

General Meeting of the Board  
Thursday, April 10, 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 March 13, 2025
  - 4.2. Monthly Financial Report for February 2025
5. **SHARE THE SUCCESS & RECOGNITION - (10 minutes)** (*Information*)
  - 5.1. Spotlight: Care & Treatment
6. **SUPERINTENDENT'S REPORT - None**
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Information*)
  - 7.1. Grow Your Own Programs
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
  - 8.1. Facilities Report (*Resolution*)
    - 8.1.1. Long-Term Facilities Maintenance Plan Resolution
  - 8.2. Financial Report - None
  - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (15 minutes)**
  - 9.1. Policy Review & Revision
    - 9.1.1. 806 Crisis Management Policy (*Action*)
    - 9.1.2. 601 School District Curriculum and Instruction Goals Policy (*Action*)
    - 9.1.3. 524.5 Personal Electronic Communication Devices Policy (*Information*)
    - 9.1.4. 524 Internet Acceptable Use and Safety Policy (*Information*)
    - 9.1.5. 603 Curriculum Development Policy (*Information*)
    - 9.1.6. 616 School District System Accountability Policy (*Information*)
  - 9.2. Board Reports
    - 9.2.1. Chair Report - None
    - 9.2.2. AMSD Report
  - 9.3. District News
    - 9.3.1. School Board Calendar 2025 & 2026
    - 9.3.2. April 10, 2025, Board Event Calendar
    - 9.3.3. 2024-2025 Get on the Bus/Local 2209 & Board Meeting Schedule
  - 9.4. Once Around the Table
10. **ADJOURNMENT**

# Racial Equity Impact Analysis Tool

## 287 RACIAL EQUITY IMPACT ANALYSIS TOOL



### Purpose

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

### Instructions

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

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

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### Part 1: Discussion

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

#### Guiding Questions

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

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

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

### Part 3: Reflect

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

**DISTRICT 287 GENERAL MEETING OF THE BOARD**  
**Intermediate District 287**  
**March 13, 2024**  
**MINUTES**

**1. CALL TO ORDER**

Board Chair Casey called the general meeting to order at 6:33 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Member Keith Tate 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
278	Orono	Karen Orcutt
279	Osseo	Keith Tate
280	Richfield	Crystal Brakke
281	Robbinsdale	Caroline Long
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
277	Westonka	Brian Roath

Absent: 276/Remucal

Guests: Nevaeh Ramirez

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

287 Staff Members: David VanDenBoom, Brenna MacDonald, Ariel Chang, Alexia Poppy, and Shawn Garvey

**2. APPROVAL OF GENERAL MEETING AGENDA**

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

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

**4. APPROVAL OF CONSENT AGENDA**

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from February 27, 2025, Routine Human Resources Activities for March 13, 2025, Approval of Joint Powers Agreement (JPA) with Hennepin Tech Center (HTC), and Approval of West Education Center (WEC) Construction Bid. *Motion by Shannon Anderson, seconded by Brian Roath to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

**5. SHARE THE SUCCESS & RECOGNITIONS**

David VanDenBoom, the Principal at the Northern Star Online (NSO), introduced the March 2025 Above and Beyond winner, Nicole Keohen, Educational Support Professional at NSO. David shared a video from Nicole. Nicole shared heartfelt thanks for her co-workers, the supportive administration, and the Board.

Alexia Poppy-Finley, Principal of West Education Center (WEC), introduced Nevaeh Ramirez, a 9th-grade student from WEC (Eden Prairie district). Nevaeh delivered a heartfelt presentation reflecting on her transformative journey at District 287. Her parents expressed deep gratitude for the outstanding teachers, supportive staff, and dedicated administration who have consistently offered unwavering kindness and encouragement.

**6. SUPERINTENDENT'S REPORT**

Camille Hepola, Director of Communications, and Rachel Prost, Communications Specialist, presented and recommended approval of the proposed new district logo. *Motion by Crystal Brakke, seconded by Shannon Andreson, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

Dr. Kevin Witherspoon, Director of Human Resources, presented and recommended approval of the July 1, 2024 - June 30, 2026 SEIU Local 284 Contract for approval. *Motion by Shannon Andreson, seconded by Karen Orcutt, to approve the July 1, 2024 - June 30, 2026 SEIU Local 284 Contract as presented. All in favor. Motion carried unanimously.*

Brian Schultz, Executive Director of Business Services and Operations, provided a construction update and announced that the district is publishing a construction bid. He outlined the construction projects scheduled for completion this summer at West Education Center (WEC).

**7. INSTRUCTIONAL REPORT**

Kiarra Zackery, Director of Equity and Inclusion, and Brenna MacDonald, Senior Manager of School and Community Outreach, provided an update on the Full-Service Community Schools program, showcasing its significant advancements and the positive changes it is bringing to our district.

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

**Facilities Report – None**

**Financial Report**

Brady Hoffman, Director of Finance, presented the FY25 Budget Revision report for approval. *Motion by Michael Birdman, seconded by Kim Ross, to approve the FY25 Budget Revision as presented. All in favor. Motion carried unanimously. No votes against.*

Brian Schultz, Executive Director of Business Services & Operation, presented the FY26 Budget Assumptions/Program Withdrawal report for approval. *Motion by Shannon Andreson, seconded by Crystal Brakke, to approve the FY26 Budget Assumptions/Program Withdrawal Report as presented. All in favor. Motion carried unanimously. No votes against. Motion carried.*

**Human Resources Report - None**

**9. BOARD BUSINESS**

**Policy Review & Revision**

Superintendent Doud presented and recommend approval of the 522 Title IX Policy. *Motion by Shannon Andreson, seconded by Karen Orcutt, to approve the 522 Title IX Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented the 806 Crisis Management Policy, and 601 School District Curriculum and Instruction Goals Policy for a First Read.

**AMSD Report**

**Once Around the Table**

**10. ADJOURNMENT**

*Motion was made by Shannon Andreson, seconded by Karen Orcutt, to adjourn the general meeting of the Board. No votes against. Motion carried. Meeting adjourned at 8:26 PM.*

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

# CONSENT AGENDA - RECOMMENDATION

Intermediate District 287  
RESPONSIVE. INNOVATIVE. SOLUTIONS.

## February Monthly Financial Reports

April 10, 2025

### Author

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

### Summary

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

- Revenues are at 58.6 % of budget, this is slightly higher than the prior two years percentages.
- Expenditures are at 56.3% of budget, this is higher than the prior two years percentages.
- Monthly disbursements totaled \$8,249,373.12 (\$4,791,826.33 through Accounts Payable and \$3,457,546.79 through Payroll).
- Regular Investments totaled \$33,123,944.29 including withdrawal of \$5,500,000.00, earned interest and dividends totaling \$83,346.89.
- 2022A LTFM Bond Investments had a total balance of \$2,870,144.40 and the activity for the month was interest earnings of \$6,387.66 and distributions for expenses of \$0.00.
- Cash is slightly higher than the two prior year's level.
- Enrollment Reports - February 2025 Actual ADM compared to Budget Planning and Prior Year (Feb. 2024):
  - ALC – 263.78 ADM which is 16.78 above budget and 23.41 ADM above prior year.
  - Northern Star Online – 853.15 ADM which is 171.60 below budget and 128.72 ADM above prior year. Many NSO enrollments are recorded after the semester end.
  - Career & Technical Pathways – 98.97 ADM which is 16.97 above budget and 30.15 ADM above prior year.
  - Special Education – 531.15 ADM which is 40.29 below budget and 47.73 ADM above prior year.
  - Care & Treatment – 100.40 ADM which is 4.55 below budget and 14.05 ADM above prior year.
- Donations – None.

### Recommendation

The Board approve the February Monthly Financial Reports.

**DISTRICT 287**  
**REVENUE COMPARISON**

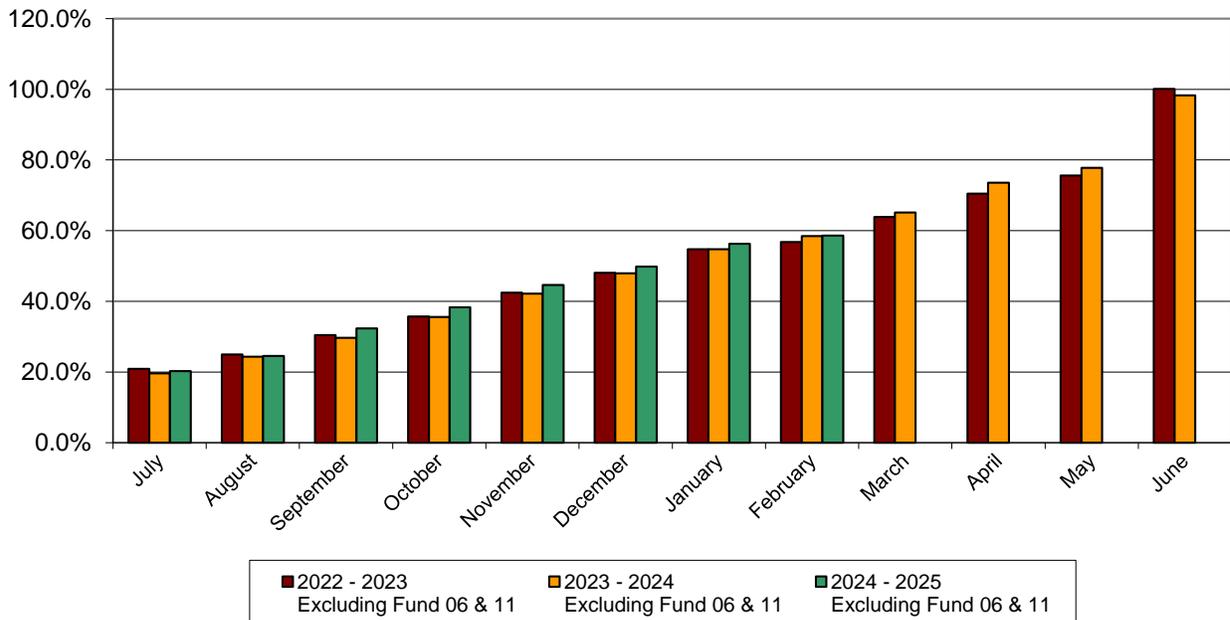
Month	2022 - 2023		2023 - 2024		2024 - 2025		2024 - 2025	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	23,192,942	20.9%	23,454,555	19.7% <sup>2</sup>	26,130,396	20.3% <sup>3</sup>	26,122,849	20.3%
August	4,486,051	25.0%	5,555,759	24.3% <sup>2</sup>	5,533,085	24.6% <sup>3</sup>	5,576,799	24.6%
September	6,032,596	30.4%	6,418,580	29.7% <sup>2</sup>	9,995,943	32.3% <sup>3</sup>	10,029,936	32.4%
October	5,841,372	35.7%	7,033,514	35.6% <sup>2</sup>	7,739,129	38.3% <sup>3</sup>	7,747,211	38.4%
November	7,490,646	42.4% <sup>1</sup>	7,853,633	42.2% <sup>2</sup>	8,106,095	44.6% <sup>3</sup>	8,113,520	44.7%
December	6,260,247	48.1% <sup>1</sup>	6,852,360	47.9% <sup>2</sup>	6,680,616	49.8% <sup>3</sup>	6,691,605	49.8%
January	7,338,783	54.7% <sup>1</sup>	8,090,580	54.7% <sup>2</sup>	8,380,272	56.3% <sup>3</sup>	8,391,118	56.4%
February	2,303,833	56.8% <sup>1</sup>	4,501,636	58.5% <sup>2</sup>	3,006,126	58.6% <sup>3</sup>	3,012,514	58.7%
March	7,885,058	63.9% <sup>1</sup>	7,937,907	65.2% <sup>2</sup>				
April	7,250,156	70.4% <sup>1</sup>	10,002,641	73.5% <sup>2</sup>				
May	5,714,807	75.6% <sup>1</sup>	5,089,254	77.8% <sup>2</sup>				
June	27,134,282	100.1% <sup>1</sup>	24,442,780	98.3% <sup>2</sup>				
<b>TOTAL</b>	<b>110,930,774</b>	<b>100.1%</b>	<b>117,233,200</b>	<b>98.3%</b>	<b>75,571,663</b>	<b>58.6%</b>	<b>75,685,551</b>	<b>58.7%</b>
<b>BUDGET</b>	<b>110,842,085</b> <sup>1</sup>		<b>119,257,057</b> <sup>2</sup>		<b>128,874,184</b> <sup>3</sup>		<b>128,954,184</b>	

<sup>1</sup> excludes Funds 06 & 11 budgeted revenue of \$4,734,553

<sup>2</sup> excludes Funds 06 & 11 budgeted revenue of \$55,000

<sup>3</sup> excludes Funds 06 & 11 budgeted revenue of \$80,000

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



## Board- Revenue/Expense Summary by Fund Report

February 2024-2025

Intermediate District No. 287

Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,089,211.39	19,471,075.00	419,468.44	6,137,088.38	31.52%	13,333,986.62
02 - FOOD SERVICE FUND	842,491.85	953,594.00	56,167.03	284,471.86	29.83%	669,122.14
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,985,736.82	9,062,376.00	365,788.37	6,967,083.48	76.88%	2,095,292.52
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	5,044.29	5,356.00	0.00	95.00	1.77%	5,261.00
11 - LTFM BOND FUND	179,035.62	80,000.00	6,387.66	113,888.23	142.36%	-33,888.23
12 - ALC - ACADEMIC FUND	12,675,002.28	13,738,044.00	180,861.29	3,924,470.14	28.57%	9,813,573.86
13 - CAREER & TECH FUND	1,757,142.13	2,830,115.00	0.00	1,163,100.92	41.10%	1,667,014.08
14 - SPECIAL EDUCATION FUND	60,438,643.50	68,156,974.00	511,463.45	47,064,717.48	69.05%	21,092,256.52
20 - INTERNAL SERVICE FUND	603,475.41	686,700.00	73,017.98	472,463.37	68.80%	214,236.63
21 - SELF HEALTH INSURANCE FUND	13,821,779.96	13,962,865.00	1,399,359.72	9,556,110.20	68.44%	4,406,754.80
51 - STUDENT CLUB FUND	14,672.50	7,085.00	0.00	2,062.16	29.11%	5,022.84
<b>Total Revenue</b>	<b>117,412,235.75</b>	<b>128,954,184.00</b>	<b>3,012,513.94</b>	<b>75,685,551.22</b>	<b>58.69%</b>	<b>53,268,632.78</b>

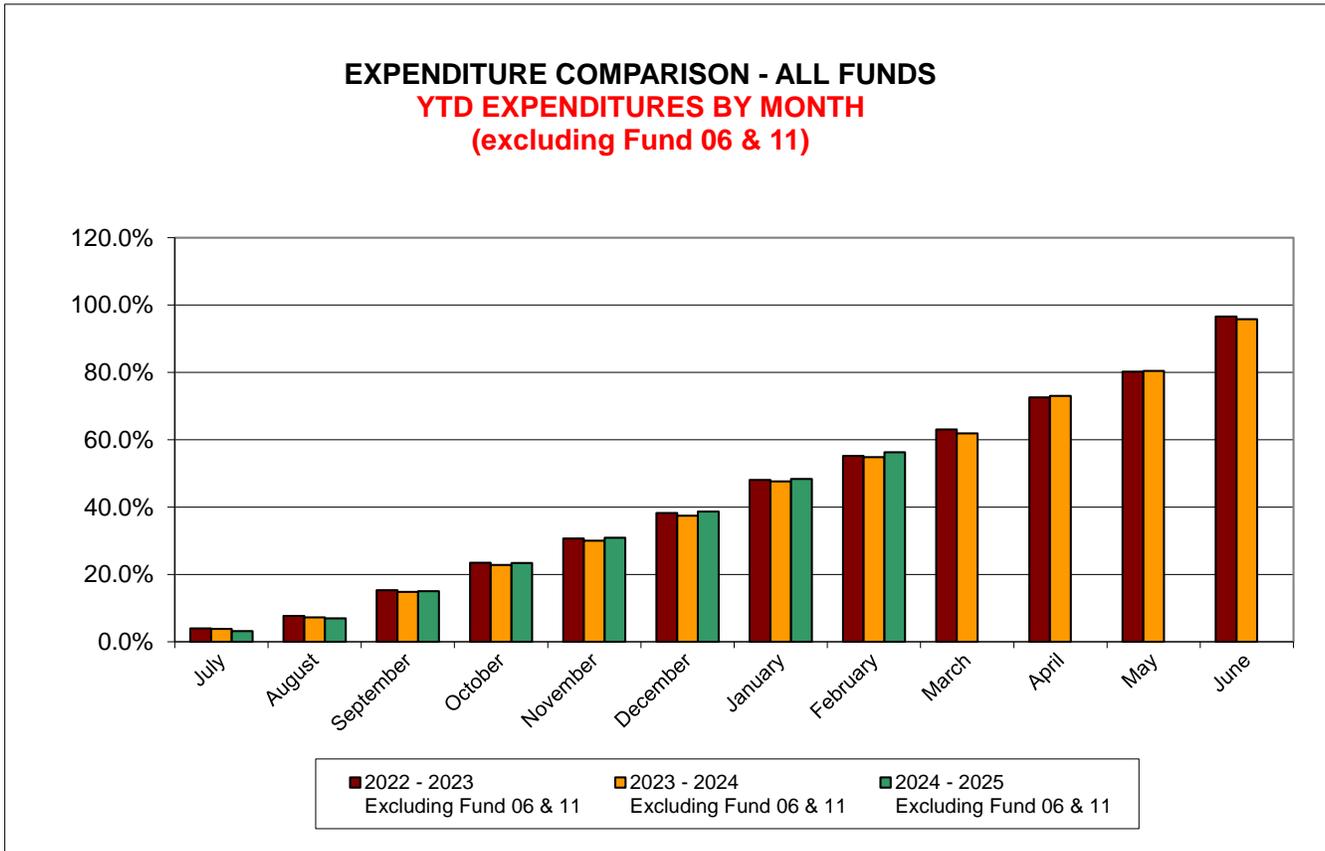
**DISTRICT 287**  
**EXPENDITURE COMPARISON**

Month	2022 - 2023		2023 - 2024		2024 - 2025		2024 - 2025	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	4,329,606	3.9%	4,424,027	3.8% <sup>2</sup>	4,013,490	3.2% <sup>3</sup>	3,844,417	3.0%
August	4,135,827	7.7%	3,954,604	7.3% <sup>2</sup>	4,735,735	6.9% <sup>3</sup>	4,738,018	6.8%
September	8,396,694	15.3%	8,668,867	14.8% <sup>2</sup>	10,198,405	15.0% <sup>3</sup>	10,377,104	14.9%
October	9,015,517	23.5%	9,257,161	22.8% <sup>2</sup>	10,581,202	23.4% <sup>3</sup>	10,581,966	23.3%
November	7,908,978	30.7% <sup>1</sup>	8,286,923	30.0% <sup>2</sup>	9,450,008	30.9% <sup>3</sup>	9,491,250	30.8%
December	8,310,856	38.2% <sup>1</sup>	8,555,529	37.4% <sup>2</sup>	9,876,304	38.7% <sup>3</sup>	9,878,304	38.6%
January	10,876,386	48.1% <sup>1</sup>	11,690,319	47.6% <sup>2</sup>	12,191,878	48.4% <sup>3</sup>	12,191,878	48.2%
February	7,802,263	55.2% <sup>1</sup>	8,340,543	54.8% <sup>2</sup>	9,973,096	56.3% <sup>3</sup>	10,023,077	56.1%
March	8,659,691	63.0% <sup>1</sup>	8,148,996	61.9% <sup>2</sup>				
April	10,529,808	72.6% <sup>1</sup>	12,848,626	73.0% <sup>2</sup>				
May	8,408,779	80.2% <sup>1</sup>	8,498,201	80.4% <sup>2</sup>				
June	18,041,489	96.6% <sup>1</sup>	17,696,852	95.8% <sup>2</sup>				
<b>TOTAL</b>	<b>106,415,894</b>	<b>96.6%</b>	<b>110,370,648</b>	<b>95.8%</b>	<b>71,020,118</b>	<b>56.3%</b>	<b>71,126,014</b>	<b>56.1%</b>
<b>BUDGET</b>	<b>110,162,497</b> <sup>1</sup>		<b>115,244,351</b> <sup>2</sup>		<b>126,244,416</b> <sup>3</sup>		<b>126,824,193</b>	

<sup>1</sup> excludes Funds 06 & 11 budgeted expenditures of \$346,290

<sup>2</sup> excludes Funds 06 & 11 budgeted expenditures of \$947,361

<sup>3</sup> excludes Funds 06 & 11 budgeted expenditures of \$579,777



## Board- Revenue/Expense Summary by Fund Report

February 2024-2025

Intermediate District No. 287

Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	17,295,445.57	19,740,638.00	1,332,012.33	12,065,447.47	61.12%	7,675,190.53
02 - FOOD SERVICE FUND	829,028.85	967,057.00	60,796.79	531,147.79	54.92%	435,909.21
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,884,236.11	6,882,410.00	343,905.00	4,230,624.50	61.47%	2,651,785.50
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	3,341.66	12,526.00	0.00	821.44	6.56%	11,704.56
11 - LTFM BOND FUND	1,196,106.77	579,777.00	49,981.58	105,896.20	18.26%	473,880.80
12 - ALC - ACADEMIC FUND	12,500,087.52	13,693,016.00	1,052,585.75	8,004,004.28	58.45%	5,689,011.72
13 - CAREER & TECH FUND	1,848,757.33	2,473,519.00	175,315.99	1,145,802.33	46.32%	1,327,716.67
14 - SPECIAL EDUCATION FUND	58,619,231.50	68,487,304.00	5,810,573.10	37,359,300.08	54.55%	31,128,003.92
20 - INTERNAL SERVICE FUND	695,304.72	748,500.00	69,525.37	386,785.33	51.67%	361,714.67
21 - SELF HEALTH INSURANCE FUND	11,679,535.12	13,230,500.00	1,128,222.30	7,292,940.18	55.12%	5,937,559.82
51 - STUDENT CLUB FUND	15,679.35	8,946.00	158.94	3,244.11	36.26%	5,701.89
<b>Total Expenses</b>	<b>111,566,754.50</b>	<b>126,824,193.00</b>	<b>10,023,077.15</b>	<b>71,126,013.71</b>	<b>56.08%</b>	<b>55,698,179.29</b>

# Intermediate District 287

## *Responsive. Innovative. Solutions.*

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### INTER-OFFICE MEMORANDUM

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DATE: **March 12, 2025**

TO: Members of the School Board

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

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

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

1. A/P payments for: <b>February 2025</b>	Totaling	\$	4,791,826.33
a) Check #'s <b>115231 - 115332</b>			
and Wire Transfers - #'s <b>4000002179 - 4000002212, 9000007454 - 9000007651</b>			
2. Bond payments for: <b>February 2025</b>	Totaling	\$	-
a) Wire Transfers - #'s <b>None</b>			
3. Payroll payments for: <b>February 2025</b>	Totaling	\$	3,457,546.79
a) Check #'s			
b) Direct Deposit #'s <b>9000149943 - 9000151980</b>			
4. Receipts for: <b>February 2025</b>	Totaling	\$	3,060,434.40
a) Receipt #'s <b>20250784 - 20250859</b>			
5. Invest. at end of mo. <b>February 2025</b>			
a) Fund 01 - General Fund	\$		33,123,944.29
b) Fund 11 - 2022A LTFM Bond (Construction Costs)	\$		2,870,144.40
	\$		35,994,088.69

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

INTERMEDIATE DISTRICT 287  
INVESTMENTS ON HAND  
**FEBRUARY 2025**

**#01-104-00 - Investments (General)**

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.323			18,396.12
PMA - MNTrust SDA - Nexbank, SSB - ICS, TX	4.350			14,889,242.95
PMA - MNTrust SDA - Bell Bank, MN	4.350			69,101.23
PMA - MNTrust SDA - Bank of China, NY	4.400			6,410,269.82
PMA - MNTrust CD - First State Bank of DeQueen, AR	5.261			237,400.00
PMA - MNTrust CD - BAC Community Bank, CA	5.209			237,500.00
PMA - MNTrust CD - NorthEast Community Bank, NY	5.215			237,500.00
PMA - MNTrust CD - The First National Bank of Hutchinson, KS	5.152			237,650.00
PMA - MNTrust CD - COREBANK, OK	4.396			239,400.00
PMA - MNTrust CD - NexBank, TX	4.739			238,600.00
PMA - MNTrust CD - Capital Credit Union, ND	4.437			239,300.00
PMA - MNTrust CD - UNITED HERITAGE CREDIT UNION, TX	4.596			238,900.00
PMA - MNTrust CD - Bank Of Clarke, VA	4.333			239,500.00
PMA - MNTrust CD - Western Alliance Bank, CA	4.175			239,900.00
PMA - MNTrust CD - BOM Bank, LA	4.438			239,300.00
PMA - MNTrust CD - Grand Ridge National Bank, IL	4.168			239,900.00
PMA - MNTrust CD - Omb Bank, MO	4.000			240,300.00
PMA - MNTrust CD - North American Banking Company, MN	4.201			239,800.00
PMA - MNTrust CD - T Bank, National Association, TX	4.204			239,800.00
PMA - MNTrust CD - GBank, NV	4.206			239,800.00
PMA - MNTrust CD - TruStone Financial Credit Union, MN	4.160			2,550,000.00
PMA - MNTrust CD - First Internet Bank of Indiana, IN	4.007			237,200.00
PMA - MNTrust CD - The Western State Bank, KS	4.136			235,300.00
PMA - MNTrust DTC - OAKSTAR BANK NA, 67389LAZ6	3.996			248,194.15
PMA - MNTrust CD - TruStone Financial Credit Union, MN	4.090			1,500,000.00
PMA - MNTrust DTC - VALLEY NATL BK WAYNE, 919853NZ0	3.898			244,241.86
PMA - MNTrust DTC - AMERICAN EXPR NATL BK, 02589AFD9	3.805			244,209.54
PMA - MNTrust DTC - MORGAN STANLEY PVT BANK, 61776NDI	3.905			244,209.29
PMA - MNTrust DTC - ALLY BANK, 02007G3P6	3.905			244,209.84
PMA - MNTrust DTC - FIRST PREMIER BANK, 33610RVS9	3.797			244,246.82
PMA - MNTrust DTC - FIRST BANK/HAMILTON NJ, 319137CN3	3.505			244,675.82
PMA - MNTrust CD - American Plus Bank, N.A., CA	3.600			233,000.00
PMA - MNTrust CD - Farmers Bank & Trust, KS	3.500			233,500.00
PMA - MNTrust CD - KS StateBank, KS	3.650			232,600.00
PMA - MNTrust DTC - PREMIER COMMUNITY BK WI, 74048CBK	3.504			248,699.31
PMA - MNTrust DTC - BUSINESS FIRST BANK, 098079BZ8	3.504			248,698.59
PMA - MNTrust DTC - ALL IN FEDERAL CREDIT UN, 01664MAM1	3.554			248,698.95
PMA - MNTrust CD - Freedom Northwest Credit Union , ID	4.071			230,700.00
<b>Total PMA - MNTrust Investments on Books</b>				<b>33,123,944.29</b>

**ACTIVITY DETAIL:**

Investments on our Book at End of Prior Month	38,540,597.40
Current Month Activity	
Deposits	-
Withdrawals	(5,500,000.00)
Interest Earned - Recorded	83,291.20
Dividends Earned	55.69
Interest/Dividends Earned - To Be Recorded in Next Month	-

Total Investments at End of Month & Un-recorded Interest

33,123,944.29

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

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.323			1,932,417.84
PMA - MNTrust CD Account Balance	4.059-4.718			450,500.00
PMA - MNTrust SEC Account Balance	4.001-4.005			487,226.56
Total PMA - MNTrust Investments on Books for Fund 11				<u><u>2,870,144.40</u></u>

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	2,863,756.74
Current Month Activity:	
Deposits	
Distributions/Repemptions	
Interest/Dividends/Purchases Earned - Recorded	6,387.66
Adjustments - move funds not used for closing costs to construction (from Fund 07)	
Interest/Dividends Earned - To Be Recorded in Next Month	
Total Investments at End of Month & Un-recorded Interest	<u><u>2,870,144.40</u></u>

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

2,870,144.40

INTERMEDIATE DISTRICT 287  
INVESTMENT ACTIVITY - 2022A LTFM BOND  
February 2025

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

MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Nov-22	11/22/22	Proceeds from 2022A LTFM Bond	4,740,596.00
Nov-22	11/30/22	Interest/Dividends	4,282.32
Dec-22	12/30/22	Distributions/Construction Draws	-45,645.18
Jan-23	01/01/23	Interest/Dividends	687.30
Feb-23	02/07/23	Distributions/Construction Draws	-15,000.00
Feb-23	02/28/23	Interest/Dividends (for Jan & Feb '23)	19,146.93
Mar-23	03/31/23	Interest/Dividends	5,534.59
Apr-23	04/28/23	Distributions/Construction Draws	-165,570.33
Apr-23	04/30/23	Interest/Dividends	5,018.40
May-23	05/31/23	Distributions/Construction Draws	-39,431.25
May-23	05/31/23	Interest/Dividends	5,132.72
Jun-23	06/30/23	Interest/Dividends	8,599.22
Jul-23	07/31/23	Distributions/Construction Draws	-172,551.00
Jul-23	07/31/23	Interest/Dividends	9,456.04
Aug-23	08/31/23	Interest/Dividends	17,655.68
Sep-23	09/30/23	Interest/Dividends	5,613.71
Sep-23	09/30/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	01/31/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
Mar-24	04/01/24	Interest/Dividends	4,290.91
Apr-24	04/30/24	Distributions/Construction Draws	-90,040.61
Apr-24	04/30/24	Interest/Dividends	4,057.92
May-24	05/31/24	Distributions/Construction Draws	-15,421.57
May-24	05/31/24	Interest/Dividends	3,871.68
Jun-24	06/30/24	Distributions/Construction Draws	-114,204.33
Jun-24	06/30/24	Interest/Dividends	39,989.94
Jul-24	07/31/24	Distributions/Construction Draws	-205,158.46
Jul-24	07/31/24	Interest/Dividends	41,419.43
Aug-24	08/31/24	Distributions/Construction Draws	-243,211.97
Aug-24	08/31/24	Interest/Dividends	43,713.97
Sep-24	09/30/24	Distributions/Construction Draws	-242,331.43
Sep-24	09/30/24	Interest/Dividends	33,992.84
Oct-24	10/31/24	Distributions/Construction Draws	-178,698.47
Oct-24	10/31/24	Interest/Dividends	8,081.63
Nov-24	11/30/24	Interest/Dividends	7,424.07
Dec-25	12/31/24	Distributions/Construction Draws	-42,006.59
Dec-25	12/31/24	Interest/Dividends	10,988.86
Jan-25	01/31/25	Interest/Dividends	10,845.93
Feb-25	02/28/25	Interest/Dividends	6,387.66

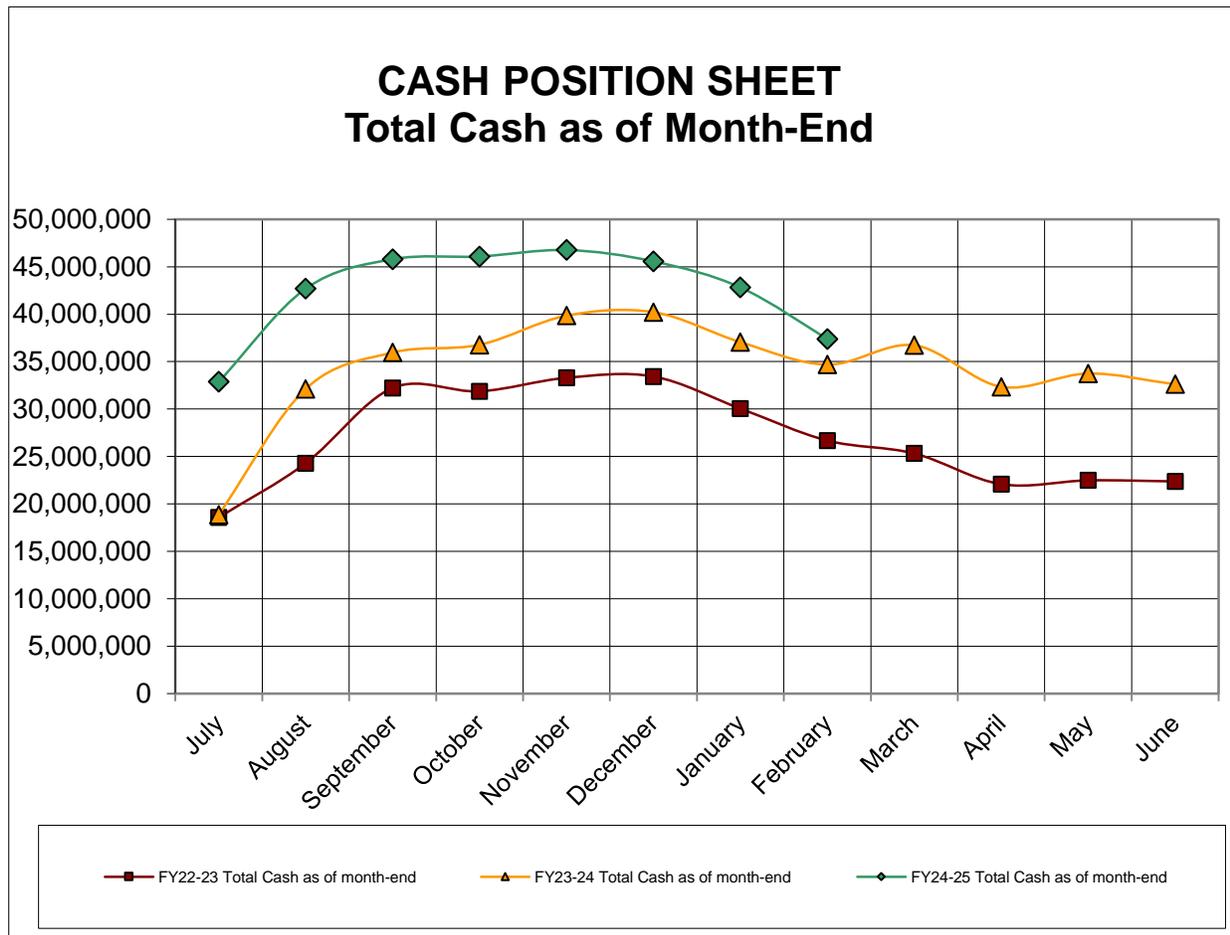
2022A LTFM Bond Investments - Balance as of End of Month 2,870,144.40

# Intermediate District 287

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

<u>Date</u>	<u>FY22-23 Total Cash as of month-end</u>	<u>FY23-24 Total Cash as of month-end</u>	<u>FY24-25 Total Cash as of month-end</u>
July	18,572,017	18,858,236	32,864,612
August	24,288,930	32,119,813	42,689,540
September	32,223,695	35,958,742	45,793,738
October	31,867,127	36,774,908	46,084,518
November	33,293,625	39,840,981	46,762,578
December	33,430,295	40,212,901	45,567,325
January	30,048,503	37,055,362	42,825,007
February	26,677,119	34,683,875	37,375,272
March	25,316,842	36,722,274	
April	22,075,795	32,345,881	
May	22,481,243	33,746,144	
June	22,374,821	32,610,936	

- Includes Self-Funded Insurance Cash Balances.



**INTERMEDIATE DISTRICT 287**

**FEBRUARY 2025 ACTIVITY**

**ELECTRONIC TRANSFERS IN:**

<b>DATE</b>	<b>TO</b>	<b>AGENCY</b>	<b>RECEIPT #</b>	<b>AMOUNT</b>	<b>DESCRIPTION</b>
2/10/2025	MSDLAF	MN DEPT OF EDUCATION-034	20250832	148,996.47	CEOG GRANT, PROJECT AWARE GRANT
2/11/2025	MSDLAF	MN DEPT OF EDUCATION-034	20250833	10,707.46	GYO - STUDENT
2/12/2025	MSDLAF	MN STATE MMB-FNS	20250834	11,223.99	CHILD NUTRITION JAN - ABEC
2/12/2025	MSDLAF	MN STATE MMB-FNS	20250835	20,897.05	CHILD NUTRITION JAN - NEC
2/12/2025	MSDLAF	MN STATE MMB-FNS	20250836	11,743.84	CHILD NUTRITION JAN - SEC
2/12/2025	MSDLAF	MN STATE MMB-FNS	20250837	5,896.23	CHILD NUTRITION JAN - WEC
2/12/2025	MSDLAF	MN STATE MMB-FNS	20250838	3,073.98	CHILD NUTRITION JAN - YOUABLE
2/12/2025	MSDLAF	MN STATE MMB	20250839	411,229.81	MA 3RD PARTY BILLINGS
2/14/2025	MSDLAF	MN STATE MMB	20250840	24,913.93	IDEAS SPED SITES/PROG
2/19/2025	MSDLAF	MN DEPT OF LABOR & INDUSTRY	20250841	1,000.00	YOUTH SKILLS TRAINING GRANT
2/20/2025	MSDLAF	MN STATE MMB-FNS	20250842	217.63	CHILD NUTRITION JAN - ABEC ADT'L
2/20/2025	MSDLAF	MN STATE MMB-FNS	20250843	21.50	CHILD NUTRITION JAN - NEC ADT'L
2/20/2025	MSDLAF	MN STATE MMB-FNS	20250844	627.56	CHILD NUTRITION JAN - SEC ADT'L
2/26/2025	MSDLAF	MN DEPT OF EDUCATION-034	20250845	27,583.43	NEC & SEC FULL SERVICE COMMUNITY SCHOOL
2/26/2025	MSDLAF	MN STATE MMB	20250846	78,927.05	MA 3RD PARTY BILLINGS
2/28/2025	MSDLAF	BRAINTREE	20250847	14,622.13	FEB TUITION
2/28/2025	MSDLAF	BENEFIT RESOURCE INC	20250848	20,134.62	COBRA FEB PAYMENTS
2/28/2025	MSDLAF	MSDLAF	20250849	15,894.37	INTEREST EARNED FEB 2025
2/28/2025	MSDLAF	PAYPAL	20250850	85,053.62	FEB TUITION
2/28/2025	MSDLAF	SCHOOLCAFE - ABEC	20250851	47.25	STUDENT DEFERRED REVENUE
2/28/2025	MSDLAF	SCHOOLCAFE - NEC	20250852	210.00	STUDENT DEFERRED REVENUE
2/28/2025	MSDLAF	SCHOOLCAFE - SEC	20250853	203.05	STUDENT DEFERRED REVENUE
2/28/2025	MSDLAF	SCHOOLCAFE - WEC	20250854	125.00	STUDENT DEFERRED REVENUE
2/28/2025	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20250855	1,445.29	FEB STORE SALES
2/28/2025	MSDLAF	SQUARE - HENNEPIN TEA & COFFEE HTC	20250856	727.25	FEB STORE SALES
2/28/2025	MSDLAF	SQUARE - JITTERBUG NEC	20250857	2,485.63	FEB STORE SALES
2/28/2025	MSDLAF	SQUARE - COMMON GROUNDS SEC	20250858	1,895.44	FEB STORE SALES
2/28/2025	MSDLAF	SQUARE - SNACK SHACK WEC	20250859	2,294.67	FEB STORE SALES
<b>MTD TOTALS</b>				<b>902,198.25</b>	

**INTERMEDIATE DISTRICT 287**

**FEBRUARY 2025 ACTIVITY**

**WIRE TRANSFERS OUT:**

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
2/3/2025	MSDLAF	US BANK	20250213	343,905.00	2011A NEC COP#2
2/28/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	20250230	238.67	403B RETIREMENT
2/3/2025	MSDLAF	HEALTH PARTNERS	4000002179	232,564.94	HPAI CLAIMS
2/14/2025	MSDLAF	BPAS	4000002180	53,167.42	VEBA
2/14/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002181	93,996.24	403B RETIREMENT
2/14/2025	MSDLAF	MN DEPT OF REVENUE	4000002182	1,095.64	STATE TAXES
2/14/2025	MSDLAF	MN DEPT OF REVENUE	4000002183	97,719.83	STATE TAXES
2/14/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002184	142,304.37	PERA
2/14/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002185	253,212.89	TRA
2/14/2025	MSDLAF	US BANK	4000002186	580,222.79	FEDERAL TAXES
2/6/2025	MSDLAF	BANK OF MONTREAL	4000002187	50,034.63	P-CARD EXPENSE
2/7/2025	MSDLAF	CENTERPOINT ENERGY	4000002188	14,508.28	UTILITY BILL
2/12/2025	MSDLAF	PITNEY BOWES	4000002189	25.00	ACCESS & SHIPPING W/O HW OR METER
2/10/2025	MSDLAF	BENEFIT RESOURCES INC	4000002190	393.25	BRI PREFUND
2/10/2025	MSDLAF	HEALTH PARTNERS	4000002191	204,319.70	HPAI CLAIMS
2/5/2025	MSDLAF	SUBURBAN WASTE MN	4000002192	4,677.66	UTILITY BILL
2/14/2025	MSDLAF	US BANK	4000002193	184.58	CASH MANAGEMENT SERVICES
2/18/2025	MSDLAF	HEALTH PARTNERS	4000002194	594.00	FREQUENT FITNESS
2/18/2025	MSDLAF	HEALTH PARTNERS	4000002195	187,656.38	HPAI CLAIMS
2/18/2025	MSDLAF	PITNEY BOWES	4000002196	1,000.00	RESERVE ACCOUNT
2/18/2025	MSDLAF	CITY OF RICHFIELD	4000002197	2,920.62	UTILITY BILL
2/28/2025	MSDLAF	BPAS	4000002198	53,003.96	VEBA
2/28/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002199	94,277.33	403B RETIREMENT
2/28/2025	MSDLAF	MN DEPT OF REVENUE	4000002200	1,600.70	STATE TAXES
2/28/2025	MSDLAF	MN DEPT OF REVENUE	4000002201	96,061.34	STATE TAXES
2/28/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002202	141,159.79	PERA
2/28/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002203	252,300.11	TRA
2/28/2025	MSDLAF	US BANK	4000002204	572,354.93	FEDERAL TAXES
2/20/2025	MSDLAF	CITY OF PLYMOUTH	4000002205	482.63	UTILITY BILL
2/20/2025	MSDLAF	XCEL ENERGY	4000002206	15.49	UTILITY BILL
2/24/2025	MSDLAF	HEALTH PARTNERS	4000002207	223,756.48	HPAI CLAIMS
2/24/2025	MSDLAF	CITY OF MINNETONKA	4000002208	473.25	UTILITY BILL
2/24/2025	MSDLAF	CITY OF NEW HOPE	4000002209	913.95	UTILITY BILL
2/25/2025	MSDLAF	AVIBEN	4000002210	69,225.00	403B RETIREMENT
2/25/2025	MSDLAF	EMPOWERU	4000002211	42,103.86	MN STATE RETIREMENT SYSTEM
2/28/2025	MSDLAF	BENEFIT RESOURCES INC	4000002212	7,492.40	FLEX SPENDING MONTHLY INVOICE
2/28/2025	MSDLAF	BENEFIT RESOURCES INC	4000002212	68,792.61	FLEX SPENDING ACCOUNT PAYMENTS
2/6/2025	MSDLAF	US BANK	9000007454-9000007476	88,359.02	AP ACH PAYMENTS
2/14/2025	MSDLAF	US BANK	9000007477-9000007550	12,441.48	STAFF REIMBURSEMENTS
2/13/2025	MSDLAF	US BANK	9000007551-9000007575	124,295.13	AP ACH PAYMENTS
2/20/2025	MSDLAF	US BANK	9000007576-9000007592	87,133.10	AP ACH PAYMENTS
2/28/2025	MSDLAF	US BANK	9000007593-9000007628	4,400.10	STAFF REIMBURSEMENTS
2/27/2025	MSDLAF	US BANK	9000007629-9000007651	87,952.64	AP ACH PAYMENTS
2/14/2025	MSDLAF	US BANK	9000149943-9000150958	1,737,318.86	PAYROLL
2/28/2025	MSDLAF	US BANK	9000150959-9000151980	1,720,227.93	PAYROLL
<b>MTD TOTALS</b>				<b>7,750,883.98</b>	





**DONATION REPORT  
INTERMEDIATE DISTRICT 287  
2024-2025  
FEBRUARY 2025**

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
	NO DONATIONS RECEIVED					
	<b>TOTAL</b>	<b>\$0.00</b>				



# District 287 GYO Program Updates & Highlights

# Presentation Sharings

1. History of Grow Your Own (GYO) programs in District 287
2. The “Why” for GYO programs
3. Review and funding of GYO programs
4. Connection to Board work
5. Stories from GYO participants
  - a. Lynn Ealy
  - b. Mario Reese

# History of GYO Programs in 287



## WMP & GYO

West Metro Partnership with North Hennepin Community College and St. Cloud State University

Grow Your Own was attained to support staff wanting a special education License.



## Anti-Racist Leadership

Anti-Racist Leadership Program for aspiring leaders of color



## GYO Student

Awarded 5 year grant from MDE for student pathways



## Re-Imagining teacher prep including Apprenticeship

Recognizing limitations and evolving programming

# The Why?

- ❖ Working to racially diversify the teacher workforce.
- ❖ Working to increase the amount of highly qualified special education teachers in Minnesota.
- ❖ Support District 287 staff who are committed to special education and seek to obtain a teaching/administrative license.

# Why Grow Your Own?

Percentage of Teachers who are Not Highly Qualified

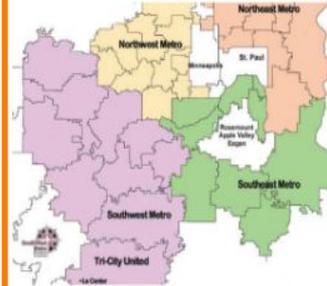


**STATEWIDE AVERAGE**

**9.75%**

Not Highly Qualified

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



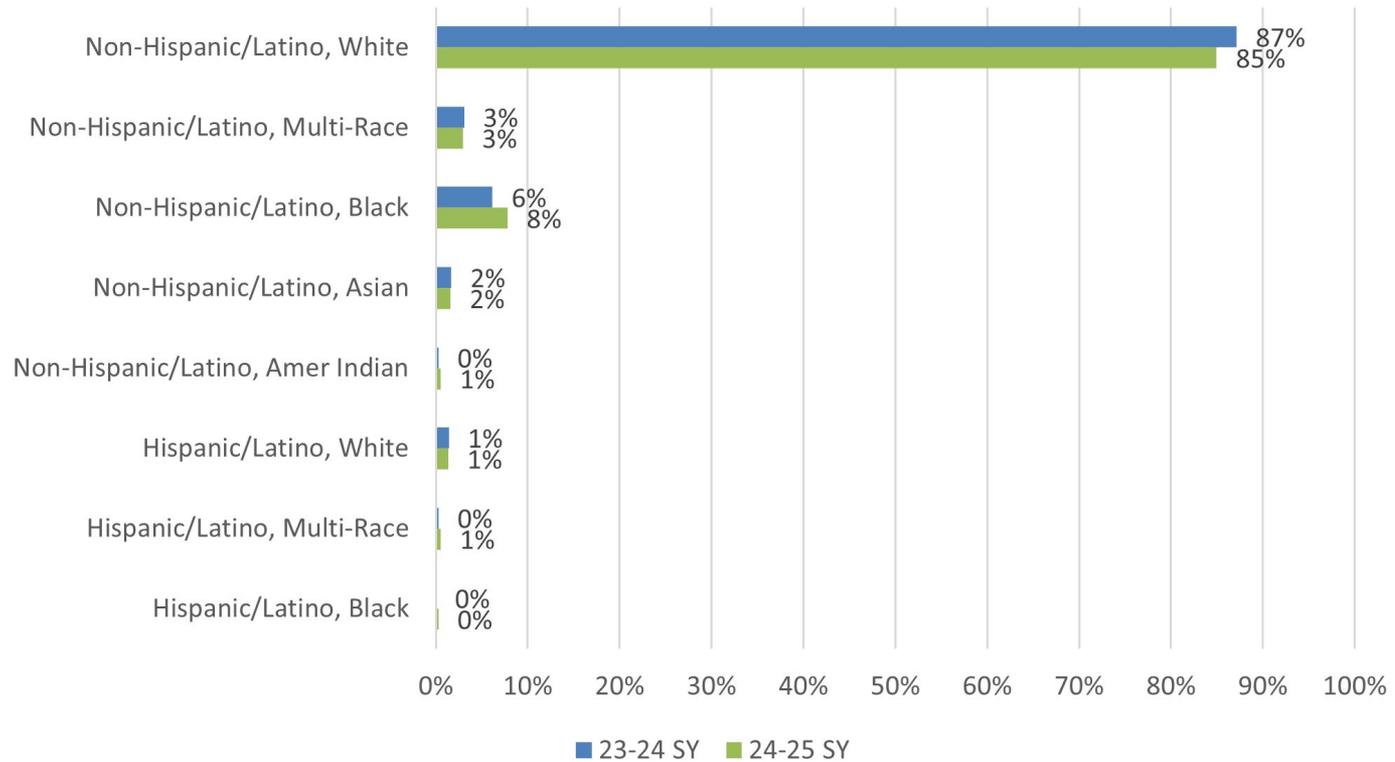
**INTERMEDIATES AVERAGE**

**21%**

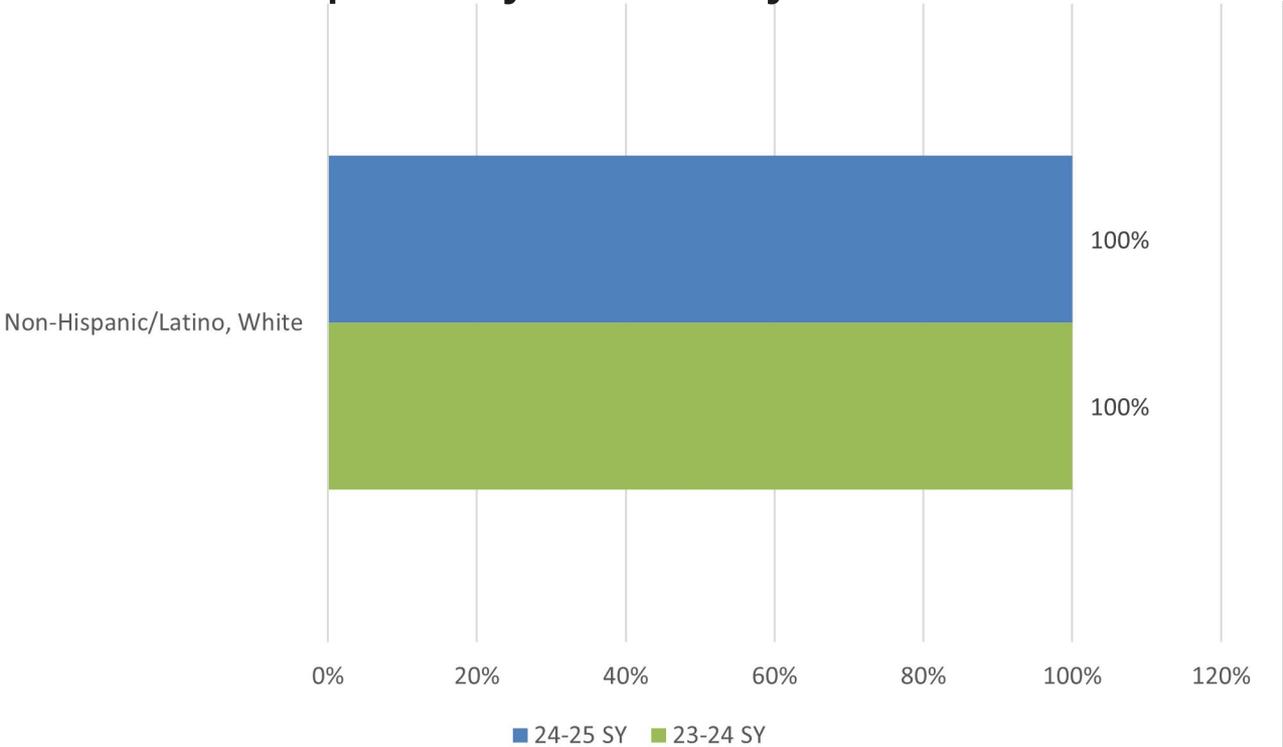
Not Highly Qualified

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

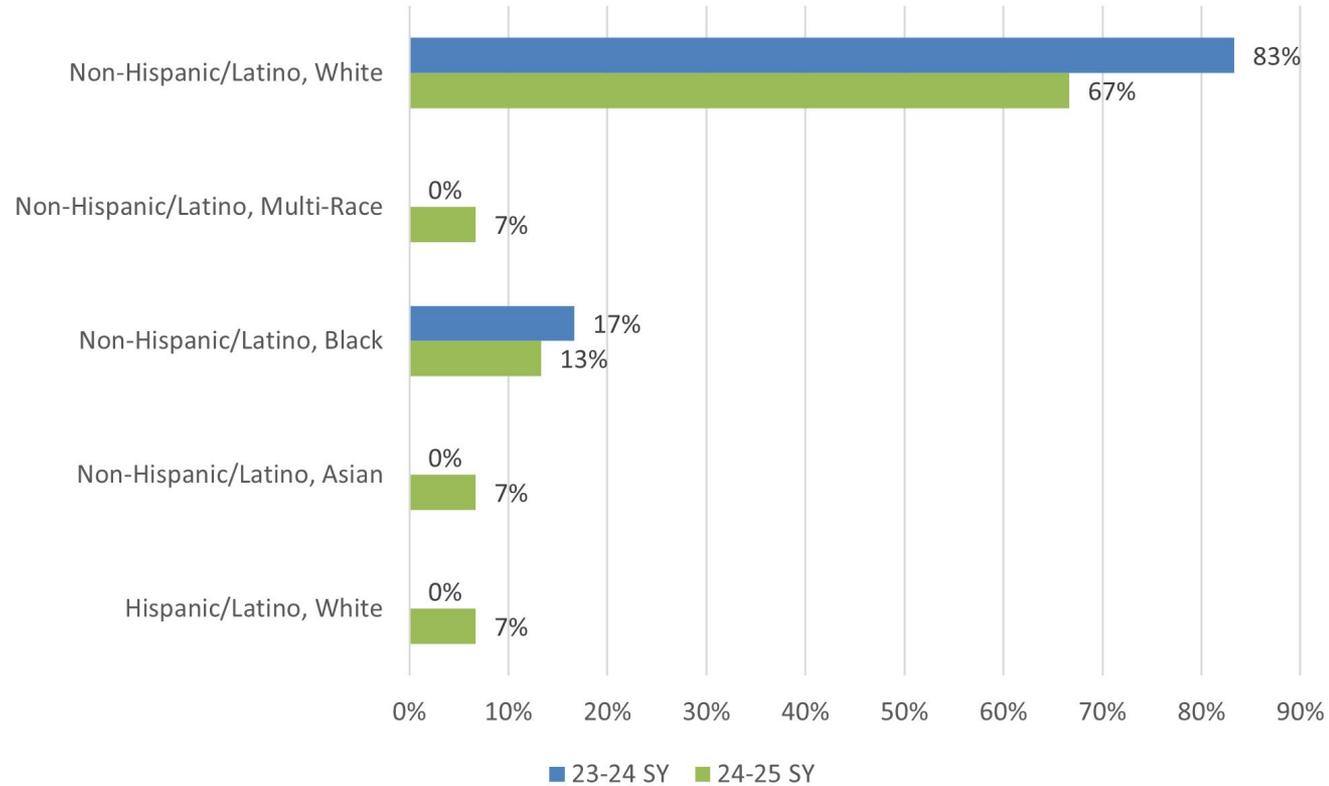
## Licensed Staff by Ethnicity and Race



# Principals by Ethnicity and Race



## Assistant Principals by Ethnicity and Race



## Student

- GYO Student Pathway

## Staff

- Pre-apprenticeship
- Apprenticeship
- Tier 1/Tier 2 Out-Of-Field Placement

## Administration

- Leadership Pipeline

# Three Main Braided Funding Sources

College + University  
Funding



State Funding



Federal Funding



# The 2024-25 Numbers

Licensure Tier	# of Staff
Pre-Service	9
Apprentice	16 (7 current, 9 FY26 candidates)
Tier 1/Tier 2/OFP	12
Student	20 (12 WOE students + 8 interns)

# Connection to the Board

- ❖ Inform decision making regarding grant acceptance
- ❖ Understand impact of pathway programs to increasing education workforce
- ❖ Provide perspective on legislative priorities to secure funding and licensure pathways

# Stories from GYO Participants

**Tier 3 Instructor, Lynn Ealy**  
**Teacher on Special Assignment, Mario Reese**



# Questions?

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

**Regular Meeting – April 10, 2025**

**AGENDA SECTION: BUSINESS SERVICES & LABOR RELATIONS REPORT**

**ITEM: 2026-2027 Long-Term Facility Plan Revenue Resolution**

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

**1. Background Information**

The School Board of Intermediate District 287 hereby approves a long-term facility maintenance program budget for its facilities for the 2026-27 school year in an amount not to exceed \$1,702,120, of which \$920,500 is for pay as you go projects and \$781,620 is for debt service payments on the 2017B Facilities Maintenance Bond and the 2022A Facilities Maintenance Bond. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.

The proportionate share of the costs of Intermediate District 287’s long-term facility maintenance program for each member district to be included in its application shall be determined by multiplying the total cost of the Intermediate long-term facility maintenance program times a 3-year weighted average usage formula, attached as Exhibit B. The long-term facility maintenance costs are funded through annual levy. For school year 2026-27 (fiscal year 27), the allocation of this proportionate share in the district's long-term facility maintenance revenue application for FY 27 is hereby approved.

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

**3. RECOMMENDED ACTION: The Board approves the 2026-2027 Long-Term Facility Plan Revenue Resolution as presented.**

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

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

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

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

Pursuant to due call and notice thereof, a School Board meeting of Intermediate School District No. 287, State of Minnesota, was held on April 10, 2025 at 6:30 p.m., for the purpose in part, of approving the District's Fiscal Year (FY) 27 Long-Term Facility Maintenance budget and authorizing the allocation of a proportionate share of Intermediate School District's long-term facility maintenance projects and related debt service payments to each member district for inclusion in each member district's application for long-term facility maintenance.

\_\_\_\_\_ introduced the following resolution and moved its adoption:

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

1. The School Board of Intermediate District 287 hereby approves a long-term facility maintenance program budget for its facilities for the 2026-27 school year in an amount not to exceed \$1,702,120, of which \$920,500 is for pay as you go projects and \$781,620 is for debt service payments on the 2017B Facilities Maintenance Bond and the 2022A Facilities Maintenance Bond. The various components of this program budget are attached as Exhibit A hereto and are incorporated herein by reference and District administration is directed to apply to the Commissioner of the Department of Education for approval.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate district's long-term facility maintenance budget is approved by the school boards of each of the intermediate's member districts, each member district may include its proportionate share of the costs of the intermediate program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a three-year weighted average adjusted pupil units formula. For school year 2026-27 (fiscal year 27), the long-term facility maintenance costs shall be funded through annual levy. The allocation of this proportionate share in the district's long-term facility maintenance revenue application for FY 27 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the member district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

4. Pursuant to Minnesota Statutes, section 123B.595, subdivision 3, the intermediate district issued \$5,065,000 Facilities Maintenance Bonds, Series 2017B. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds.
  
5. Pursuant to Minnesota Statutes, section 123B.595, subdivision 3, the intermediate district issued \$4,750,000 Facilities Maintenance Bonds, Series 2022A. Such bonds are payable from long-term maintenance revenue transferred by each member district. This district hereby covenants to adopt in each fiscal year during the term of such bonds, a resolution authorizing the inclusion in the application for long-term facilities maintenance revenue the District's proportionate share for such fiscal year of debt service on such bonds

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

STATE OF MINNESOTA  
COUNTY OF HENNEPIN

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

WITNESS MY HAND officially as Clerk this 10th day of April 2025.

\_\_\_\_\_  
Clerk  
Intermediate School District 287





# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *SECOND READ*

**POLICY SERIES:** Buildings and Sites  
**SUBJECT:** Crisis Management  
**BOARD APPROVED:** May 2012  
**REVISION DATE:** March 2025

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## 806 Crisis Management Policy

### I. PURPOSE

*\*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

#### 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. 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. 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.

## DISTRICT POLICY

### FIRST READ

**POLICY SERIES: Curriculum & Instruction**

**BOARD APPROVED: March 2012**

**REVISION DATE: June 2016,**

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## Policy 601 School District Curriculum and Instruction Goals

### I. PURPOSE

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

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.

### 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)

***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 \(Assessment of Student Achievement\)](#)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 524.5 Personal Electronic Communication Devices Policy 524 Internet Acceptable Use and Safety Policy

**Date:** April 10, 2025

**Policy Last Reviewed:**

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

District 287 addressed the statutory requirement on cell phones in [Policy 524 Internet Acceptable Use and Safety Policy](#) (under section XV.), however, the recommendation is to have a stand alone policy that is easily found by families and students. The AdHoc Committee has reviewed both policy 524 and 524.5 to align language and recommends approval with these language changes.

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

##### **524.5**

- Title and Numbering - Changes align with MSBA model policy and structure.
- Caregiver was added throughout the policy and no other language was modified from the MSBA model policy.

##### **524**

- XV. Removed language and referenced Policy 524.5 and a live link will be added to connect the policies.

#### **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?

Students expressed concern about not being able to use your cell phone in school. Some students take public transportation and/or family members drive them and they need to be able to communicate with their family. They also wanted to use their phones during lunch. Administration recommended a strict no cell phone in school. Sites are currently implementing a "no cell phone" policy during the school day.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

*FIRST DRAFT*

**POLICY SERIES: Students**

**BOARD APPROVED: April 2026**

**REVISION DATE:**

### **Policy 524.5 Personal Electronic Communication Devices**

#### **I. PURPOSE**

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

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

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

#### **III. DEFINITIONS**

- A. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smart phone that encompasses the above features.
- B. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.
- C. "Instructional Time" means any structured or unstructured learning experiences that occur from the start of the school day until at the end of the academic school day.
- D. "Personal Electronic Communication Device" means any personal device capable of connecting to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the abovementioned characteristics.

- E. “Stored” means a cell phone or personal electronic communication device not being carried on the student’s person, including not in the student’s pocket. Storage options may include, but are not limited to, in the student’s backpack, in the student’s locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

**IV. PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE**

A. Personal Electronic Communication Device Use

- 1. Students are prohibited from using personal electronic communication devices.
- 2. Elementary Schools (K-5)
  - a. Students are prohibited from using personal electronic communication devices on school premises from the beginning to the end of the school day, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.
  - b. All personal electronic communication devices shall be kept in designated areas and turned off.
- 3. Middle Schools/Junior High Schools/High Schools (9-12)
  - a. Students are prohibited from using personal electronic communication devices on school premises from the beginning to the end of the school day, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day. In specific programs identified by the principal, students are prohibited from using personal electronic communication devices only during instructional time, which includes the entire period of a scheduled class and other times when students are directed to report to and participate in any instructional activity.
  - b. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other personal electronic communication devices and all notifications must be turned off.
  - c. All personal electronic communication devices shall be kept in designated areas and turned off during instructional time.

B. Off-Campus School-Sponsored Activities

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

**V. LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES**

A. Limitations on Use of Personal Electronic Communication Devices

- 1. Personal electronic communication devices may not be used in any manner that causes

or results in disruption of the educational environment or school-sponsored extracurricular activities or events or impairs or interferes with school district operations.

2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.
3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.
4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.
5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

**B. Storage of Personal Electronic Communication Devices**

Students shall keep their personal electronic communication devices in a secure place, such as the student's locker, a closed backpack, a storage device provided by the school, or an area designated by the classroom teacher at all times when personal electronic communication device use is prohibited.

**V. EXCEPTIONS**

- A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.
- B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.
- C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.
- D. A student may use a personal electronic communication device during a time at which use would otherwise be prohibited when the student has been granted permission from a staff member to use the device. If the school district implements a curriculum that uses technology, students may be allowed to use their own personal electronic communication devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices for curriculum.
- E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

- F. Students who need to make a call may request permission to use a telephone in the building office.

## **VI. DISCIPLINE**

If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:

- A. Give the student a verbal warning and require the student to store the student's personal electronic communication device in accordance with this policy.
- B. Securely store the student's personal electronic communication device in a teacher- or administrator-controlled locker, bin, or drawer for the duration of the class or period.
- C. Place the student's personal electronic communication device in the school's central office for the remainder of the school day.
- D. Place the student's personal device in the school's central office to be picked up by the student's parent, caregiver, or guardian.
- E. Schedule a conference with the student's parent, caregiver, or guardian to discuss the student's personal device use.
- F. Apply discipline as provided under school district policies and as appropriate.

## **VII. SCHOOL DISTRICT RESPONSIBILITY**

- A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.
- B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 121A.73 (School Cell Phone Policy)  
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

**Cross References:** Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
Policy 406 (Public and Private Personnel Data)  
Policy 506 (Student Discipline)  
Policy 514 (Bullying Prohibition Policy)  
Policy 515 (Protection and Privacy of Pupil Records)  
Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *FIRST READ*

**POLICY SERIES:** Students

**SUBJECT:** Internet Acceptable Use and Safety Policy

**BOARD APPROVED:** February 2012

**REVISION DATE:** February 2015, May 2024

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## **Policy 524 Internet Acceptable Use and Safety Policy**

### **I. PURPOSE**

The purpose of this policy is to set forth guidelines for the safe and responsible access and use of the District's technology. The District's technology includes but is not limited to desktop computers, laptops, netbooks, telephones, voicemail, mobile phones, other wireless devices, mobile computing devices and the applications they support and/or access.

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

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

### **III. LIMITED EDUCATIONAL PURPOSE**

The District provides students and employees with access to its technology, which includes Internet access for limited educational purposes. This limited educational purpose includes use of the District's technology for classroom activities, educational research, and professional or career development activities consistent with the mission of the District and its policies. Use of the internet may include using electronic mail, creating Internet Web pages, and sending, receiving, storing and sharing documents. Students will receive information about safe and responsible use of the internet, including how to protect their personal information when communicating on the internet, cyberbullying and harassment. Uses, which might be responsible on a user's private personal account on another system, may not be responsible on this limited-purpose network.

#### **IV. USE OF TECHNOLOGY IS A PRIVILEGE**

- A. The use of District technology is a privilege, not a right. When using District technology, students and staff shall not utilize language that is inappropriate in the educational setting or is disruptive to the educational process.
- B. The District has the authority to impose consequences on and take disciplinary measures against any student or employee who engages in an act that has the effect of harassing, intimidating, or otherwise advocating violence or discrimination against other people that takes place through the use of District technology, use of a personal electronic device on District property, or any off-campus activities that cause or threaten to cause a substantial or material disruption at school or interference with the rights of students and employees to be secure. Depending on the nature and degree of the violation and the number of previous violations, irresponsible use of the District technology or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate District policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under applicable laws.

#### **V. UNACCEPTABLE USES**

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
    - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
    - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
    - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
    - d. information or materials that could cause damage or danger of disruption to the educational process;
    - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
  2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
  3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
  4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to

degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
  - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
  - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
    - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
    - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.
  - c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
7. Users will not attempt to gain unauthorized access to the school district system or

any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
  9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
  10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

## **VI. FILTER**

- A. With respect to any of its technology, the District may at any time monitor the online activities of minors and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter internet access to any visual depictions that are 1) obscene; 2) child pornography; or 3) harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
- 1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
  - 2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; or
  - 3) is intended to or could reasonably be expected to have the effect of promoting or inciting violence towards other people; and
  - 4) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

## **VII. CONSISTENCY WITH OTHER SCHOOL POLICIES**

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

## **VIII. LIMITED EXPECTATION OF PRIVACY**

- A. By authorizing use of its technology, the District does not relinquish control over materials on the District's system. Users should expect only limited privacy in the materials (including personal files) on the District's system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

## **IX. INTERNET USE AGREEMENT**

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

## **X. LIMITATION ON SCHOOL DISTRICT LIABILITY**

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

## **XI. USER NOTIFICATION**

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
1. Notification that Internet use is subject to compliance with school district policies.
  2. Disclaimers limiting the school district's liability relative to:
    - a. Information stored on school district diskettes, hard drives, or servers.
    - b. Information retrieved through school district computers, networks, or online resources.
    - c. Personal property used to access school district computers, networks, or online resources.
    - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
  3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
  4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
  5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.

6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

## **XII. PARENTS'/GUARDIAN'S RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE**

- A. Outside of school, parents/guardians bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents/guardians are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents/guardians will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents/guardians the option to request alternative activities not requiring Internet access. This notification should include:
  1. A copy of the user notification form provided to the student user.
  2. A description of parent/guardian responsibilities.
  3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
  4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
  5. A statement that the school district's acceptable use policy is available for parental review.

## **XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS**

- A. "Technology provider" means a person who:
  1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
  2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent/guardian" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
  2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
  3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.
- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
1. the technology provider's employees or contractors have access to educational data only if authorized; and
  2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

#### **XIV. SCHOOL-ISSUED DEVICES**

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
  2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
  3. student interactions with a school-issued device, including but not limited to

keystrokes and web-browsing activity.

- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
  2. the activity is permitted under a judicial warrant;
  3. the school district is notified or becomes aware that the device is missing or stolen;
  4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
  5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
  6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

## **XV. CELL PHONE USE**

1. [Policy 524.5 Personal Electronic Communication Devices](#) outlines the use of such devices per grade bands. ~~Students are prohibited from using cell phones and other electronic communication devices during instruction/class. Some programs/schools may prohibit cell phones and other electronic communication devices during the entire school day. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and malicious and sadistic conduct.~~
2. ~~If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search.~~
3. ~~Students who use an electronic communication device during instruction/class and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are~~

~~confiscated and retained by the school district will be returned in accordance with school building procedures.~~

## **XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN**

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

## **XVII. IMPLEMENTATION; POLICY REVIEW**

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.



# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 603 Curriculum Development

**Date:** April 10, 2025

**Policy Last Reviewed:**

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

This is a mandate policy. The district had a procedure but not a policy for curriculum development. 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.
- Caregiver was added throughout the policy and no other language was modified from the MSBA model policy.

#### **Equity Impact:**

The AdHoc discuss these questions:

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

The curriculum team, coaches, special education, and equity department reviewed this policy. No language changes were recommended for this policy. Feedback was around aligning this policy to the Strategic Plan and Family Engagement activities to promote student, family, and caregiver participation.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### FIRST READ

**POLICY SERIES: Curriculum & Instruction**

**BOARD APPROVED: April 2025**

**REVISION DATE:**

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## Policy 603 Curriculum Development

### I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

### II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

### III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### IV. DISTRICT ADVISORY COMMITTEE

- A. The curriculum department must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, including teachers, parents, caregivers, support staff, students, and provide translation to the extent appropriate and practicable. Whenever possible, parents, caregivers, and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of Multilingual learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.

- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
  - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
  - 2. district assessments;
  - 3. means to improve students' equitable access to effective and more diverse teachers;
  - 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  - 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; gender identify, and
  - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## **V. SCHOOL SITE TEAM**

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent, caregiver. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

## **VI. CURRICULUM DEVELOPMENT PROCESS**

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

***Legal References:***

Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
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.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 124D.59 (Definitions)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:***

Policy 616 (School District System Accountability)

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## *Policy Summary*

### Policy 616 School District Accountability

**Date:** April 10, 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 updated language per MSBA.
- **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING** - 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. No language changes were recommended. Conversation included implementation, how it can connect with the Strategic Planning Groups, and implementation.

# Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

## DISTRICT POLICY

### *FIRST READ*

**POLICY SERIES:** Curriculum & Instruction  
**SUBJECT:** School District System Accountability  
**BOARD APPROVED:** March 2012  
**REVISION DATE:** June 2016

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## CH20 616 School District System Accountability

### I. PURPOSE

~~The purpose of this policy is to ensure that the strategic and operational work of the District promotes high quality and effective instruction, utilizes data to make programming decisions, and involves stakeholder input.~~

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

### II. GENERAL STATEMENT OF POLICY

~~The Board recognizes that the District is an extension of its member districts and not a separately accountable system to the public and state for purposes of measuring and reporting student achievement in the same way that independent districts are accountable. Nevertheless, the Board is committed to providing high quality and effective instruction and fulfilling the goals of the District's educational program. In that spirit, the District maintains a system to continuously review and improve instruction, curriculum and assessment that includes substantial input from member districts, staff, students, and parents or guardians.~~

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents, caregiver, or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### III. ACCOUNTABILITY STRUCTURES DEFINITIONS

#### A. Strategic Plan

The District will develop and maintain a current strategic plan that outlines the District's objectives, which consist of achievable, feasible and verifiable results that ensure that the District fulfills its mission. The strategic plan is submitted to and approved by the Board. The strategic plan is available on the District's website.

#### B. District Advisory Committee/Stakeholder Input

The District maintains a flexible and responsive system of curriculum review and improvement, continually seeking input from its stakeholders. Conditions of satisfaction of each member district are assessed individually and identified needs will be met with solutions that promote consistent quality and value. The District uses an annual measurement tool, customized for each member district's conditions of satisfaction that includes accountability metrics in special education, teaching and learning, and finances. The District will carefully consider their responses and make necessary changes in collaboration with each member district.

#### C. Student Outcomes

Student outcomes are an important measure of the District's ability to meet the needs of each member district. Standard measurements of academic achievement are ineffective because many of the District's students have individualized plans. Thus, the District supports a system of Professional Learning Communities where licensed staff set measureable goals for each group of similarly situated students. Student outcomes will be evaluated based on measureable goals for each group of similarly situated students. The District will communicate student outcome data with its stakeholders in a system of learning conversations and seek their input.

#### D. Staff Development

A system is in place for licensed staff to participate regularly in Professional Learning Communities that provide opportunities for professional learning, information sharing, collaboration, identification of needs, and problem solving.

#### E. Reporting

The District will report to the Board annually on progress on the strategic plan through measurement of the strategic objectives. This report will also be available on the District's website.

#### F. Improvement Plan

The Board will review the results of the District's annual reports and will direct the Superintendent to recommend plans and programs designed to make improvements if established goals have not been reached.

- A. "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; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

#### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

##### **A. School District Goals**

1. The school board has established school district-wide goals through the Strategic Plan that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the Teaching and Learning Department to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals in the Strategic Plan should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program or through some other locally determined process.

##### **B. System for Reviewing All Instruction and Curriculum.**

Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes, section 122A.40 or 122A.41.

##### **C. Implementation of Graduation Requirements**

1. The District Advisory Committee shall also advise administration on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not

made adequate yearly progress for two consecutive school years, the Superintendent along with the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental/caregiver involvement components.

3. The educational assessment system component utilized by the administration to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The administration will utilize models developed by the Commissioner for measuring individual student progress. The administration must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By May of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
3. The District Advisory Committee shall meet the following criteria:
  - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The District Advisory Committee shall make recommendations to the administration on school district-wide standards,

assessments, and program evaluation.

- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
  5. The District Advisory Committee shall meet the at least 4 times each year to:
    - Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
    - Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
    - Review evaluation results and prepare recommendations.
    - Present recommendations to the school board for its input and approval.

#### F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold al public meetings to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation

in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's 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.35 (Student Academic Achievement and Growth)

Minn. Stat. § 120B.36 (School Accountability)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)

Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

Policy 601 (School District Curriculum and Instruction Goals)

Policy 620 (Credit for Learning)



April 2025  
Volume 22  
Number 7

## Rockford Area Schools American Indian Parent Advisory Committee (AIPAC)

**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

**May 2, 2025**  
**Board of Directors Meeting**  
7 a.m. - 9 a.m.  
Quora Education Center  
NE Metro 916  
Little Canada

**May 16, 2025**  
**Executive/Legislative Committee Meeting**  
7:30 a.m. - 9 a.m.  
Anderson Center  
Bethel University  
Arden Hills

The Rockford Area Schools American Indian Parent Advisory Committee (AIPAC) has served our community for several years. Over the past year, our committee has experienced significant growth — not only in the number of students and families engaged but also with the hiring of our first AIPAC Cultural Liaison. This growth has strengthened our sense of purpose and deepened our commitment to supporting and celebrating our Native students and families.

In Rockford, our AIPAC has thrived by embracing a shared vision focused on student success, cultural celebration, and community collaboration. The following core principles guide our work:

- **Shared Purpose & Goals** – We prioritize improving academic outcomes for Native students, expanding cultural programming, and increasing family involvement.
- **Open Communication** – We foster an environment of respectful dialogue through regular meetings, ensuring all voices are heard.
- **Mutual Respect & Trust** – Our members bring diverse tribal backgrounds and experiences, and we honor these unique perspectives to strengthen our collective efforts.
- **Collaboration & Teamwork** – By partnering with school leaders, tribal communities, and local organizations, we amplify the impact of our work.
- **Inclusive & Supportive Environment** – We strive to create a welcoming space where families feel valued and inspired to participate.
- **Conflict Resolution** – We approach challenges with understanding and seek solutions that align with the best interests of our Native students.
- **Rituals & Traditions** – Incorporating cultural practices, such as smudging or land acknowledgments, deepens our shared connection to heritage.
- **Celebrating Successes** – Recognizing student and community achievements fosters pride and reinforces the importance of our work.
- **Time & Consistency** – Sustaining our momentum requires regular engagement, clear communication, and ongoing outreach to families.

*Continued on page 2*

A big thank you to everyone who attended AMSD's annual Day at the Capitol on March 24. It was a tremendous turnout and very inspiring to see so many passionate advocates for our schools. It's hard to believe there are less than two months remaining in the 2025 legislative session. The Governor and Legislators will adopt a budget that will determine the level of funding for our schools for the next two years. Please continue to speak up and advocate for our priorities over the remaining weeks of the session. Your voice matters!

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

# Fostering Connection, Collaboration and Cultural Pride

Continued from page 1

## **RAISE: Rockford Area Indigenous Student Education**

To capture our mission, we introduced the concept of **RAISE — Rockford Area Indigenous Student Education** — a guiding principle focused on student success. In Rockford, to **RAISE** means to elevate — whether it's improving academic performance, increasing graduation rates, or creating opportunities for post-secondary success. We also aim to **raise cultural awareness**, challenging outdated stereotypes and fostering a broader understanding of modern Native experiences.

A fundamental shift in our work has been centering on **assets** rather than limitations. We intentionally highlight the strengths, talents, and contributions of our students, families, and community partners — embracing them as vital components of our shared success. This asset-based approach has helped us uncover powerful connections within our community.

## **Building Meaningful Partnerships**



Through our **RAISE** mission, we've discovered incredible partners within and beyond our school district who have enriched our programming and strengthened our cultural understanding:

- A member of the **White Earth Nation** now leads sewing workshops for our families.
- Mentors from the **Minneapolis American Indian Center** support our youth through guidance and storytelling.
- A local **Red Lake Nation** member has generously shared their jewelry-making expertise with our students.
- Funding from the **Shakopee Mdewakanton Sioux Community** has enabled a member of the **Oklahoma Cherokee Nation** to provide professional development on Native identity to our district's educators.
- Our AIPAC Cultural Liaison has deepened our understanding of local Indigenous history, including the presence of the **Ho-Chunk people** who lived in our town from 1851-1855 before their forced removal.



Additionally, our students have taken ownership of cultural celebration — curating displays for **Native American Heritage Month**, organizing two community feasts featuring Indigenous foods, and visiting local **Indian burial mounds** to connect with their heritage. With the installation of a **Little**

**Free Indigenous Library**, filled with books by and about Native people, we've also extended our impact beyond the classroom and into the broader community.

## **Looking Ahead**

As we move forward, our AIPAC remains deeply committed to recognizing and elevating the strengths of our Native students, families, and community partners. By continuing to foster connection, collaboration, and cultural pride, we will remain true to our mission — to **RAISE** our profile and celebrate the vibrant heritage of our Native people. Together, we will build a future where our students thrive, our stories are heard, and our community remains united in purpose and pride.

*This month's member feature was submitted by Supt. Dr. Jeff Ridlehoover, Rockford Area Schools.*

# Survey Shows AMSD School Districts Face More Than \$280 Million in Shortfalls

## Most AMSD Districts Face Budget Challenges for 2025-26 School Year

A new survey shows that AMSD member districts are facing a combined budget shortfall of more than \$280 million for the upcoming 2025-26 school year. The survey, conducted in March 2025, asked member districts to project the gap between their anticipated revenue and expenditures for the 2025-26 school year, assuming no additional funding is provided in the 2025 legislative session beyond the 2.74 percent increase in the basic funding formula under current law.

With nearly 90 percent of AMSD districts responding, 36 districts projected shortfalls totaling \$280,431,533. The survey also asked member districts to project their shortfall based on Gov. Tim Walz's budget recommendations. Under Gov. Walz's proposed budget — which would now reduce education funding by more than \$240 million for the 26-27 biennium and more than \$445 million for the 28-29 biennium — the combined total shortfall for AMSD districts would drop to just under \$265 million. However, 23 districts would actually see bigger shortfalls under the Governor's proposal, due to the specific nature of his proposed cuts.

The Governor's proposed budget includes the formula increase of 2.74 percent, but also includes a 5 percent reduction in funding for special education transportation, a modified hold-harmless for compensatory revenue, and modifications to the literacy incentive aid formula under which some districts would see an increase in revenue and others a significant decrease. The projections do not account for the Governor's proposal to eliminate the Q Comp program, which would become effective in FY27. Eliminating the Q Comp program would compound the budget challenge for many AMSD member school districts.

A confluence of factors has since created a challenging fiscal environment for school districts despite the significant overall funding increase two years ago, including historic inflation, escalating operational and labor costs, and costs related to the new programs and requirements adopted by state policymakers during the last biennium.

[AMSD's priorities for the 2025 legislative session](#) call on lawmakers to refrain from enacting any new mandates in the 2025 session and to hold districts harmless from a reduction in compensatory revenue due to the change in how the state determines eligibility for compensatory services. AMSD members are also urging the Legislature to fully fund the mandates adopted during the last biennium such as summer term unemployment and paid leave and provide additional funding to mitigate program cuts and staff layoffs.

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

"We understand the state is also facing budget challenges, yet our school districts need assistance to address rising operational costs and to implement the new programs and requirements that were enacted during the last biennium," said AMSD Chair Laura Oksnevad.

- [LINK: View a full list of AMSD District Shortfalls](#)

# More Than 170 Turn Out for 2025 AMSD/MASA Region 9 Day at the Capitol

AMSD Members Heard Remarks from Key Legislators While Advocating for Students and Schools



*Rep. Elliot Engen (R-Lino Lakes)*



*Sen. Mary Kunesch (DFL-New Brighton)*



*Rep. Cheryl Youakim (DFL-Hopkins)*



*Sen. Michael Kreun (R-Blaine)*

More than 170 members of AMSD turned out for the AMSD/MASA Region 9 Day at the Capitol on March 24. The day led off with updates from AMSD Executive Director Scott Croonquist and MASA Executive Director Deb Henton followed by remarks from legislators Rep. Elliot Engen (R- Lino Lakes), Rep. Cheryl Youakim (DFL-Hopkins), Sen. Mary Kunesch (DFL-New Brighton), and Sen. Michael Kreun (R-Blaine). AMSD members met with their local legislators, attended committee hearings, and watched House and Senate floor sessions throughout the day.

Thank you to everyone who came out and advocated for our students and our schools!



# 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**  
**April 10, 2025**  
**SCHOOL BOARD CALENDAR**

**April 2025**

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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	287 Retirement Celebrations	5:00 PM	DSC
08	Thursday	General Meeting of the Board	6:30 PM	DSC
22	Thursday	School Board Retreat	4:30 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

<u>Dan Ginestra</u>	<u>Anne Casey</u>
<u>Richard Zeck</u>	
<u> </u>	<u> </u>

### Local 2209/Board Meeting 1:00 PM

Tuesday, April 22<sup>nd</sup>  
District Service Center  
(3<sup>rd</sup> Floor – Room 316)

<u> </u>	<u> </u>



# ***Get on the Bus***

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

***SAVE THE DATE***

**TUESDAY, April 15, 2025**

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

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

## **MEETING POINT**



Intermediate District 287  
1820 Xenium Ln N  
Plymouth, MN 55441

## **RSVP**



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

## ***We'll Visit:***

**Oak View Elementary School (Osseo District)  
where 287 Itinerant Staff are providing services to  
students who are Deaf and Hard of Hearing (DHH)**

6710 East Fish Lake Road  
Maple Grove, MN 55369

## **Visitors will**

- Meet the Oak View DHH team
- Observe students starting their day
- Rotate through the classroom and observe service provision and integration of services to promote student learning -
  - Core Instruction
  - Accommodations/Modifications
  - American Sign Language Services
  - Speech/Language Services
  - Deaf/Hard of Hearing Services

**Intermediate District 287**