
[LINK: View Details for Day at the Capitol](#)

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

**April 11, 2025**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**April 25, 2025**  
**Executive/Legislative Committee Meeting**  
7:30 a.m. - 9 a.m.  
Anderson Center  
Bethel University  
Arden Hills

When Dr. Teri Staloch stepped into her role as superintendent in July 2024, she arrived with a relentless commitment to transforming Robbinsdale Area Schools (Rdale) for the better. She launched the 2024-25 school year with the theme “Rediscover Rdale” as a way for staff and the community to rally around the potential that exists in the district to offer every student an exceptional education — one that met their needs and prepared them for a bright future.

By November of 2024, however, a stark financial reality came into focus: Rdale faced a \$21 million shortfall in its \$200 million budget. This meant making difficult short-term decisions to stabilize district finances. But Dr. Staloch was clear: financial challenges would not stop the district from its long-term planning for an innovative and student-centered future. So two processes would move forward side by side. The district launched a plan to address immediate budget challenges while simultaneously embarking on *Reimagine Rdale: Vision 2030* — a community-driven engagement process to co-create the schools that students want, need, and deserve.

"Robbinsdale Area Schools is filled with brilliant students, dedicated educators, and a community that values education," said Dr. Staloch. "AND we know that we can and must do better. There is untapped potential here — potential to create a district that is not just good, but truly excellent. Through *Reimagine Rdale*, we are setting the stage for a brighter, more inclusive, innovative, and joyful future for every learner."

### A vision built on community engagement

At the heart of *Reimagine Rdale: Vision 2030* is a commitment to authentic engagement, listening and collaboration. The process is driven by the belief that those closest to the district—students, families, staff, and community members—are the best people to inform its future. To make that vision a reality, the district has launched extensive engagement efforts. A comprehensive community survey, which opened in January 2025, is gathering

*Continued on page 2*

The recently released February State Budget and Economic Forecast outlined a challenging fiscal environment as legislators work to adopt a biennial budget that will establish the level of funding for our schools for the next two years. Despite the projected budget shortfall, we need to remind state policymakers that our school districts are heavily dependent on the state with state aid accounting for 64 percent of school funding. Please join me for the [AMSD Day at the Capitol](#) on Monday, March 24 to advocate for our students. Your voice matters!

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

# A Commitment to Authentic Engagement, Listening and Collaboration

Continued from page 1

input on key questions, including: What does an excellent, world-class education look like?

Beyond the survey, the district is hosting a wide range of engagement events to reach every corner of the community. Eight district-wide community meetings — including virtual options — ensure broad participation. Four affinity group meetings provide dedicated spaces for Indigenous, Pan African, Somali, and Latino community members to share their perspectives. Staff meetings are taking place at every school and site, and in order to elevate the voices of students, grade-level meetings are being held at every secondary school as well as multiple focus groups with students at all elementary, middle and high schools. To further extend outreach, the district is also hosting pop-up engagements at local businesses and libraries.

"This is our chance to dream big together," said Dr. Staloch. "Our students want, need, and deserve the very best, and encouraging and empowering multiple perspectives will help us create a future where every learner has the opportunities, resources, and inspiration to thrive."

## The Vision 2030 Team

A key driver of this process is the *Reimagine Rdale: Vision 2030 Team*, a 46-member group designed to reflect the diversity of the district. Meeting monthly from January through August 2025, this team is conducting a deep study of Rdale's academic programming, student outcomes, operations, finances, enrollment, facilities, and challenges — along with the results of the survey and community engagement efforts. Their work will culminate in a set of recommendations for the school board in September 2025, shaping the district's direction for years to come.

"This group is simply incredible," Dr. Staloch said. "The energy, the commitment, and the depth of experience its members have is truly inspiring. We have assembled a team that not only represents our district but is deeply invested in its success. I am confident that the work we do together will have a lasting impact."



*Dr. Teri Staloch listens as a student shares their thoughts during the Feb. 26 Reimagine Rdale Community Meeting at Robbinsdale Middle School. The student was responding to a question about what Robbinsdale Area Schools does well and should maintain. This meeting was specifically designed to engage the district's Somali community.*

## Aiming for excellence

The goal of *Reimagine Rdale: Vision 2030* is simple yet ambitious — to reimagine what education can be as we transform current systems, ensure educational equity and create a district of academic and operational excellence, where each student is honored for their identity, feels a sense of belonging and is empowered to lean into their brilliance as they are supported to reach their unique potential.

While immediate financial challenges remain, Robbinsdale Area Schools is not just reacting to the present — it is planning for a thriving future. With the dedication of the Vision 2030 Team, support of the School Board, the participation of all segments of the community, and a commitment to innovation by all stakeholders, Rdale is taking bold steps to transform systems to ensure that every student receives the education they deserve. Learn more about *Reimagine Rdale: Vision 2030* at [rdale.org/vision2030](https://rdale.org/vision2030).

*This month's member feature was submitted by Derrick Williams, Interim Director of Communications, Robbinsdale Area Schools.*

# AMSD Board Adopts 2025 Legislative Priorities

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*An extraordinary 2025 legislative session must end with the adoption of a new biennial budget.*

The AMSD Board of Directors has approved its legislative priorities for the 2025 legislative session — a refined version of the AMSD platform that was adopted in December prior to the start of the legislative session. The updated priorities reflect some of the legislative proposals put forward in the 2025 session as well as the daunting budget challenges facing AMSD member school districts.

The challenges are in the wake of historic inflation causing escalating operational and labor costs. In addition, significant resources have been needed to implement expansive new programs and requirements adopted during the last biennium.

Adding to the challenging fiscal environment, the Office of Minnesota Management and Budget (MMB) recently [adjusted the state's budget outlook downward](#), amid economic and fiscal uncertainty. The FY26-27 projected balance is now \$456 million — \$160 million lower than prior estimates — and the projected FY28-29 general fund shortfall is now \$5.995 billion, \$852 million worse than November estimates.

Against that backdrop, AMSD members remain committed to advocating on behalf of their students. A preliminary survey of AMSD budget directors last fall showed that member districts were estimating more than \$200 million in collective budget shortfalls for FY26 — and that was assuming an inflationary increase to the formula. AMSD is currently conducting a follow-up survey following the announcement by MDE Commissioner Willie Jeff that the funding formula will increase by 2.74 percent for the 2025-26 school year. The survey is also gathering information to ascertain the potential impact of Gov. Walz's proposed budget.

As lawmakers begin the work of developing the biennial budget, AMSD will continue to advocate for additional resources, no new mandates, and more flexibility and local control.

Among the 2025 legislative priorities:

- Increase the basic formula by 3 percent over current law for FY26;
  - Fully fund the mandates adopted during the last biennium including establishing a permanent funding stream for the Unemployment Insurance and Paid Leave programs, and refraining from enacting any new mandates in the 2025 session;
  - Increase Local Optional Revenue (LOR) to \$974 per pupil effective for FY27 and link it to the formula;
  - Hold districts harmless from a reduction in compensatory revenue and stabilize the formula by calculating eligibility on the basis of both direct certification and the application for education benefits;
  - Allow locally elected school boards to adopt the school calendar and election cycle that best meets the needs of their students, staff and community; and
  - Provide flexibility with instructional hour requirements to allow school districts to expand personalized and experiential learning opportunities for students such as asynchronous learning, internships, and project-based learning.
- [LINK: View a full list of the 2025 AMSD Legislative Priorities](#)

# AMSD Day at the Capitol Monday, March 24

AMSD members are invited to join their colleagues for a day of advocacy at the annual AMSD Day at the Capitol event on Monday, March 24.

AMSD is again partnering this year with MASA Region 9. Please RSVP no later than Tuesday, March 18, to AMSD Office Manager Kimberly Jansa at [kjansa@amsd.org](mailto:kjansa@amsd.org) if you plan to join us.

Members are also encouraged to [call your local legislators ASAP to schedule appointments](#) as their calendars fill up weeks in advance.

## Highlights of the day will include:

- **8:30-10 a.m: Updates from AMSD Staff and Legislators** in the L'Etoile du Nord Vault Room B15, located in the basement of the State Capitol. (Coffee and donuts provided).
  - The event will include legislators from the House and Senate Education Finance Committees.

Attendees can also watch floor sessions and attend hearings between meetings with their local legislators:

- 11 a.m. — Senate Floor Session.
- 12:30-2:30 p.m. — Senate Education Policy Committee, Room 1200, Senate Building.
- 3:30 p.m. — House Floor Session.

(\*Note that the Capitol building does not open until 8 a.m. Enter through the main door.)

- [LINK: Learn more how to advocate for these priorities through AMSD](#)
- [LINK: Contact your state legislator by school district through AMSD.org](#)
- [LINK: Bill Tracker: View the latest education-related legislation being proposed at the Minnesota Capitol](#)



# 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**  
**March 13, 2025**  
**SCHOOL BOARD CALENDAR**

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**March 2025**

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

03	Tuesday	Ann Bremer Education Center (ABEC) Transition Graduation	9:30 AM	ABEC
03	Tuesday	Ann Bremer Education Center (ABEC) High School Graduation	1:00 PM	ABEC
03	Tuesday	West Education Center (WEC) Graduation (W-ALT, Tier 2/3 HS Programs, and Tier 2/3 Transition)	5:00 PM	HTC
03	Tuesday	North Education Center (NEC) Graduation (NECA and Special Education)	6:00 PM	NEC
04	Wednesday	Career & Technical College Graduation (Gateway)	4:00 PM	HTC
05	Thursday	South Education Center Graduation (Tier 3, Tier 3 Transition)	11:00 AM	SEC
05	Thursday	South Education Center Graduation (Tier 2 High School)	2:50 PM	SEC
05	Thursday	South Education Center Graduation (Youable High School)	6:00 PM	SEC
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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Local 2209/Board Meeting

1:00 PM

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

District Service Center

(3<sup>rd</sup> Floor – Room 316)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____