

General Meeting of the Board
Thursday, August 27, 2026 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 June 25, 2026
 - 4.2. Routine Human Resources Activities for August 27, 2026
 - 4.3. Approval of FY27 Plan for District-Wide Compensatory Education Revenue Utilization
 - 4.4. Monthly Financial Report for June 2026
 - 4.5. Approval of Employee Recognition Program
 - 4.6. Approval of Authorization of Issuance of Individual Procurement Cards (P-Cards)
 - 4.7. Approval of CDW Amplified for Education Agreement
 - 4.8. Approval of Ethnic Studies School Grant
 - 4.9. Approval of Carl D. Perkins Education Act – Basic and Reserve Funds
 - 4.10. Approval of Title II –Part A, Teacher and Principal Training and Recruiting
 - 4.11. Approval of Title III – Part A, English Language Acquisition, Language Enhancement and Academic Achievement Funding
 - 4.12. Approval of Walser Foundation Grant
5. **SHARE THE SUCCESS & RECOGNITION - None**
6. **SUPERINTENDENT'S REPORT - (60 minutes)**
 - 6.1. Introduce new District Leaders (Information)
 - 6.2. 2025-2026 Strategic Plan Annual Results (Information)
 - 6.3. Superintendent Goals (Action)
7. **INSTRUCTIONAL REPORT - None**
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - None**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (40 minutes)** (Information)
 - 9.1. Policy Review & Revision
 - 9.1.1. Annual Review Summary
 - 9.1.1.1. 506 Student Discipline Policy
 - 9.1.1.2. 806 Crisis Management Policy
 - 9.1.1.3. 721 Procurement Policy
 - 9.1.2. Summary of Legislative Changes
 - 9.1.2.1. 402 Disability Nondiscrimination Policy
 - 9.1.2.2. 521 Student Disability Nondiscrimination Policy
 - 9.1.2.3. 524 Internet Acceptable Use and Safety Policy
 - 9.1.2.4. 709 Student Transportation Safety Policy

- 9.1.2.5. 722 Public Data Requests Policy
 - 9.1.2.6. 533 Wellness Policy
 - 9.1.3. Three-Year Review Cycle
 - 9.1.3.1. 102 Equal Education Opportunity Policy
 - 9.1.3.2. 208 Development, Adoption, and Implementation of Policies
 - 9.1.3.3. 214 Out-of-State Travel Policy
 - 9.1.3.4. Bylaws Policy
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report
 - 9.2.2.1. August 2026 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Calendars
 - 9.3.2. August 27, 2026, Board Event Calendar
 - 9.3.3. 2026-2027 Get on the Bus/Local 2209 & Board Meeting Schedule
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
1820 Xenium Lane, Minneapolis, MN 55441
June 25, 2026
MINUTES

1. CALL TO ORDER

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

A Roll Call was taken, and a quorum was declared with 11 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Richard Zeck
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson
276	Minnetonka	Dr. Michael Remucal
278	Orono	Dr. Leslie Locke
279	Osseo	Keith Tate
280	Richfield	Ken Liss
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
277	Westonka	Brian Roath

Absent: 281/ Long

Guests:

287 Administration: Superintendent Doud, Dr. Tonya Allen (*virtual*), Camille Hepola, Dr. Elisabeth Lodges Rogers, Dr. Jon Voss, Dr. Kevin Witherspoon, and Wauneen Denson-Mgeni

287 Staff Members: Gloria Wilder (*virtual*) and Olena Zaslavska

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Shannon Andreson, seconded by Dan Ginestra, 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 of the Board Minutes from June 11, 2026; Approval of the Routine Human Resources Activities for June 25, 2026, Monthly Financial Report for May 2026, FY2026-2027 Fees and Rates, Issuance of Individual Procurement Cards (P-Card), Evolv – ISD 287: Express Gen 1 Single Lane Renewal, and Joint Purchasing Agreement between Intermediate District 287 and Osseo Area Schools. *Motion by Kim Ross, seconded by Keith Tate, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS - None

6. SUPERINTENDENT'S REPORT - None

7. INSTRUCTIONAL REPORT

Dr. Jon Voss, Director of Teaching and Learning, provided an update on the Teaching and Learning Advisory Progress Report. [Teaching & Learning Report](#)

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report – None

Financial

Gloria Wilder, Interim Director of Finance, provided an overview of the *Original Budget for School Year 2026-2027 (Fiscal Year 27)*. A motion was made by Michael Remucal, seconded by Kim Ross, to approve the adoption of the *Original Budget for School Year 2026-2027 (Fiscal Year 27)*. The Estimated Beginning Fund Balance of the total governmental funds for July 1, 2026, is \$69,855,673. The Original Budget for FY26-27 shows total revenue of \$150,705,014 and total expenditures of \$147,657,081, for a total projected fund balance of \$10,568,982 and a total budgeted unassigned fund balance of 8.5% on June 30, 2026. No discussion. Motion carried unanimously.

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision - None

Chair Report - None

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was made by Dan Ginestra, seconded by Shannon Andreson, to adjourn the general meeting of the Board. No votes against. Motion carried. Meeting adjourned at 7:44 PM.

The next general meeting will be held on August 27, 2026, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Denson-Mgeni
Secretary to the School Board

Signed: Chair _____

Clerk _____

Date _____

Date _____



**ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE
INTERMEDIATE DISTRICT 287 SCHOOL BOARD
August 27, 2026**

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Aadam Abdullahi	ASD Teacher	West Education Center	Student Reallocation	08/31/2026	1.0
Andre Benedict	Work Experience Coordinator	West Education Center	Separation: O. Forgony	08/31/2026	1.0
Patience Boakai	Educational Support Professional	Ann Bremer Education Center	Separation: H. Mohamed	08/31/2026	0.875
Ashlei Bruno	Educational Support Professional	South Education Center	Student Reallocation	08/31/2026	0.875
Stephanie Brueske	Deaf Blind Intervener	Itinerant Services	Resignation: K. Wilson	08/31/2026	1.0
Kristian Calderon	Fulltime Custodian	District Service Center	Retirement	08/04/2026	1.0
Cooper Chell	IT Specialist	North Education Center	Resignation: S. Strassburg	07/13/2026	1.0
Alyssa Dahlke	EBD Teacher	North Education Center	Student Reallocation	08/31/2026	1.0
Jesus Diaz Ruelas	Educational Support Professional	South Education Center	Student Reallocation	08/31/2026	0.875
Jonathan Diaz Ruelas	Educational Support Professional	South Education Center	Student Reallocation	08/31/2026	0.875
Megan Dietrich	ASL Interpreter	Itinerant Services	Retirement: L. Donley	08/31/2026	1.0
Kelsey Dohmen	Speech Language Pathologist	Itinerant Services	Resignation: K. Merritt	08/31/2026	1.0
Madeline Eklund	Orientation and Mobility Specialist	Itinerant Services	Student Reallocation	08/31/2026	1.0
Kassandra Eull	Occupational Therapist	Itinerant Services	Student Reallocation	08/31/2026	1.0

New Hires Cont.

Jessie George	Administrative Support IV	Ann Bremer Education Center	Retirement: P. McKay	08/18/2026	1.0
Heather Griffin	Educational Support Professional	South Education Center	Retirement: S. Wold	08/31/2026	0.875
Aubrey Grosbusch	Educational Support Professional	West Education Center	Student Reallocation	08/31/2026	0.875
Jennifer Hadden	Physical Health & Disability Teacher	Itinerant Services	Resignation: A. Zumwalde	08/31/2026	1.0
Emilie Hamilton	Administrative Support V	Human Resources	Resignation: E. Cavanaugh	07/07/2026	1.0
Jamanita Hamilton	Educational Support Professional	Ann Bremer Education Center	Student Reallocation	08/31/2026	0.875
Cora Honer	ASL Interpreter	Itinerant Services	Retirement: N. Sullivan	08/31/2026	0.875
Shalah Jackson	Educational Support Professional	West Education Center	Student Reallocation	08/31/2026	0.875
Sierra Jackson	EBD Teacher	North Education Center	Student Reallocation	08/31/2026	1.0
Elizabeth Jimenez	Educational Support Professional	West Education Center	Student Reallocation	08/31/2026	0.875
Aundrea Jimerson	Educational Support Professional	South Education Center	Student Reallocation	08/31/2026	0.875
Helen Kaiyeepeu	Educational Support Professional	Ann Bremer Education Center	Separation: T. Callender	08/31/2026	0.875
Meita Lackay-Ajavon	ASD Teacher	North Education Center	Leave of Absence: S. Anose	08/31/2026	1.0
Sharolyn Mahigab	Educational Support Professional	South Education Center	Resignation: C. May	08/31/2026	0.875
Sheri McLeod	Educational Support Professional	South Education Center	Resignation: L. Clifford	08/31/2026	0.875
Quindoline Ndeh	Educational Support Professional	Ann Bremer Education Center	Student Reallocation	08/31/2026	0.875
Emily-Kate Niskey	EBD Teacher	North Education Center	Student Reallocation	08/31/2026	1.0
Colin Packard	Licensed Behavior Intervention Specialist	Ann Bremer Education Center	Separation: E. Dilly-Jones	08/31/2026	1.0
Carolyn Paulet	EBD Teacher	North Education Center	Resignation: J. Curtis	08/31/2026	1.0
Eugene Peare	Educational Support Professional	Ann Bremer Education Center	Separation: B. Bih	08/31/2026	0.875

New Hires Cont.

Karen Remer	Educational Support Professional	South Education Center	Student Reallocation	08/31/2026	0.875
David Retka	Administrative Support IV	Ann Bremer Education Center	Retirement: N. Ecoff	08/25/2026	1.0
Samantha Richards	Specialized Instructional Coach	North Education Center	Separation: L. Shoemaker	08/31/2026	1.0
Chris Rogers	Sr Mgr Equity, and Curriculum & Inst.	District Service Center	Internal Move: B. MacDonald	08/04/2026	1.0
Daisy Solomon	Educational Support Professional	South Education Center	Separation: S. Jaramillo Quiroz	08/31/2026	0.875
Natalie Timm	EBD Teacher	North Education Center	Separation	08/31/2026	1.0
Evelyn Trulen	Educational Support Professional	West Education Center	Student Reallocation	08/31/2026	0.875
Gregg Trunnell	Fulltime Cook (Float)	District Service Center	Open Position	08/04/2026	1.0
Benjamin Wuerflein	Educational Support Professional	South Education Center	Separation: J. Williams	08/31/2026	0.875
Kyle Wurm	Facilities Operations Manager	District Service Center	Resignation: B. Arbogast	8/25/2026	1.0

Temporary Hiring Agreement: Assignments

Name	Position	Department or Site	Effective Date	End Date
Sherri Ramsden	Physical Therapist Sub	Itinerant	08/24/2026	11/24/2026

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses

Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Tier 1 Hires					
Britney Bunay Vintimilla	ASD Teacher	South Education Center	Student Reallocation	08/31/2026	1.0
Kue Her	EBD Teacher	North Education Center	Student Reallocation	08/31/2026	1.0
Tier 2 Hires					
Derek Van Heuveln	ASD Teacher	West Education Center	Student Reallocation	08/31/2026	1.0
Kaitlyn Hoffman	School Counselor	North Education Center & NEXUS Team	New Position	08/31/2026	1.0

Crystal Eke-Dutrieuille	ASD Teacher	Ann Bremer Education Center	New Position	08/31/2026	1.0
Mary Perpich	EBD Teacher	North Education Center	Resignation: D. Dominguez	08/31/2026	1.0

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Britney Bunay-Vintimilla	Educational Support Professional to accept a temporary licensed position	South Education Center	08/31/2026	06/11/2027	0.875
Kue Her	Educational Support Professional to accept a temporary licensed position	North Education Center	08/31/2026	06/11/2027	0.875
Mary Perpich	Educational Support Professional to accept a temporary licensed position	North Education Center	08/31/2026	06/11/2027	0.875
Derek Van Heuveln	Educational Support Professional to accept a temporary licensed position	West Education Center	08/31/2026	06/11/2027	0.875

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Katie Timm	SMI Teacher	North Education Center	Personal Reasons	06/28/2026
Stacy Nielsen	School Psychologist	Care and Treatment Programs	Personal Reasons	07/02/2026
Amelia Zumwalde	Physical/Health Disabilities Teacher	Itinerant Services	Personal Reasons	07/08/2026
Daniel Aaker	EBD Teacher	North Education Center	Personal Reasons	07/24/2026
Xianning Cui	ASD Teacher	South Education Center	Personal Reasons	06/05/2026
Eduardo Gomez	EBD Teacher	North Education Center	Personal Reasons	06/05/2026
Susan Anose	DD Teacher	North Education Center	Personal Reasons	08/19/2026
Sean Burns	EBD Teacher	Ann Bremer Education Center	Personal Reasons	08/14/2026
Lucy Clifford	Educational Support Professional	South Education Center	Personal Reasons	07/24/2026
Andrea Eastman	Educational Support Professional	West Education Center	Personal Reasons	07/24/2026

Separations: Resignation Cont.				
Sharon Bartekwa	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	08/03/2026
Anjanette McCarthy	Educational Support Professional	West Education Center	Personal Reasons	08/28/2026
Korrianna Rapley	Educational Support Professional	West Education Center	Personal Reasons	08/03/2026
Calia Ross	Educational Support Professional	North Education Center	Personal Reasons	07/31/2026
Natalie Timm	Educational Support Professional	North Education Center	To accept a License 2209 Position	08/31/2026
Kaycie Clemens	Educational Support Professional	South Education Center	To accept a License 2209 Position	08/31/2026
Thomas Kolenky	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	08/13/2026
Rachel Prost	Communications Coordinator	Communications Department	Personal Reasons	07/28/2026
Brent Dysart	Equity and Inclusion Coordinator	Equity, Curriculum, Instruction, and Assessment Department	Personal Reasons	08/17/2026
Johnathan Sanasinh	Custodial Worker	Facilities Department	Personal Reasons	08/14/2026
Rosemarie Valencour	Administrative Support V	Information Technology Department	Personal Reasons	09/03/2026
Sarah Bertram-Tronnes	Administrative Support V	Student Information System Department	Personal Reasons	08/28/2026
Jon Passig	Custodial Worker	Facilities Department	Personal Reasons	08/07/2026

Separations: Retirements (Regular/Disability)			
Name	Position	Department or Site	Effective Date
Cyrus Varney	Educational Support Professional	North Education Center	12/01/2026



ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT
August 27, 2026

Curriculum Writing/Summer Projects/Spring Clean Up/Fall Start Up

Joshua Ask	Julia Becker	Andre Benedict
Mae Bullock	Taia Bush	Tammy Bussman
Jamie DeLong	Bailey Dobratz	Camille Erickson
Estella Fallah	Reagan Fenstermaker	John Fishbaugher
Debra Gormley	Stephanie Hawley	Madeline Hill
Kaitlyn Hoffman	Ivette Jaramillo-Flores	Charlotte Kazlauskas
Rebecca Korich	Nicole Krueger	Katie Kroulik
Michael LoPresti	Vanessa Manning	Hannah Mattson
Kelly Munson	Annie Nguyen	Gladys Omasire
Charley Rivas-Watanabe	Amy Stener	Nicoleena Sutherland
Calie Swanson	Natalie Timm	

Summer School

LICENSED

ESY/EY

Julia Becker	Nell Currey	Margaret Dundon
Shana Jensen	Candace Sanborn	

NSO

Amanda Rodning		
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NON LICENSED:

ESY/EY

Manuel Barrera	Xzaveyona Huff	Tsering Norbu
Bola Bashir	Jaimoun Jarrett	Boma Orubo
Gabrielle Brown	Fred Jefferson	Annessa Pedersen
Demajae Clark	G Johnson	Archealius Powers-Robinson
Christian Clausen	Khiley Johnstone	Itzayana Ramos
Melissa Coleman	Ja'mari Jones	Sara Rosales Rodriguez
Isaiah Davis	Melania Jones	Maria Ruelas Viorato
Fadul Fadul	Carter Konrardy	Dayveon Scarver
Roxana Guerrero	Avianna Logan	Cassandra Schendel
Javion Hall Rogers	Michael LoPresti	Michael Smith
Alan Hang	Ja'Lynn Miller	Caleb Thorne
Alaja Harris	Sa'Nariea Milon	Davianna West
Carter Hicks	Mathias Ndjom	Joseph Yarbrough

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Plan for District-Wide Compensatory Education Revenue Utilization FY2026-2027

August 27, 2026

Author

Director of Finance, Kerstin Quigley

Summary

Under 126C.15 BASIC SKILLS REVENUE; COMPENSATORY EDUCATION REVENUE, Subdivision 1, and under Subd.2(b) districts may through board adoption of a plan allocate up to 40% of Compensatory Education Revenue to a School Board approved - District plan. I request a portion of District 287 Compensatory Education Revenue be utilized for district-wide curriculum support, instructional coaching, literacy, and math activities.

Specifically, I request that the District 287 School Board approve the use of compensatory education revenue funds for Managers of Curriculum & Instruction (to support Student Outcomes), and Specialized Instructional Coaches to support Literacy and Instructional practices at sites that do not generate sufficient Compensatory Revenue.

These expenses are allowable per statute 126C.15 BASIC SKILLS REVENUE: COMPENSATORY EDUCATION REVENUE (linked below) specifically in Subdivision 1: (4), (5), and (7).

(4) a longer school day or week during the regular school year or through a summer program that may be offered directly by the site or under a performance-based contract with community-based organization;

(5) comprehensive and ongoing staff development consistent with district and site plans according to section 122A.60 and to implement plans under section 120B.12, subdivision 4a, for teachers, teacher aides, principals, and other personnel to improve their ability to identify the needs of these learners and provide appropriate remediation, intervention, accommodations, or modifications;

(7) programs to reduce truancy, encourage completion of high school, enhance self-concept, provide health services, provide nutrition services, provide a safe and secure learning environment, provide coordination for pupils receiving services from other governmental agencies, provide psychological services to determine the level of social, emotional, cognitive, and intellectual development, and provide counseling services, guidance services, and social work services;

[126C.15 BASIC SKILLS REVENUE: COMPENSATORY EDUCATION REVENUE](#)

Recommendation

It is recommended that the Board approves this plan.

INTERMEDIATE DISTRICT 287
PLYMOUTH, MINNESOTA
BOARD OF EDUCATION

Regular Meeting – August 27, 2026

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Kerstin Quigley, Director of Finance

1. Background Information

The June Budget vs. Actual Reports are presented for Board information and review. These reports indicate that year-to-date revenue in all funds (excluding Funds 06 & 11) total \$106,973,427, or 77.2% of the Revenue Budget of \$138,523,297. Including Funds 06 & 11 year-to-date revenue in all funds total \$107,044,274, or 77.2% of the Revenue Budget of \$138,643,297. The District's monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds (excluding Funds 06 & 11) total \$132,030,491, or 97.4% of the Expenditure Budget of \$135,623,134. Including Funds 06 & 11 year-to-date expenditures in all funds total \$133,414,959, or 97.2% of the Expenditure Budget of \$137,278,617.

The amounts shown for 2025-26 are as of the end of the fiscal year at June 30th, and are preliminary at this point. They reflect the normal month end which is basically on a cash basis without accrual entries. Numerous receivables and payables are calculated after year-end, and these amounts will continue to change up to and through the audit process.

DDA

Attachments

2. Fiscal Impact/Funding Source: None

3. RECOMMENDED ACTION: The Board approve the Finance & Donation Reports items as presented.

Motion by: _____ Yes ____ Passed ____

Second by: _____ Yes ____ Failed ____

Abstentions: _____

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.

DISTRICT 287
REVENUE COMPARISON

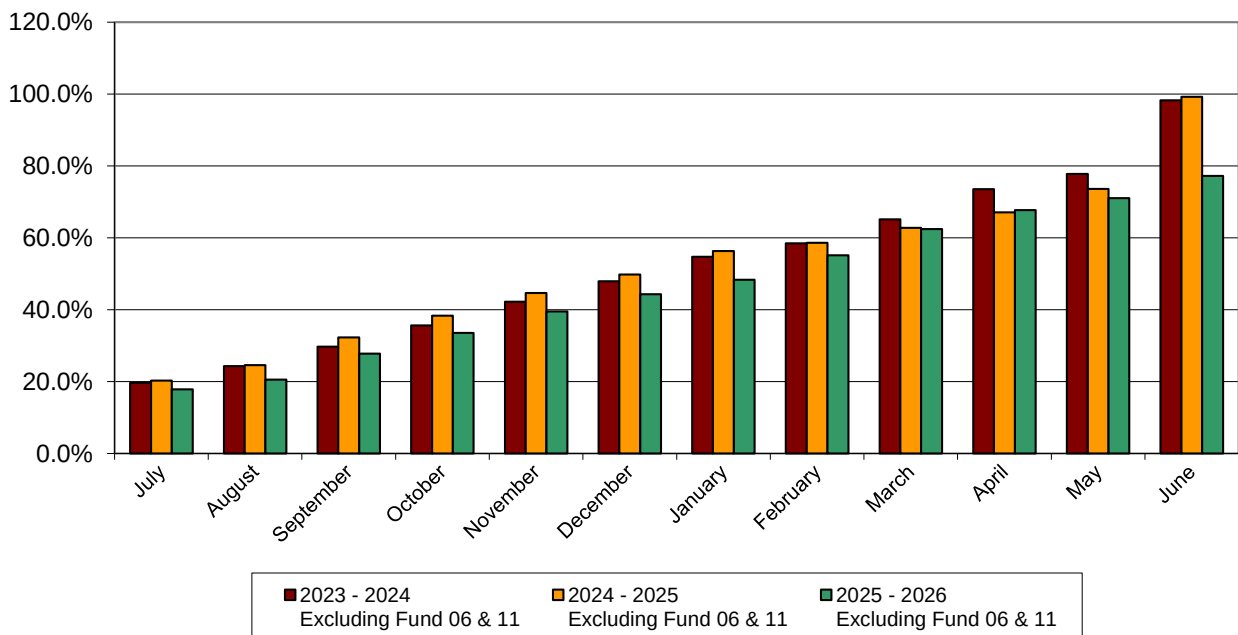
Month	2023 - 2024		2024 - 2025		2025 - 2026		2025 - 2026	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	23,454,555	19.7% ¹	26,130,396	20.3% ²	24,677,754	17.8% ³	24,690,806	17.8%
August	5,555,759	24.3% ¹	5,533,085	24.6% ²	3,833,160	20.6% ³	3,842,391	20.6%
September	6,418,580	29.7% ¹	9,995,943	32.3% ²	9,956,187	27.8% ³	9,964,274	27.8%
October	7,033,514	35.6% ¹	7,739,129	38.3% ²	8,013,576	33.6% ³	8,021,092	33.6%
November	7,853,633	42.2% ¹	8,106,095	44.6% ²	8,217,540	39.5% ³	8,224,410	39.5%
December	6,852,360	47.9% ¹	6,680,616	49.8% ²	6,646,303	44.3% ³	6,652,286	44.3%
January	8,090,580	54.7% ¹	8,380,272	56.3% ²	5,594,390	48.3% ³	5,599,551	48.3%
February	4,501,636	58.5% ¹	3,006,126	58.6% ²	9,432,528	55.1% ³	9,435,713	55.1%
March	7,937,907	65.2% ¹	5,324,721	62.8% ²	10,073,022	62.4% ³	10,076,133	62.4%
April	10,002,641	73.5% ¹	5,535,964	67.1% ²	7,348,589	67.7% ³	7,351,549	67.7%
May	5,089,254	77.8% ¹	8,400,980	73.6% ²	4,580,668	71.0% ³	4,583,618	71.0%
June	24,442,780	98.3% ¹	33,031,125	99.2% ²	8,599,710	77.2% ³	8,602,450	77.2%
TOTAL	117,233,200	98.3%	127,864,452	99.2%	106,973,427	77.2%	107,044,274	77.2%
BUDGET	119,257,057 ²		128,874,184 ³		138,523,297		138,643,297	

¹ excludes Funds 06 & 11 budgeted revenue of \$55,000

² excludes Funds 06 & 11 budgeted revenue of \$80,000

³ excludes Funds 06 & 11 budgeted revenue of \$120,000

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



Board- Revenue/Expense Summary by Fund Report

June	2025-2026	Intermediate District No. 287				
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,208,043.02	21,098,151.00	1,423,636.16	7,986,631.88	37.85%	13,111,519.12
02 - FOOD SERVICE FUND	890,572.69	1,024,980.00	67,165.51	543,886.49	53.06%	481,093.51
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	8,737,575.72	9,054,572.00	259,241.61	7,447,960.09	82.26%	1,606,611.91
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	4,257.11	4,120.00	0.00	0.00	0.00%	4,120.00
11 - LTFM BOND FUND	207,764.75	120,000.00	2,740.12	70,847.20	59.04%	49,152.80
12 - ALC - ACADEMIC FUND	14,393,534.72	14,904,949.00	1,330,827.69	6,684,066.73	44.84%	8,220,882.27
13 - CAREER & TECH FUND	2,670,728.46	3,105,194.00	108,738.09	1,629,214.61	52.47%	1,475,979.39
14 - SPECIAL EDUCATION FUND	67,788,839.18	73,897,581.00	4,472,950.74	66,407,694.48	89.86%	7,489,886.52
20 - INTERNAL SERVICE FUND	715,750.80	766,000.00	50,933.42	824,395.60	107.62%	-58,395.60
21 - SELF HEALTH INSURANCE FUND	14,448,347.69	14,660,000.00	883,894.38	15,443,797.81	105.35%	-783,797.81
51 - STUDENT CLUB FUND	6,802.82	7,750.00	2,322.73	5,778.87	74.57%	1,971.13
Total Revenue	128,072,216.96	138,643,297.00	8,602,450.45	107,044,273.76	77.21%	31,599,023.24

DISTRICT 287
EXPENDITURE COMPARISON

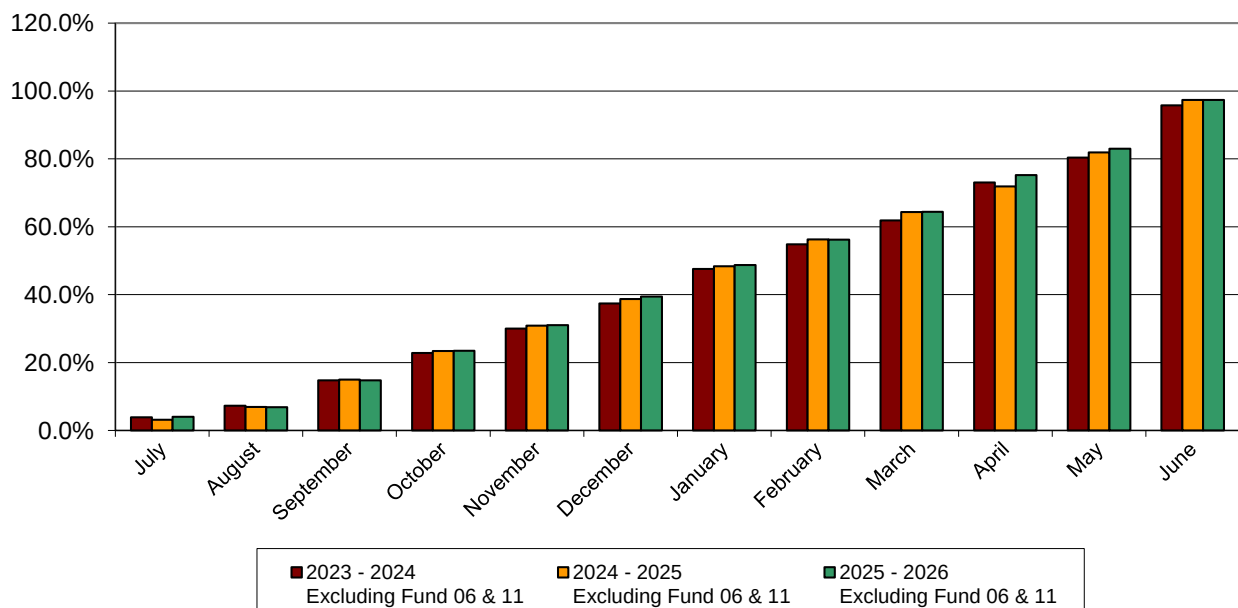
Month	2023 - 2024		2024 - 2025		2025 - 2026		2025 - 2026	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	4,424,027	3.8% ¹	4,013,490	3.2% ²	5,412,095	4.0% ³	5,102,527	3.7%
August	3,954,604	7.3% ¹	4,735,735	6.9% ²	3,840,424	6.8% ³	4,025,200	6.6%
September	8,668,867	14.8% ¹	10,198,405	15.0% ²	10,725,461	14.7% ³	10,845,145	14.5%
October	9,257,161	22.8% ¹	10,581,202	23.4% ²	11,813,124	23.4% ³	12,110,163	23.4%
November	8,286,923	30.0% ¹	9,450,008	30.9% ²	10,298,015	31.0% ³	10,420,450	31.0%
December	8,555,529	37.4% ¹	9,876,304	38.7% ²	11,411,035	39.4% ³	11,948,835	39.7%
January	11,690,319	47.6% ¹	12,191,878	48.4% ²	12,598,280	48.7% ³	12,782,538	49.0%
February	8,340,543	54.8% ¹	9,973,096	56.3% ²	10,145,544	56.2% ³	10,181,444	56.4%
March	8,148,996	61.9% ¹	10,233,010	64.4% ²	11,091,888	64.4% ³	11,117,553	64.5%
April	12,848,626	73.0% ¹	9,483,133	71.9% ²	14,688,191	75.2% ³	14,739,063	75.2%
May	8,498,201	80.4% ¹	12,673,417	81.9% ²	10,587,934	83.0% ³	10,592,871	82.9%
June	17,696,852	95.8% ¹	19,513,909	97.4% ²	19,418,499	97.4% ³	19,549,169	97.2%
TOTAL	110,370,648	95.8%	122,923,587	97.4%	132,030,491	97.4%	133,414,959	97.2%
BUDGET	115,244,351 ²		126,244,416 ³		135,623,134		137,278,617	

¹ excludes Funds 06 & 11 budgeted expenditures of \$947,361

² excludes Funds 06 & 11 budgeted expenditures of \$579,777

³ excludes Funds 06 & 11 budgeted expenditures of \$1,655,483

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



Board- Revenue/Expense Summary by Fund Report

June	2025-2026	Intermediate District No. 287				
Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,333,424.63	21,534,475.00	2,329,850.94	19,424,870.29	90.20%	2,109,604.71
02 - FOOD SERVICE FUND	904,035.69	1,024,980.00	101,001.22	905,921.38	88.38%	119,058.62
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	6,890,043.50	6,923,512.00	0.00	6,924,287.50	100.01%	-775.50
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	1,500.00	12,526.00	0.00	1,500.00	11.98%	11,026.00
11 - LTFM BOND FUND	898,138.78	1,655,483.00	130,670.35	1,384,467.65	83.63%	271,015.35
12 - ALC - ACADEMIC FUND	14,728,555.91	15,556,489.00	2,790,831.60	14,666,266.42	94.28%	890,222.58
13 - CAREER & TECH FUND	2,261,663.64	2,767,367.00	500,582.26	2,492,520.96	90.07%	274,846.04
14 - SPECIAL EDUCATION FUND	66,805,156.62	73,036,023.00	11,996,699.03	72,473,899.01	99.23%	562,123.99
20 - INTERNAL SERVICE FUND	709,428.09	760,300.00	117,055.06	707,826.15	93.10%	52,473.85
21 - SELF HEALTH INSURANCE FUND	12,283,147.63	13,998,500.00	1,577,523.52	14,425,735.38	103.05%	-427,235.38
51 - STUDENT CLUB FUND	6,631.18	8,962.00	4,955.11	7,664.10	85.52%	1,297.90
Total Expenses	123,821,725.67	137,278,617.00	19,549,169.09	133,414,958.84	97.19%	3,863,658.16

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **Aug 4, 2026**

TO: Members of the School Board

FROM: Kerstin Quigley, Director of Finance

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

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

1. A/P payments for: June 2026	Totaling	\$	5,588,680.49
a) Check #'s 116707 - 116765, 116786 - 116811 and Wire Transfers - #'s 4000002739 - 4000002766, 4000002787 - 4000002790 , 4000002799, 4000002803 - 4000002804, 9000010947 - 9000011220			
2. Payroll payments for: June 2026	Totaling	\$	3,924,396.83
a) Check #'s b) Direct Deposit #'s 900018183717 - 9000185719			
3. Receipts for: June 2026	Totaling	\$	9,433,882.14
a) Receipt #'s 20261176 - 20261274			
4. Invest. at end of mo. June 2026			
a) Fund 01 - General Fund	\$		20,263,317.44
b) Fund 11 - 2022A LTFM Bond (Construction Costs)	\$		941,783.16
	\$		21,205,100.60

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
JUNE 2026

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	3.551			4,321.28
PMA - MNTrust SDA - Nexbank, SSB - ICS, TX	3.630			2,622,233.34
PMA - MNTrust SDA - Bell Bank, MN	3.630			72,843.06
PMA - MNTrust SDA - Bank of China, NY	3.660			8,650,953.02
PMA - MNTrust CD - State Bank of Texas, TX	3.943			240,300.00
PMA - MNTrust CD - Cornerstone Bank, NE	3.972			240,300.00
PMA - MNTrust CD - Solera Nation Bank, CO	3.872			240,500.00
PMA - MNTrust CD - NorthEast Community Bank, NY	3.969			240,300.00
PMA - MNTrust CD - Financial Federal Bank, TN	3.898			240,800.00
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 CD - Western Alliance Bank, CA	3.763			240,900.00
PMA - MNTrust CD - NexBank, TX	3.793			240,800.00
PMA - MNTrust CD - Farmers and Merchants Union Bank, WI	3.793			240,700.00
PMA - MNTrust CD - ServisFirst Bank, FL	3.769			240,800.00
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, 01664MAM	3.554			248,698.95
PMA - MNTrust CD - First Guaranty Bank, LA	3.713			241,000.00
PMA - MNTrust CD - Freedom Northwest Credit Union	4.071			230,700.00
PMA - MNTrust CD - Consumers Credit Union, IL	3.785			245,300.00
PMA - MNTrust CD - Omb Bank, MO	3.800			245,300.00
PMA - MNTrust CD - BOM Bank, LA	3.733			245,300.00
PMA - MNTrust CD - MapleMark Bank, TX	3.707			245,400.00
PMA - MNTrust CD - Bank of China, NY	3.826			236,400.00
PMA - MNTrust CD - Bank Hapoalim B.M., NY	3.550			237,300.00
PMA - MNTrust SEC - US TREASURY N/B, 91282CAU5	3.676			1,909,876.72
Total PMA - MNTrust Investments on Books				<u>20,263,317.44</u>

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	20,226,329.82
Current Month Activity	
Deposits / Purchases	
Withdrawals / Redemptions	-
Interest Earned - Recorded	36,979.53
Dividends Earned	8.09
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	<u>20,263,317.44</u>

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

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	3.551			941,783.16
PMA - MNTrust CD Account Balance	-			-
PMA - MNTrust SEC Account Balance	-			-
Total PMA - MNTrust Investments on Books for Fund 11				941,783.16

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	939,043.04
Current Month Activity:	
Deposits	
Distributions/Repemptions	-
Interest/Dividends/Purchases Earned - Recorded	2,740.12
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	941,783.16
Total 2022A LTFM Investments (Fund 11) at End of Month	941,783.16

INTERMEDIATE DISTRICT 287
INVESTMENT ACTIVITY - 2022A LTFM BOND
Jun-26

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	09/29/23	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	02/08/24	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	08/30/24	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	12/30/24	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
Mar-25	03/31/25	Distributions/Construction Draws	-51,981.58
Mar-25	03/31/25	Interest/Dividends	6,929.06
Apr-25	04/30/25	Distributions/Construction Draws	-113,917.93

MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Apr-25	04/30/25	Interest/Dividends	6,350.81
May-25	05/31/25	Interest/Dividends	56,285.56
Jun-25	06/30/25	Distributions/Construction Draws	-89,675.20
Jun-25	06/30/25	Interest/Dividends	18,340.95
Jul-25	07/31/25	Distributions/Construction Draws	-63,930.00
Jul-25	07/31/25	Interest/Dividends	19,022.15
Aug-25	08/29/25	Distributions/Construction Draws	-215,050.90
Aug-25	08/31/25	Interest/Dividends	9,231.31
Sep-25	09/30/25	Distributions/Construction Draws	-184,876.25
Sep-25	09/30/25	Interest/Dividends	8,086.97
Oct-25	10/31/25	Distributions/Construction Draws	-119,684.29
Oct-25	10/31/25	Interest/Dividends	7,515.83
Nov-25	11/30/25	Interest/Dividends	6,870.02
Dec-25	12/31/25	Distributions/Construction Draws	-419,474.85
Dec-25	12/31/25	Interest/Dividends	5,982.83
Jan-26	01/30/26	Distributions/Construction Draws	-537,799.44
Jan-26	01/30/26	Interest/Dividends	5,161.26
Feb-26	02/27/26	Distributions/Construction Draws	-184,257.51
Feb-26	02/28/26	Interest/Dividends	3,185.50
Mar-26	03/31/26	Distributions/Construction Draws	-35,900.00
Mar-26	03/31/26	Interest/Dividends	3,111.27
Apr-26	04/30/26	Interest/Dividends	2,960.21
May-26	05/31/26	Distributions/Construction Draws	-76,537.01
May-26	05/31/26	Interest/Dividends	2,949.87
Jun-26	06/30/26	Interest/Dividends	2,740.12

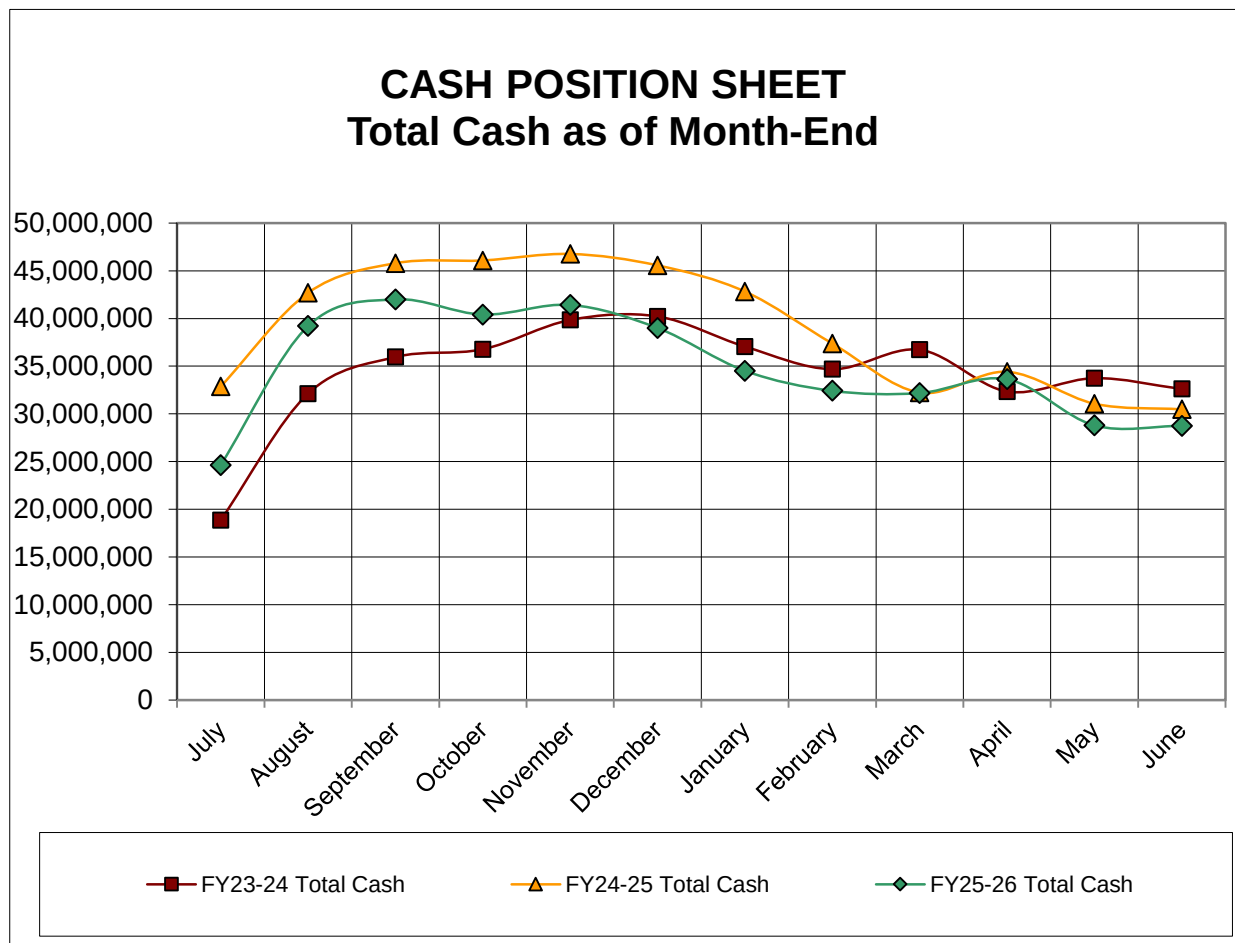
2022A LTFM Bond Investments - Balance as of End of Month	<u><u>941,783.16</u></u>
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Intermediate District 287

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

<u>Date</u>	<u>FY23-24 Total Cash as of month-end</u>	<u>FY24-25 Total Cash as of month-end</u>	<u>FY25-26 Total Cash as of month-end</u>
July	18,858,236	32,864,612	24,635,556
August	32,119,813	42,689,540	39,205,467
September	35,958,742	45,793,738	41,999,550
October	36,774,908	46,084,518	40,408,785
November	39,840,981	46,762,578	41,419,421
December	40,212,901	45,567,325	39,003,302
January	37,055,362	42,825,007	34,510,928
February	34,683,875	37,375,272	32,417,925
March	36,722,274	32,232,314	32,179,031
April	32,345,881	34,409,724	33,632,414
May	33,746,144	31,065,481	28,791,109
June	32,610,936	30,475,321	28,748,200

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

JUNE 2026 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
6/1/2026	MSDLAF	HEALTH PARTNERS	20261243	1,950.71	HPAI CLAIMS
6/1/2026	MSDLAF	PERPICH SCHOOL OF THE ARTS (STATE	20261244	1,190.00	NSO TUITION
6/3/2026	MSDLAF	MN STATE MMB	20261245	162.01	MA 3RD PARTY BILLINGS
6/4/2026	MSDLAF	COMMUNITY SCHOOL OF EXCELLENCE	20261246	790.00	NSO TUITION
6/15/2026	MSDLAF	HEALTH PARTNERS	20261247	293.86	HPAI CLAIMS
6/17/2026	MSDLAF	MN STATE MMB-FNS	20261248	14,015.87	CHILD NUTRITION MAY - ABEC
6/17/2026	MSDLAF	MN STATE MMB-FNS	20261249	26,518.69	CHILD NUTRITION MAY - NEC
6/17/2026	MSDLAF	MN STATE MMB-FNS	20261250	16,156.10	CHILD NUTRITION MAY - SEC
6/17/2026	MSDLAF	MN STATE MMB-FNS	20261251	6,346.46	CHILD NUTRITION MAY - WEC
6/17/2026	MSDLAF	MN STATE MMB-FNS	20261252	2,703.02	CHILD NUTRITION MAY - YOUABLE
6/17/2026	MSDLAF	MN STATE MMB	20261253	93,219.59	MA 3RD PARTY BILLINGS
6/18/2026	MSDLAF	MN STATE MMB	20261254	5,362,914.92	IDEAS GEN ED, ONL LEARN, SPED, SPED SITES/P
6/23/2026	MSDLAF	MN DEPT OF EDUCATION-034	20261255	24,171.03	NSLP EQUIP GRANT
6/24/2026	MSDLAF	NORTHEAST METRO CONSORTIUM-CENT	20261256	6,000.00	CONSORTIUM COLLABORATION
6/25/2026	MSDLAF	MN DEPT OF EDUCATION-034	20261257	6,935.40	GYO ADULT
6/29/2026	MSDLAF	BENEFIT RESOURCE INC	20261258	12,518.11	COBRA PAYMENTS
6/29/2026	MSDLAF	HEALTH PARTNERS	20261259	188,488.56	HPAI CLAIMS
6/29/2026	MSDLAF	NORTH HENNEPIN COMMUNITY COLLEGE	20261260	37,300.00	CONSORTIUM COLLABORATION
6/30/2026	MSDLAF	BRAINTREE	20261261	373,980.87	JUN TUITION
6/30/2026	MSDLAF	MSDLAF	20261262	26,822.18	INTEREST EARNED JUN 2026
6/30/2026	MSDLAF	PAYPAL	20261263	(2,733.00)	JUN TUITION
6/30/2026	MSDLAF	SCHOOLCAFE - ABEC	20261264	5.00	STUDENT DEFERRED REVENUE
6/30/2026	MSDLAF	SCHOOLCAFE - SEC	20261265	97.50	STUDENT DEFERRED REVENUE
6/30/2026	MSDLAF	SCHOOLCAFE - WEC	20261266	70.00	STUDENT DEFERRED REVENUE
6/30/2026	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20261267	376.96	JUN STORE SALES
6/30/2026	MSDLAF	SQUARE - ABEC YEARBOOK SALES	20261268	87.06	JUN STORE SALES
6/30/2026	MSDLAF	SQUARE - HENNEPIN TEA & COFFEE HTC	20261269	138.50	JUN STORE SALES
6/30/2026	MSDLAF	SQUARE - JITTERBUG NEC	20261270	441.25	JUN STORE SALES
6/30/2026	MSDLAF	SQUARE - COMMON GROUNDS SEC	20261271	601.11	JUN STORE SALES
6/30/2026	MSDLAF	SQUARE - SNACK SHACK WEC	20261272	650.26	JUN STORE SALES
6/30/2026	MSDLAF	PRIOR LAKE - SAVAGE AREA SCHOOLS	20261273	(303.96)	CARE & TREATMENT CREDIT
6/30/2026	MSDLAF	PRIOR LAKE - SAVAGE AREA SCHOOLS	20261274	303.96	CARE & TREATMENT CREDIT REVERSAL
MTD TOTALS				6,202,212.02	

INTERMEDIATE DISTRICT 287

JUNE 2026 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
6/15/2026	MSDLAF	BPAS	4000002739	55,091.54	VEBA
6/15/2026	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002740	95,555.71	403B RETIREMENT
6/15/2026	MSDLAF	MN DEPT OF REVENUE	4000002741	614.83	STATE TAXES
6/15/2026	MSDLAF	MN DEPT OF REVENUE	4000002742	103,795.67	STATE TAXES
6/15/2026	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002743	152,406.84	PERA
6/15/2026	MSDLAF	TEACHERS RETIREMENT ASSN	4000002744	301,499.91	TRA
6/15/2026	MSDLAF	US BANK	4000002745	616,265.97	FEDERAL TAXES
6/5/2026	MSDLAF	BANK OF MONTREAL	4000002746	78,100.71	P-CARD EXPENSE
6/4/2026	MSDLAF	BLUE CROSS BLUE SHIELD	4000002747	556,622.94	CLAIMS
6/8/2026	MSDLAF	CENTERPOINT ENERGY	4000002748	7,160.16	UTILITY BILL
6/8/2026	MSDLAF	HEALTH PARTNERS	4000002749	1,125.90	HPAI CLAIMS
6/12/2026	MSDLAF	PITNEY BOWES	4000002750	25.00	ACCESS & SHIPPING W/O HW OR METER
6/15/2026	MSDLAF	PITNEY BOWES	4000002751	413.31	POSTAGE SUPPLIES
6/15/2026	MSDLAF	US BANK	4000002752	189.47	CASH MANAGEMENT SERVICES
6/22/2026	MSDLAF	CITY OF PLYMOUTH	4000002753	607.84	UTILITY BILL
6/9/2026	MSDLAF	PITNEY BOWES	4000002754	468.87	POSTAGE MACHINE LEASE
6/11/2026	MSDLAF	BLUE CROSS BLUE SHIELD	4000002755	174,999.32	CLAIMS
6/18/2026	MSDLAF	BLUE CROSS BLUE SHIELD	4000002756	234,345.49	CLAIMS
6/23/2026	MSDLAF	HEALTH PARTNERS	4000002757	1,000.69	HPAI CLAIMS
6/23/2026	MSDLAF	CITY OF MINNETONKA	4000002758	144.41	UTILITY BILL
6/23/2026	MSDLAF	CITY OF NEW HOPE	4000002759	2,544.54	UTILITY BILL
6/30/2026	MSDLAF	BPAS	4000002760	10,728.08	VEBA
6/30/2026	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002761	84,253.24	403B RETIREMENT
6/30/2026	MSDLAF	MN DEPT OF REVENUE	4000002762	1,397.60	STATE TAXES
6/30/2026	MSDLAF	MN DEPT OF REVENUE	4000002763	124,798.23	STATE TAXES
6/30/2026	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002764	111,932.23	PERA
6/30/2026	MSDLAF	TEACHERS RETIREMENT ASSN	4000002765	344,666.31	TRA
6/30/2026	MSDLAF	US BANK	4000002766	701,821.01	FEDERAL TAXES
6/3/2026	MSDLAF	SUBURBAN WASTE MN	4000002787	5,537.82	UTILITY BILL
6/25/2026	MSDLAF	BLUE CROSS BLUE SHIELD	4000002788	207,910.32	CLAIMS
6/30/2026	MSDLAF	BENEFIT RESOURCES INC	4000002789	54,816.46	FLEX SPENDING ACCOUNT PAYMENTS
6/30/2026	MSDLAF	BENEFIT RESOURCES INC	4000002790	7,649.40	FLEX SPENDING MONTHLY INVOICE
6/4/2026	MSDLAF	US BANK	9000010947-9000010986	441,092.25	AP ACH PAYMENTS
6/10/2026	MSDLAF	US BANK	9000010987-9000011002	122,881.93	AP ACH PAYMENTS
6/15/2026	MSDLAF	US BANK	9000011003-9000011061	12,014.75	STAFF REIMBURSEMENTS
6/11/2026	MSDLAF	US BANK	9000011062-9000011064	22,200.13	AP ACH PAYMENTS
6/18/2026	MSDLAF	US BANK	9000011065-9000011093	178,159.66	AP ACH PAYMENTS
6/25/2026	MSDLAF	US BANK	9000011094-9000011130	247,687.70	AP ACH PAYMENTS
6/30/2026	MSDLAF	US BANK	9000011131-9000011210	15,442.09	STAFF REIMBURSEMENTS
6/30/2026	MSDLAF	US BANK	9000011211-9000011220	76,452.35	AP ACH PAYMENTS

8/17/2026

T:\Business Services\BOARD REPORTS\FY25-26\0626\10. Wire TransfersWires-Jun

INTERMEDIATE DISTRICT 287

JUNE 2026 ACTIVITY

6/15/2026	MSDLAF US BANK	9000183717-9000184802	1,885,450.31	PAYROLL
6/30/2026	MSDLAF US BANK	9000184803-9000185718	2,038,419.98	PAYROLL
6/30/2026	MSDLAF US BANK	9000185719	526.54	PAYROLL

MTD TOTALS

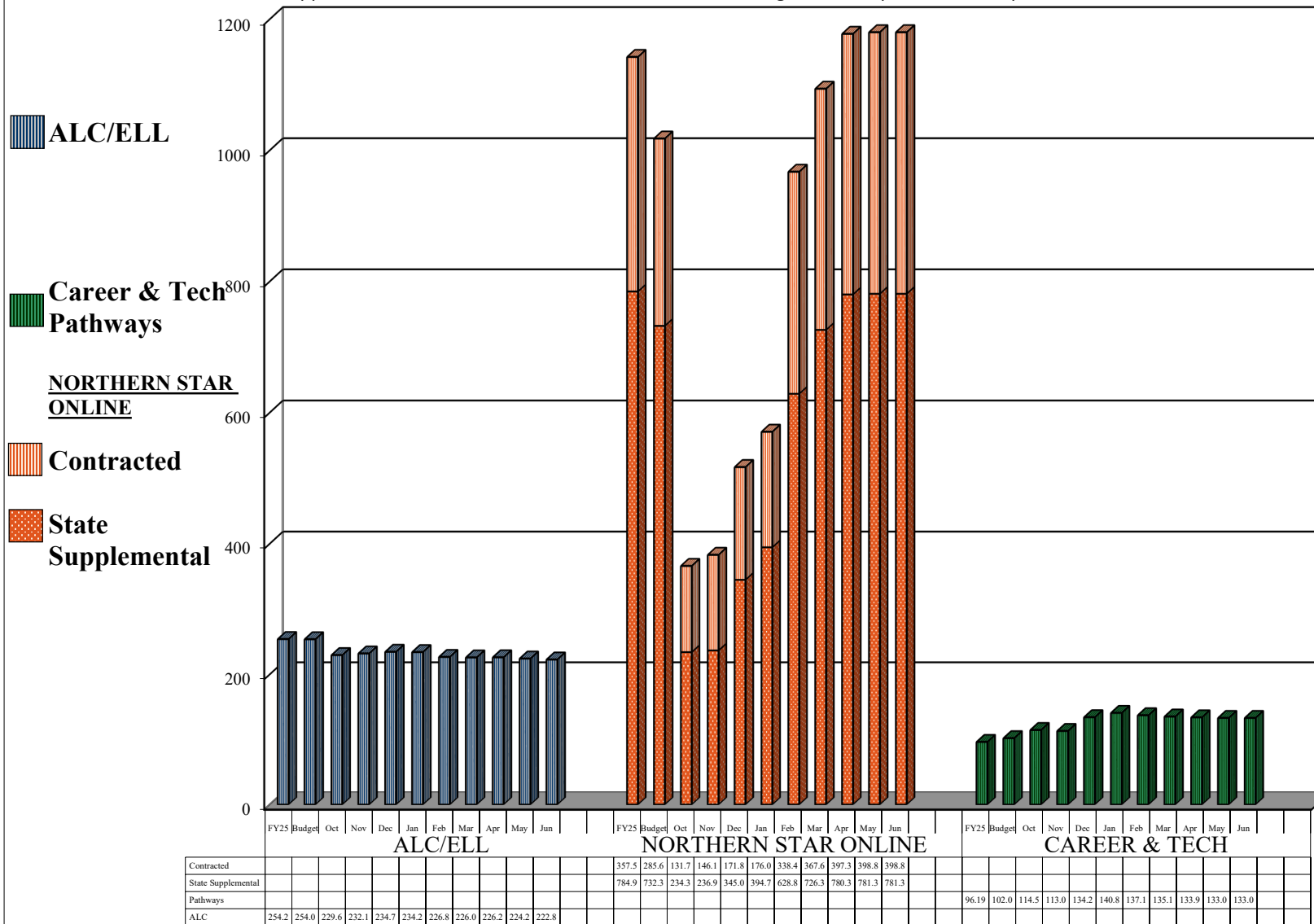
9,078,817.51

Intermediate District 287
2025-26 Monthly Program ADM Data by Division

Internal and School Board Use Only - Includes Director Planned ADMs

Includes member and non-member districts - Does not include 287 ADMs attending Pathways and does not include services

NSO Supplemental includes total enrolled ADM and revenue is generated upon credit completion at 88% of ADM



DONATION REPORT
INTERMEDIATE DISTRICT 287
2025-2026
JUNE 2026

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

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Employee Recognition Program Approval

August 27, 2026

Author(s)

Marcy Doud, Superintendent
Kerstin Quigley, Director of Finance

Summary

- State Statute authorizes the school board to establish and operate an Employee Recognition Program.
 - 123B.02 GENERAL POWERS OF INDEPENDENT SCHOOL DISTRICTS
 - Subd. 14a. Employee recognition. A school board may establish and operate an employee recognition program for district employees, including teachers, and may expend funds as necessary to achieve the objectives of the program. The employee recognition program shall not include monetary awards.

Employee Recognition Program:

The Superintendent may establish an Employee Recognition Program to recognize years of service, leadership, innovation and professional excellence and use district funds to provide non-monetary awards to district personnel. Non-food individual gifts may not exceed fifty dollars (\$50.00), and gifts of meals and beverages shall not exceed the state limits allowed for the provision of food and beverage for employees attending professional development.

Recommendation:

Board approval of the Employee Recognition Program.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Authorization of Issuance of Individual Procurement Cards (P-Cards)

August 19, 2026

Author

Nicole Quigley, Purchasing

Summary

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

- Emilie Hamilton, Human Resources Admin V District Service Center

With the addition of this card, the district will have 49 active p-cards in operation.

Recommendation

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

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Approval of CDW Amplified for Education Agreement

August 27, 2026

Author

Kim Helgeson, Director of Instructional Technology and Information Systems

Summary

This three-year renewal contract with CDW Government LLC provides the District with Google Workspace for Education. It is a suite of cloud-based productivity and collaboration tools tailored for District 287, including Google Classroom, Gmail, and Google Drive. It helps teachers and students communicate, share assignments, and work together securely from any device.

This contract is being brought to the Board for approval as it is a multi-year contract.

Fiscal Impact/Funding Source

These costs are included in the Information Technology annual budget.

Recommendation

It is recommended that the school board approve the three-year agreement with CDW Government for a three-year total of \$123,463.44.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of Ethnic Studies School Grant

August 27, 2026

Author

Kerstin Quigley, Director of Finance

Summary

Intermediate District 287 has been awarded \$41,370 from the Minnesota Department of Education. These funds will support the design, pilot, and implementation of two standards-aligned ethnic studies courses, ensuring culturally sustaining, high-quality instruction across district sites. The grant period is effective from July 1, 2026 – June 30, 2027.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Carl D. Perkins Education Act – Basic and Reserve Funds

August 27, 2026

Author

Kerstin Quigley, Director of Finance

Summary

Intermediate District 287, acting as the Hennepin West Consortium Fiscal Agent has been awarded an estimated amount of \$640,159.41 of Secondary Basic Allocation Funds and \$69,181.21 in Secondary Reserve Allocation Funds for FY27 from the Carl D. Perkins Career and Technical Education Act. These federal funds will be used to provide programs and services for special population students in vocational education. These funds are available from July 1, 2026 – June 30, 2027.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Title II –Part A, Teacher and Principal Training and Recruiting

August 27, 2026

Author

Kerstin Quigley, Director of Finance

Summary

Intermediate District 287 has been awarded \$31,837.25 Federal Title II – Part A, Teacher and Principal Training and Recruiting. Title II funds are for the improvement of teaching skills and in the instruction or core curricula area, specifically mathematics and science. These federal dollars are available from July 1, 2026 – June 30, 2027.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of Title III – Part A, English Language Acquisition, Language Enhancement and Academic Achievement Funding

August 27, 2026

Author

Kerstin Quigley, Director of Finance

Summary

Intermediate District 287 has been awarded \$16,775.60 of Federal Title III – Part A, English Language Acquisition, Language Enhancement and Academic Achievement. Title III funds are designed to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency. The funds are for a consortium of three districts – Intermediate District 287, Westonka, and Princeton, with 287 managing these funds for FY27. The consortia provision allows school districts with small awards to pool resources for maximum effectiveness. These federal dollars are available from July 1, 2026 – June 30, 2027.

Recommendation

It is recommended that the Board approves this award.

CONSENT AGENDA - RECOMMENDATION



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Acceptance of the Walser Foundation Grant

August 27, 2026

Author

Kerstin Quigley, Director of Finance

Summary

Intermediate District 287 has been awarded \$4,572.00 from Walser Foundation. The funds will be used to purchase equipment for the Career and Tech Auto Body Program. This grant runs from July 1, 2026 – December 31, 2026.

Recommendation

It is recommended that the Board approves this award.



Strategic Plan Progress Report: 2025-2026 Goals



Student Goals

2 Year Goals completed by June 30, 2026

- **Achieving Academic Success**

By May 2026, 80% of all students will meet or exceed one identified academic goal, as measured by weekly formative assessments, including progress monitoring.

- **CEI Student Goal**

By May 2026, each educational center will have a student leadership group that is representative of their student body; the district's programs (C&T, Itinerant, NSO) will provide opportunities for student voice on curriculum, activities, or events.

- **Promoting Social-Emotional Learning**

By May 2026, 80% of all students will meet or exceed one identified SEL goal, as measured by weekly formative assessments, including self-assessments or progress monitoring.

Achieving Academic Success



Goal

80% of all students will meet or exceed one identified academic goal, as measured by weekly formative assessments, including progress monitoring.

Outcome

- Met. For all district students enrolled in more than one quarter, or more than 42 days, 89.8% met at least one goal.

Cultivating Equity & Inclusion



Goal

Each educational center will have a student leadership group that is representative of their student body; the district's programs (Care & Treatment, Itinerant, Northern Star Online) will provide opportunities for student voice on curriculum, activities, or events.

Outcome

- Met. Examples included Black History Month Door Decorating Contest, Science-Palooza Family Night and Kindness Week

Promoting Social-Emotional Learning



Goal

80% of all students will meet or exceed one identified social-emotional learning goal, as measured by weekly formative assessments, including self-assessments or progress monitoring.

Outcome

- Met. For all district students enrolled in more than one quarter, or more than 42 days, 89.4% met at least one goal.



Staff Goals

2 Year Goals completed by June 30, 2026

- **Achieving Academic Success**
By May 2026, through monthly collaborative team meetings, all staff teams will show evidence of using disaggregated student/school data and implementing targeted intervention plans.

- **CEI Staff Goal**
By May 2026, all full-time staff will engage in at least eight activities to reflect on their social identities and how that influences their work with students and colleagues.

- **PSEL Staff Goal**
By May 2026, retention rates for staff within their first year will increase by 10% from the previous year through consistent onboarding and mentorship, as measured by annual retention data and stay interviews.

Achieving Academic Success



Goal

Through monthly collaborative team meetings, all staff teams will show evidence of using disaggregated student/school data and implementing targeted intervention plans.

Outcome

- Not Met. Collaborative team meetings were consistently implemented, however the use of disaggregated data and adjusted intervention plans is an area of improvement.

Cultivating Equity & Inclusion



Goal

All full-time staff will engage in at least eight activities to reflect on their social identities and how that influences their work with students and colleagues.

Outcome

- Not Met. 85% of all full-time staff completed at least eight activities to reflect on their social identities and how that influences their work with students and colleagues

Promoting Social-Emotional Learning



Goal

Retention rates for staff within their first year will increase by 10% from the previous year through consistent onboarding and mentorship, as measured by annual retention data and stay interviews.

Outcome

- Met. By June 30, 2026, the retention rate for 2025-2026 new hires reached 74.19%, a significant rise from the 64.05% recorded during the 2024-2025 school year



Family/Caregiver Goals

2 Year Goals completed by June 30, 2026

- Achieving Academic Success & Promoting Social-Emotional Learning

By May 2026, to increase family/caregiver knowledge of their student's progress, staff will provide caregivers with an opportunity to review and discuss their formative assessment data on academic and SEL goals at conferences.

- Cultivating Equity & Inclusion

By May 2026, each educational center and district program (C&T, Itinerant, NSO) will establish a family/caregiver group to provide feedback to administration on district curriculum and school activities.

Achieving Academic Success & Promoting Social-Emotional Learning



Goal

To increase family/caregiver knowledge of their student's progress, staff will provide caregivers with an opportunity to review and discuss their formative assessment data on academic and social-emotional learning goals at conferences.

Outcome

- Met. Held conferences at every site at least twice during the school year. This year will serve as a baseline of attendance with anticipated growth each year.

Cultivating Equity & Inclusion



Goal

Each educational center and district program (Care & Treatment, Itinerant, Northern Star Online) will establish a family/caregiver group to provide feedback to administration on district curriculum and school activities.

Outcome

- Met. All families/caregivers agree or strongly agree that schools ask for their families feedback to improve their programs.

2025-2026 Goals



ACHIEVING ACADEMIC SUCCESS



Student

MET



Staff

NOT MET



Family/Caregiver

MET



CULTIVATING EQUITY & INCLUSION



Student

MET



Staff

NOT MET



Family/Caregiver

MET



PROMOTING SOCIAL EMOTIONAL LEARNING



Student

MET



Staff

MET



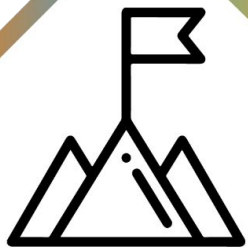
Family/Caregiver

MET



QUESTIONS?

2026-2027 Annual Goals



**ACHIEVING
ACADEMIC SUCCESS**



**CULTIVATING EQUITY
& INCLUSION**



**PROMOTING
SOCIAL-EMOTIONAL
LEARNING (SEL)**



Breakout Spaces

ACHIEVING ACADEMIC SUCCESS
CULTIVATING A POSITIVE CULTURE
AAS: 311



Student Goals

Annual Goals completed by June 30, 2027

□ Achieving Academic Success

By May 2027, 80% of students will meet one academic goal as measured by progress monitoring data, through deepening implementation of progress monitoring and universal core instructional practices.

□ Cultivating Equity & Inclusion

By May 2027, high school students at District 287 education centers and programs will provide their perspective and insights in the development of ethnic studies courses and other academic offerings in quarterly design sessions.

□ Promoting Social-Emotional Learning (SEL)

To support students meeting their SEL goals, the district will develop a comprehensive tiered intervention framework for social-emotional support, including clearly defined referral and exit pathways and progress monitoring expectations by May 2027.



Staff Goals

Annual Goals completed by June 30, 2027

- **Achieving Academic Success & Cultivating Equity & Inclusion**
By May 2027, District 287 will adopt a framework for implementing culturally responsive teaching practices as measured by participatory research action activities (research and quarterly collaboration opportunities with staff, students, and family/caregiver groups).
- **Promoting Social-Emotional Learning**
By May 2027, all full-time staff will participate in four Social-Emotional Learning (SEL) activities to strengthen the implementation of SEL practices across all learning environments.



Family/Caregiver Goals

Annual Goals completed by June 30, 2027

- Achieving Academic Success & Promoting Social-Emotional Learning

By May 2027, staff will implement conferences that include student engagement and the use of district tools to strengthen caregiver partnerships and collaborative communication about students' academic and social-emotional growth, as measured through caregiver feedback.

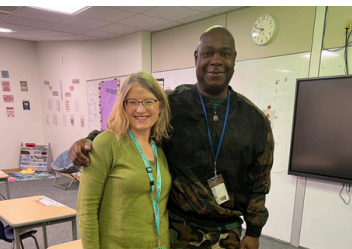
- Cultivating Equity & Inclusion

By May 2027, participation of Black, Asian, American Indian and, Hispanic/Latine families in the climate survey will increase from less than 1% to 25%.



**Intermediate
District 287**

RESPONSIVE. INNOVATIVE. SOLUTIONS.



2025-2026 Strategic Plan

Annual Progress Report

Message from the Superintendent



I am both excited and deeply honored to begin the 2026-2027 school year. We are looking forward to accomplishing our annual goals under the 2029 strategic plan. This plan serves as a pivotal framework for achieving exceptional student outcomes.

We are grateful to the families/caregivers, students, and staff who committed to achieving our 2025-2026 strategic plan goals. We remain steadfast in placing student voices at the forefront of our strategic endeavors, ensuring their input continues to shape our annual goals.

As promised, this report marks the annual update on the progress of our strategic plan, which we are privileged to share with our member districts, families/caregivers, and cherished community partners.

In partnership with our community, we are thrilled to present the outcomes of our collective efforts from the previous school year. Together, we embark on this journey with optimism and a shared commitment to nurturing an environment where every student thrives.

A handwritten signature in black ink, reading "Marcy Doud".

Marcy Doud
Superintendent





Mission

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.

Values & Beliefs

Inclusion

We believe inclusion exists when everyone has equitable access and the opportunity to be acknowledged and validated.

Integrity

We believe organizational integrity occurs when we hold ourselves and each other accountable.

Trust

We believe trust is developed through honesty, reliability, and when our actions align with the District's values.

Authenticity

We believe organizational authenticity happens when each person shows up as their true self, embraces the uniqueness of others, and creates a safe environment.



Themes



Achieving Academic Success

- Students meet their individualized academic goals.
- Staff demonstrate the knowledge and skills to deliver culturally responsive education.
- Families/caregivers are empowered through collaborative partnerships and resources to support students in reaching their academic goals.

Cultivating Equity & Inclusion

- Students have equitable access to educational opportunities and resources within District 287.
- Staff create a district culture that celebrates diversity and advances inclusion.
- Families/caregivers feel welcomed, heard, and valued in our district.



Promoting Social-Emotional Learning (SEL)

- Students thrive emotionally and socially.
- Staff cultivate a positive, safe, and healing learning environment for one another and students.
- Families/caregivers are empowered through collaborative partnerships and resources to support students in reaching their social-emotional goals.

Student Goal

2025-2026 Goals & Outcomes

Achieving Academic Success

80% of all students will meet or exceed one identified academic goal, as measured by weekly formative assessments, including progress monitoring.

Outcome

More than 80% of all students met or exceeded one identified academic goal as measured by weekly formative assessments including progress monitoring.

For all district students enrolled more than one quarter, or more than 42 days, **89.8%** met at least one goal. This represents nearly a 20% increase from the previous year and reflects the positive impact of ongoing efforts to improve instructional practices and progress monitoring.

The district will continue to refine supports and interventions to help even more students achieve their academic goals in the coming year such as:

- Strengthening consistency in goal progress monitoring using the Multi-Tiered System of Support (MTSS) module in Synergy.
- Providing additional support to students with lower goal attainment rates.
- Ensuring every student receives timely interventions when they are off-track.

This work remains central to our strategic commitment: ensuring that every student not only sets a goal but is meaningfully supported in reaching it.



Student Goal

2025-2026 Goals & Outcomes

Cultivating Equity & Inclusion

Each educational center will have a student leadership group that is representative of their student body; the district's programs (Care & Treatment, Itinerant, Northern Star Online) will provide opportunities for student voice on curriculum, activities, or events.

Outcome

Each educational center met this goal by creating a student leadership group that represented their student body. The district's programs (Care & Treatment, Itinerant, Northern Star Online) provided opportunities for student voice on curriculum, activities, or events.

Students from across the District organized to plan initiatives and events in their buildings. The District partnered with Good Trouble to provide training to our student council advisors and co-developed a Student Leadership Guide. The guide included Student Leadership Advisor resources designed as a social justice curriculum to support student leadership groups. In March, student leadership groups shared their work with peers at the Bright Futures Conference. Care and Treatment, Itinerant and NSO programs provided opportunities for student voice via exit surveys, Professional Learning Communities meetings and through student observations to gain feedback on curriculum.

Examples of district-wide student leadership group initiatives and opportunities for student voice included Black History Month Door Decorating Contest, Science-Palooza Family Night and Kindness Week.



Student Goal

2025-2026 Goals & Outcomes

Promoting Social-Emotional Learning

80% of all students will meet or exceed one identified social-emotional learning goal, as measured by weekly formative assessments, including self-assessments or progress monitoring.

Outcome

More than 80% of all students met an identified social-emotional learning (SEL) goal as measured by weekly formative assessments, including self-assessments or progress monitoring.

For all district students enrolled more than one quarter, or more than 42 days, 89.4% met at least one goal.

The district will continue to focus on the rollout and implementation of a universal SEL curriculum across all classrooms. This school year, staff reported positive student engagement with the newly implemented curriculum. Students demonstrated and self-reported the ability to generalize social-emotional skills across settings.

The district will continue to refine supports and interventions to help even more students achieve their social-emotional learning goals in the coming year such as:

- Providing professional development on the district's SEL framework and development of goals aligned to universal instruction.
- Increasing alignment between progress monitoring and the universal curriculum while continuing to strengthen MTSS structures.



“This is the most engaged I have seen students with the SEL curriculum. They participate in the lessons. I also notice a positive culture in my advisory class that carries over to circles.”

-Teacher Feedback on Curriculum

Staff Goal

2025-2026 Goals & Outcomes

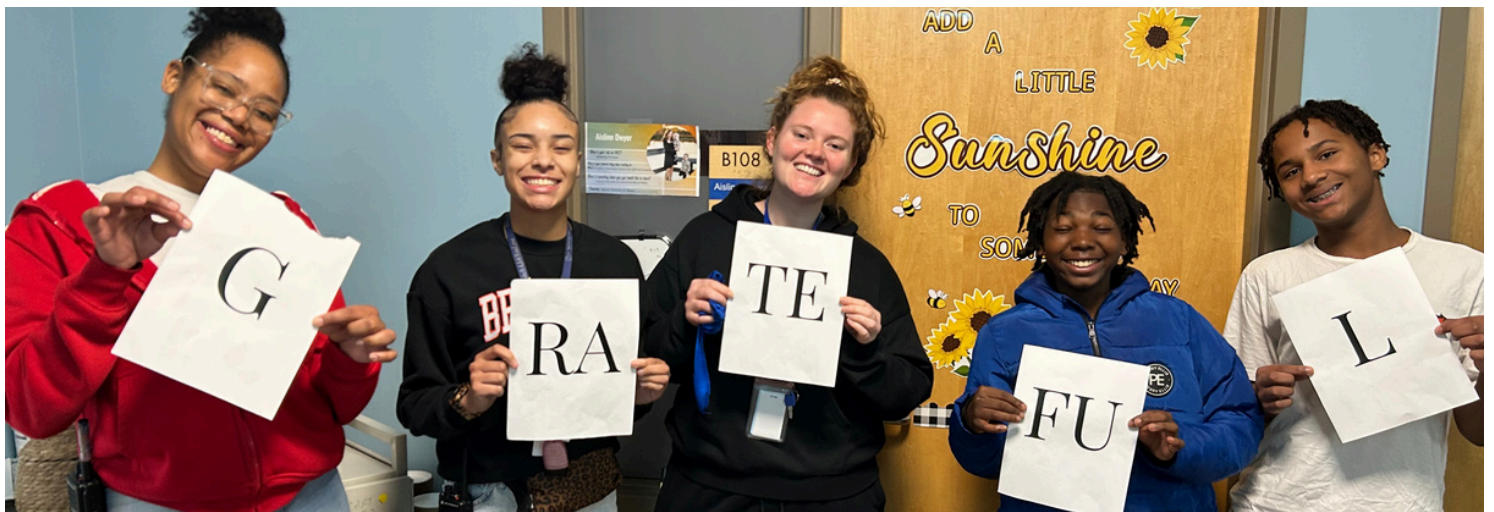
Achieving Academic Success

Through monthly collaborative team meetings, all staff teams will show evidence of using disaggregated student/school data and implementing targeted intervention plans.

Outcome

There was an increase in consistency of monthly collaborative team meetings. This goal was not met as teams inconsistently used disaggregated data and adjusted intervention plans.

In the coming year, key focus areas will include professional development on accessing and using disaggregated data, increased monitoring and support of intervention plans.



Staff Goal

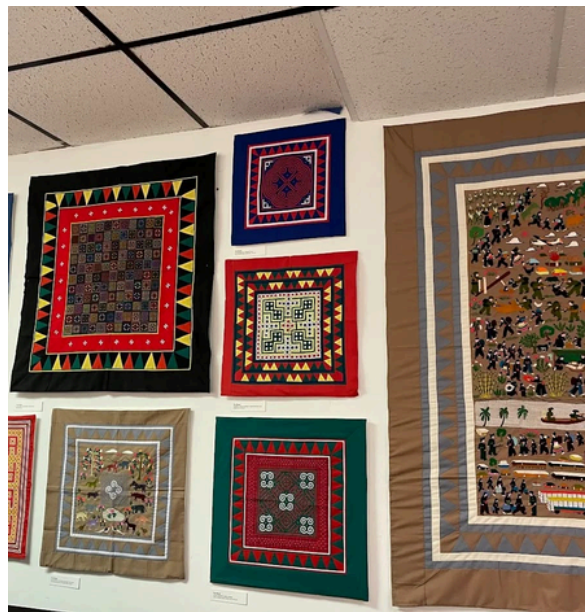
2025-2026 Goals & Outcomes

Cultivating Equity & Inclusion

All full-time staff will engage in at least eight activities to reflect on their social identities and how that influences their work with students and colleagues.

Outcome

85% of all full-time staff completed at least eight activities to reflect on their social identities and how that influences their work with students and colleagues. Staff reflected on racial, gender, ability, immigration status, marital/familial status, home language, and age. To complete the activities, schools and departments organized cultural learning opportunities like visiting cultural centers and museums, learning about present and historical social injustice experienced by various groups, and participating in racial and gender/sexual attraction affinity spaces. However, the district did not meet the goal.

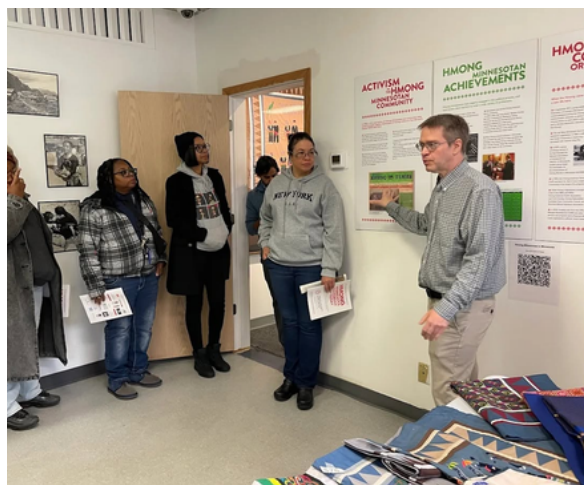


Several factors contributed to the gap:

- Staff were sick during offered opportunities and did not complete alternative options make up the activities.
- Supervisors lack of follow up and accountability.

In the coming year, key focus areas will include:

- More clarity of naming conventions for the tracking system.
- More alternative opportunities for activities and events and reflections.
- Implementation of flexible, on-demand participation options to accommodate staff schedules and availability.
- Supervisors will increase accountability and oversight of completion.



Staff Goal

2025-2026 Goals & Outcomes

Promoting Social-Emotional Learning

To enhance first-year staff retention by 10% compared to the prior year, the district implemented standardized onboarding and mentorship programs, tracking progress via stay interviews and annual data.

Outcome

The district met this goal by using an implemented standardized onboarding and mentorship programs, tracking progress via stay interviews and annual data, which enhanced first-year staff retention. By June 30, 2026, the retention rate for 2025-2026 new hires reached 74.19%, a significant rise from the 64.05% recorded during the 2024-2025 school year. This included all part-time and full-time staff. It does not include temporary contracts.

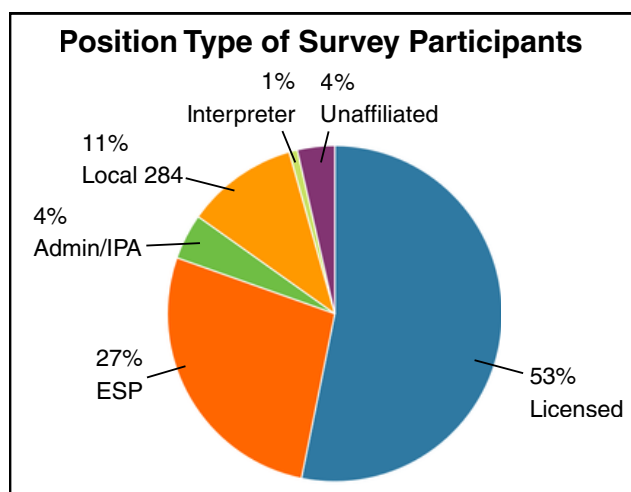
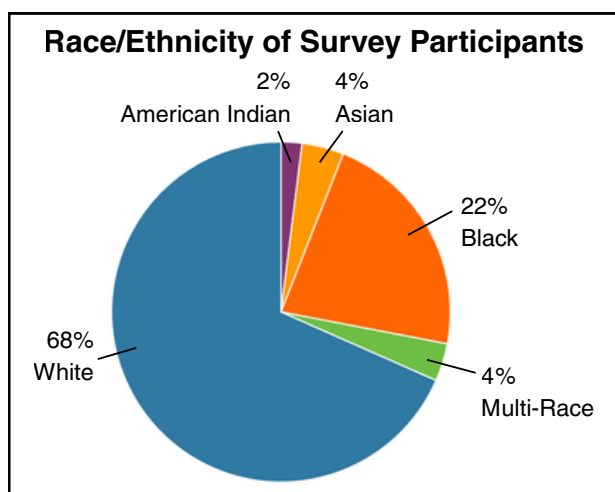
Strategies used to enhance first-year staff success included:

- A formalized onboarding and mentorship framework for new hires.
- Enhanced 3-Day Universal Onboarding.
- Implemented structured 30, 60, and 90-day mentorship check-ins and role-specific onboarding checklists.

According to results from stay interviews conducted with 250 within their first three years of working at the District, the primary factors influencing staff retention are:

- Impact on students and strong alignment with the District's mission.
- A sense of belonging, inclusion, and personal connection within teams and buildings.
- Collaborative workplace relationships and positive peer support.
- Supportive leadership, including trust, communication, and consistent follow-through.
- Opportunities for professional growth, development, and career advancement.
- Recognition, appreciation, and employee voice in decision making.
- Clear systems, role expectations, and access to resources needed to be successful.

The district will continue to monitor this goal on an annual basis.



Family/Caregiver Goal

2025-2026 Goals & Outcomes

Achieving Academic Success/Promoting Social-Emotional Learning

To increase family/caregiver knowledge of their student's progress, staff will provide caregivers with an opportunity to review and discuss their formative assessment data on academic and social-emotional learning goals at conferences.

Outcome

The district met this goal by holding conferences at every site at least twice during the school year and ensuring all caregivers were informed of the opportunity to participate. Caregivers who were unable to attend in-person were offered phone or virtual conference options, providing all caregivers with access to discussions about their student's academic and social-emotional learning progress and formative assessment data. This commitment to multiple avenues for participation strengthened family/caregiver engagement and communication around student learning and will continue as a common practice at District 287.



Family/Caregiver Goal

2025-2026 Goals & Outcomes

Cultivating Equity & Inclusion

Each educational center and district program (Care & Treatment, Itinerant, Northern Star Online) will establish a family/caregiver group to provide feedback to administration on district curriculum and school activities.

Outcome

Each educational center and district program (Care & Treatment, Itinerant and Northern Star Online) established a family/caregiver group to provide feedback to administration on district curriculum and school activities.

District 287 sites focused on organizing families and building community. Each site adopted “Coffee and Donuts” to provide families/caregivers the opportunity to meet with one another, discuss common experiences, share resources, and learn together. Organized by Full Service Community Schools Coordinators and the Family and Community Engagement Specialist, Coffee and Donuts became an optimal recruitment tool for family nights and Full Service Community Schools Site Leadership Teams. Additionally, the Family and Community Engagement division administered a family engagement survey to assess our current practices in alignment with the recently adopted Flamboyant Foundation Community Engagement Assessment rubric.

All families/caregivers agree or strongly agree that schools ask for feedback to improve their programs. Respondents with higher ratings were primarily Black, Indigenous, People of Color (BIPOC). They shared they would like specific activities to do at home with their student.

Care and Treatment, Itinerant and Northern Star Online surveyed their families and used the data to create clearer communication templates and more consistent outreach methods. They plan to add a gradebook to the parent/caregiver dashboard in their student information system called Genius and they will facilitate teacher-parent introductions at the beginning of each course with welcome emails, methods of communication, and expectations.





Acknowledgements

We want to thank the Intermediate District 287 students, families/caregivers, staff, member districts, and community partners who participated in the development of the 2024-2029 Strategic Plan. We also want to thank the teams that developed and implemented the goals for the 2025-2026 school year.



Intermediate District 287

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INTER-OFFICE MEMORANDUM

DATE: August 27, 2026

TO: Intermediate School District 287 School Board

FROM: Marcy Doud, Superintendent

RE: **Proposed Superintendent Goal for the 2026-2027 School Year**

While all parts of the written responsibilities for the Superintendent will continue to be addressed and evaluated as part of the annual Superintendent evaluation, it is important that I lead the work and remain focused on managing the implementation of the Strategic Plan. Therefore, I am recommending this goal:

By June 30, 2027, the 2026-2027 goals of the Strategic Plan will be 100% completed, and the goals for the 2027-2028 school year will be developed and shared with board members, staff, students, and families.

Action Steps

- Conduct bi-weekly mentoring sessions with Executive Directors and Directors focused on leadership and implementation of strategic plan goals.
- Attend monthly Strategic Implementation Plan (SIP) meetings to monitor implementation and intervene with accountability conversation on barriers and issues on implementation.
- Participate and guide Focus Area Work Group (FAWG) meeting, which gathers input from staff on implementation and the development of the 2027-2028 goals.
- Provide Strategic Plan updates, stage of implementation, and accountability conversation at Instructional and Operational Leadership (IOL) Meetings.
- Provide implementation updates to the board through the Friday Newsletter and the January Board meeting.

Evidence of Completion

- Calendar of mentoring sessions, meeting notes topics, and 360 feedback on mentoring
- Finding on walk throughs observations
- SIP Presentations
- FAWG Presentations
- IOL Presentations
- Newsletter examples and January Board presentation



Strategic Plan Goals 2026-2027

Mission

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.

Values & Beliefs

Inclusion

We believe inclusion exists when everyone has equitable access and the opportunity to be acknowledged and validated.

Trust

We believe trust is developed through honesty, reliability, and when our actions align with the District's values.

Integrity

We believe organizational integrity occurs when we hold ourselves and each other accountable.

Authenticity

We believe organizational authenticity happens when each person shows up as their true self, embraces the uniqueness of others, and creates a safe environment.

Strategic Plan Goals 2026-2027

Student Goals

Achieving Academic Success

80% of students will meet one academic goal as measured by progress monitoring data, through deepening implementation of progress monitoring and universal core instructional practices.

Cultivating Equity & Inclusion

High school students at District 287 education centers and programs will provide their perspective and insights in the development of ethnic studies courses and other academic offerings in quarterly design sessions.

Promoting Social-Emotional Learning

To support students meeting their SEL goals, the district will develop a comprehensive tiered intervention framework for social-emotional support, including clearly defined referral and exit pathways and progress monitoring expectations.

Staff Goals

Achieving Academic Success & Cultivating Equity & Inclusion

District 287 will adopt a framework for implementing culturally responsive teaching practices as measured by participatory research action activities (research and quarterly collaboration opportunities with staff, students, and family/caregiver groups).

Promoting Social-Emotional Learning

All full-time staff will participate in four Social-Emotional Learning (SEL) activities to strengthen the implementation of SEL practices across all learning environments.

Family/Caregiver Goals

Achieving Academic Success & Promoting Social-Emotional Learning

Staff will implement conferences that include student engagement and the use of district tools to strengthen caregiver partnerships and collaborative communication about students' academic and social-emotional growth, as measured through caregiver feedback.

Cultivating Equity & Inclusion

Participation of Black, Asian, American Indian and, Hispanic/Latine families in the climate survey will increase from less than 1% to 25%.



Intermediate District 287

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Policy Summary

Annual Review of Policies

Date: August 2026

Policy Last Reviewed: August 2025

Overview of Recommendations:

These policies need an annual review. Policy 506 and 806 do not have any language changes. Policy 721 has language changes due to legislative action and was reorganized per MSBA. The AdHoc committee is recommending moving these policies to the board for review and approval.

Summary of Changes:

Policy 506 Student Discipline - No changes

Policy 806 Crisis Management - No changes

Policy 721 Procurement - Has legislative changes and was reorganized to align procurement methods

- I. Purpose - added sentence
- II. Definitions - updated entire section
- III. Procurement Method Option - updated entire section
- IV. General Procurement - updated entire section.
- V. Procurement Methods When Using Federal Funds - updated entire section
- VI. Financial Management Requirements - updated entire section
- VII. Allowable Use of Funds and Cost Principals - updated entire section
- VIII. Compensation - updated entire section
- IX. Subrecipient Monitoring - updated entire section
- X. Conflict of Interest - updated entire section

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 finance team reviewed and agreed to the continued use of the MN dollar limits for micro-purchases. They also recommended removal of IV. H.2. and request continued pre-approval of purchases as most purchases are special education related and are required to have prior approval.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Students

BOARD APPROVED: September 2012, October 2014

REVISION DATE: October 2016, April 2024; August 2025; **August 2026**

506 Student Discipline

I. Purpose

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

II. General Statement of Policy

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

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

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

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

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

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

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

III. DEFINITIONS

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

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in

Minnesota Statutes, section 121A.41, subdivision 13:

1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. School leaders are responsible for co-creating a schoolwide ecosystem where students and adults feel seen, heard, and empowered. They are responsible for monitoring the systems, structures, supports, culture and climate to ensure a culturally responsive learning environment for both educators and students. The school principal is given the responsibility and authority to enforce the expectations, rules, and regulations within the student/family handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

- D. Teachers. Educators are responsible for leveraging their sphere of influence with the students and families they serve by co-creating a classroom learning environment that affirms students and families as equal partners. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another.
- F. Parents or Legal Guardians. Parents/Families play a critical role to ensure students are successful in school and in life. They shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota

Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

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

~~HH~~ VIII. Student Code of Conduct

- A. All students have the responsibility to:
 - 1. Conduct themselves in an appropriate, respectful, and courteous manner at all times.
 - 2. Familiarize themselves with the Student Handbook and all District policies and procedures governing student rights, obligations, and responsibilities and act accordingly.
 - 3. Follow all official notices and directives and comply with reasonable instructions given by an authority.
 - 4. Attend their program on a regular and consistent basis.
 - 5. Appropriately use all District property and equipment.
 - 6. Cooperate fully and truthfully in any inquiry or investigation conducted by the

District.

7. Immediately report to District staff any threat, harassment, hazing, bullying, act of intimidation or retaliation, and physical or verbal abuse or assault.

8. Dress appropriately for District activities, so that one's dress, appearance does not interfere with or disrupt the educational process or District activities, or pose a threat to the health or safety of the student or others.

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

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

person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);

11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disruptive or disrespectful behavior, defiance of authority, cheating, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, sexual orientation, gender identify, or gender expression;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

- C. The school district must not use recess detention unless:
1. a student causes or is likely to cause serious physical harm to other students or staff;
 2. the student's parent or guardian specifically consents to the use of recess detention; or
 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. Disciplinary Action Options

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

1. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
2. Restorative Practices;
3. Meeting with a school counselor, school psychologist, or school social worker to help determine what kind of additional support is needed;
4. Social Emotional Learning (SEL) skills instruction;
5. Other positive supports that teach needed behavior skills and /or replacement behaviors;
6. Community service in the school;
7. Collaborative and Proactive Solutions (CPS);
8. For students receiving special education services a review of the current

Individual Education Plan (IEP) to include the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP);

9. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
10. Parent contact;
11. Parent conference;
12. Removal from class;
13. In-school suspension;
14. Restriction/Loss of privileges;
15. Revised class schedule;
16. Referral to in-school or community support services;
17. Referral to community resources or outside agency services;
18. Referral to police, other law enforcement agencies, or other appropriate authorities;
19. Preparation of an admission or readmission plan;
20. Other disciplinary action as deemed appropriate by the school district.
21. In Extreme Circumstances:
 - a. A suspension or dismissal, under the Pupil Fair Dismissal Act, for a portion of a day may occur and requires approval from the Assistant Superintendent or designee.
 - b. A recommendation will be made to the home district regarding any proposed exclusion or expulsion, under the Pupil Fair Dismissal Act, for example, based on weapons possession with willful intent to cause harm.
 - c. Police intervention and/or County Crisis team intervention will require notification to the Executive Director and/or Directors of Special Services and Education Programs.

XI. Removing Students From Class

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

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

1. Conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

The following procedures must be observed:

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

XII. DISMISSAL

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

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

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

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

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Violation of any reasonable school board regulation, including those found in this policy;
2. Conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall

provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the

child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.
7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice

unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after

receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

The Discipline Complaint Procedure must, at a minimum:

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

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

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

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

Intermediate District 287, 1820 Xenium Lane North,
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Intermediate District 287

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DISTRICT POLICY

FIRST READ

POLICY SERIES: 800 Buildings and Sites
SUBJECT: Crisis Management
BOARD APPROVED: May 2012
REVISION DATE: March 2025, August 2026

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 on-going 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 pre arranged 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 also will 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:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. 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.

Policy Summary

Legislative or Legal Policy Changes

Date: August 2026

Policy Last Reviewed:

Overview of Recommendations:

These policies had language changes due to legislative or legal action. The AdHoc committee is recommending moving these policies to the board for review and approval.

Summary of Changes:

Policy 402 Disability Nondiscrimination

II. General Statement - New language in Section E.

Policy 521 Student Disability Nondiscrimination

II. General Statement - New language in Section E.

Legal References

Policy 524 Internet Acceptable Use and Safety Policy

V. Unacceptable Uses - New language in Section A. Number 11

Legal References

Policy 709 Student Transportation Safety

VII. Operating Rules and Procedures - New language in Section A. Number 5 and in Section B. Number 10 b. and c.

Legal References

Policy 722 Public Data Requests

New mandated policy on Public Data Request. District 287 did not have a policy on this subject.

Policy 533 Wellness

Based on the USDA requirement and the results of our Triennial Assessment Report, these language changes are being recommended:

III. Wellness Goals. Sections A. and B. have new language

IV. Standards and Nutrition Guidelines, Section A. Number 4 has added language and number is added. Section B. Number 2 was added

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?

Most language changes are minor wording changes and part of new law. For the Wellness Policy, there was a committee (leaders and staff) who did the Triennial Assessment Report and made the recommendations listed.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: EMPLOYEE

SUBJECT: DISABILITY NONDISCRIMINATION

BOARD APPROVED: January 2026

REVISION DATE: August 2026

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation or other matters related to a disability or the enforcement and application of this policy should contact:
Director of Human Resources
1820 Xenium Lane North
Plymouth, MN 55441
kjwitherspoon@district287.org
763-550-3133

This individual is the school district's appointed ADA/Section 504 coordinator.

- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Student

BOARD APPROVED: March 2024

REVISION DATE: August 2026

521 Student Disability Nondiscrimination

I. PURPOSE

The purpose of this policy is to protect students with disabilities (physical or mental, which includes learning) from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education. Language and terms used in this policy are directly from Federal Law.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504, as defined by Federal Law, is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact the Director of Special Education at:

District Service Center
1820 Xenium Lane North
Plymouth, MN 55441
763-550-7100

This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: 42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: District Policy 402 (Disability Nondiscrimination)
District Policy 102 Equal Educational Opportunity (Nondiscrimination)

DISTRICT POLICY

POLICY SERIES: Students

SUBJECT: Internet Acceptable Use and Safety Policy

BOARD APPROVED: February 2012

REVISION DATE: February 2015, May 2024, August 2026

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.
11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.
 - a. "Identifiable individual" means a person that is identifiable:
 - (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
 - b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.
 - c. "Nudify" or "nudified" means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

- 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.

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.

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)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)

Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

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 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
Policy 524.5 (Personal Electronic Communication Devices)*
Policy 603 (Curriculum Development)
Policy 606 (Textbooks and Instructional Materials)
Policy 625 (Responsible Use of Artificial Intelligence)
Policy 806 (Crisis Management Policy)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Business Operations

SUBJECT: Student Transportation Safety

BOARD APPROVED: May 2012

REVISION DATE: February 2019, January 2025, **August 2026**

Policy 709 Student Transportation Safety

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. GENERAL STATEMENT OF POLICY

The safe transportation of students is a high priority for the District. While the District does not transport students to and from their homes or member districts, the District does transport students attending its programs to other locations for related services and programming. In certain circumstances, the District may manage the provision of transportation services for students attending its programs where transportation is not ordinarily provided by their district of residence. Students will be transported in appropriately maintained vehicles operated by trained and certified drivers, in compliance with District policies, procedures, and student transportation safety laws and rules.

III. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through age 22 with age-appropriate school bus safety training of the following concepts:
 - a. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;

- f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
- 2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through age 22 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
- 3. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

C. Active Transportation Safety Training

- 1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
- 2. Deadlines.
 - a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

- b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.
 - c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.
3. Instruction
- a. The school district may provide active transportation safety training virtually.
 - b. The district must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with a disability.

IV. PARENT, GUARDIAN, CAREGIVER INVOLVEMENT

A. Parents/Guardians/Caregiver Responsibilities for Transportation Safety

Parents/Guardians/Caregiver are responsible to:

- 1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
- 2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
- 3. Communicate safety concerns to their school administrators;
- 4. Monitor and support students on the bus
- 5. Have their children properly dressed for the weather; and
- 6. Have a plan in case the bus is late.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

- 1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the

Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be

transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
4. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
5. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.

For purposes of this paragraph, “school bus” has the meaning given in Minnesota Statutes, section 169.011, subdivision 71.

"School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher.
A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver’s compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b. First aid kit and bBody fluids cleanup kit.
~~A minimum of a 10-unit first aid kit and a~~ body fluids cleanup kit is required. ~~They~~ **The kit** must be contained in **a** removable, moisture- and dust-proof containers mounted in an accessible place within the driver’s compartment and must be marked to indicate ~~their~~ **the kit’s** identity ~~and location.~~

c. First Aid Kit

A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

ed. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district

employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location

for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.

- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The superintendent has designated an individual to serve as the school district's school transportation safety director, who is:

Amy Tiedens
1820 Xenium Lane North
Plymouth, MN 55441
astiedens@district287.org
763-550-7132

The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
 Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
 Minn. Stat. § 123B.90 (School Bus Safety Training)
 Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
 Minn. Stat. § 123B.935 (Active Transportation Safety Training)
 Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
 Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
 Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minnesota Rules 1993, part 3520.5120
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)
 49 C.F.R. § 383.51 (Disqualification of Drivers)
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: Policy 506 (Student Discipline)
 Policy 515 (Protection and Privacy of Pupil Records)

Resources: Minnesota Department of Public Safety: [School Bus Resources](#) (accessed 10/12/25)
 National Highway Traffic Safety Administration: [Guideline for the Safe Transportation of Pre-school Age Children in School Buses](#) (Feb. 1999) (accessed 10/12/25)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: 700 Business Operations

BOARD APPROVED: August 2026

REVISION DATE:

722 Public Data Request Policy

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13 (MGDPA), and Minnesota Rules, parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes, section 13D.02, subdivision 8,

"individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes, section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of Minnesota Statutes, section 13.03.

N. Responsible Authority

~~The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.~~

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes, section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
- (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority shall inform the requestor of the determination either orally or in writing at the time of the request, or in writing as soon after that time as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the denial was based.

- (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or

4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA ABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes, section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within thirty (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration (“Commissioner”) shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the Commissioner may refer the matter to mediation. Following these efforts, the Commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes, section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner’s order issued under Minnesota Statutes, chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject’s parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. The school district’s Protection and Privacy of Pupil Records policy addresses requests of students or their parents for educational records and data.

VIII. COSTS

- A. Public Data

1. The school district will charge for copies provided as follows:
 - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty-five (25) cents for a one-sided copy or fifty (50) cents for a two-sided copy.
 - b. More than one hundred (100) pages or copies of other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for **by check** in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule, 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in

Paragraph VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. SAFE AT HOME PARTICIPANTS AND DATA PRIVACY

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

X. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Superintendent
District Service Center
1820 Xenium Lane North
Plymouth, MN 55441
763-550-7101

Data Practices Compliance Official:

Director of Human Resources
District Service Center

1820 Xenium Lane North
Plymouth, MN 55441
763-550-7101

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: Policy 406 (Public and Private Personnel Data)
Policy 515 (Protection and Privacy of Pupil Records)

Resources: MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: Students

SUBJECT: Wellness

BOARD APPROVED: February 2013, June 2017, December 2019,

REVISION DATE: June 2021, May 2024, August 2026

533 Wellness Policy

I. PURPOSE

The purpose of this policy is to articulate the Board's commitment to wellness as it relates to food, nutrition and physical activity, to set forth methods that promote student and staff wellness, and prevent and reduce childhood obesity. This policy is also designed to assure that school meals and other food and beverages sold and otherwise made available at school during the school day are consistent with applicable local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

- A. The Board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.
- B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The District encourages the involvement of parents/guardians, students, food service personnel, teachers, school health professionals, the Board, administrators, and the general public in the development, implementation, and periodic review and update of the District's wellness policy through a district-level wellness committee and site-based representation.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- G. School staff are encouraged and expected, when appropriate, to model healthy nutrition and physical activity behaviors in the school environment.
- H. The District establishes and maintains oversight, implementation, communication and monitoring of the policy and its established goals and objectives.

III. WELLNESS GOALS

A. Nutrition Promotion and Education

1. The District will encourage and support healthy eating by students and engage in nutrition promotion and education that is:
 - a. part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and
 - c. enjoyable, developmentally appropriate and culturally relevant wellness and participatory activities, such as contests, promotions, taste testing, gardening and community-based instruction as teaching tools.
 - d. Health education teachers will collaborate with school nutrition programs to reinforce nutrition education.
2. The District will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, fundraising events, concession stands, and student stores.
3. Nutrition education shall be sequential, standards-based, and provided at all grade levels (elementary, middle, and high school), and shall include behavior-focused, skill-building, and interactive learning opportunities.
4. Nutrition education shall include connections to agriculture, food systems, and lifelong health outcomes when appropriate.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities;
2. Elementary-aged students shall be provided regular recess opportunities as part of the school day. Recess shall not be withheld or excessively delayed as a disciplinary consequence, except in circumstances permitted under Minnesota Statute 121A.611. Recess shall not be withheld for incomplete academic work.
3. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and
4. Schools will not withhold or use physical activity as a consequence or punishment.
5. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
6. Physical education will be aligned to the Minnesota Department of Education Physical Education Standards and emphasizes health-related fitness, skill development, and personal goal setting to support lifelong physical activity and wellness, while ensuring equitable access for all students through inclusive, differentiated instruction, and appropriate accommodations so every student can meaningfully participate and demonstrate learning.
7. All physical education instruction will be delivered by licensed teachers with appropriate physical education endorsement. The District will provide ongoing, job-embedded professional development for physical education teachers to ensure high-quality, standards-aligned instruction.
8. All high school students shall complete a minimum of one credit of Physical Education as a requirement for graduation. All elementary and middle school students

shall be provided regular, scheduled access to Physical Education as part of the instructional day.

C. Communications with Parents/Guardians

1. The District recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
2. The District will support parents'/guardians' efforts to provide a healthy diet and daily physical activity for their children.
3. The District encourages parents/guardians to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The District will provide information about physical education and other school-based physical activity opportunities and will support parents'/guardians' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The District will provide healthy and safe school meal programs, including the USDA School Breakfast Program, that comply with all applicable federal, state, and local laws, rules, and regulations.
2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.
4. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards. Meals served through the district's food services program shall comply with the National School Lunch and Breakfast standards for meal patterns, nutrient levels, and calorie requirements as specified in 7CFR 210.10 and 7CFR 220.8.
5. Food service personnel will adhere to all applicable federal, state, and local food safety and security guidelines.
6. The District has implemented plans to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. The district provides universal free meals and the point of service system used for meal counting and claiming does not include students eligibility information at check out.
7. The District will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
8. The District will provide students with sufficient time to eat school meals and will schedule meal periods at appropriate times during the school day.
9. The District will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.
10. To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available near cafeterias and accessible during mealtimes. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.
11. The District will promote healthy food and beverage choices using the following marketing and merchandising techniques:
 - Whole fruit options are available.
 - Sliced or cut fruit is available daily.

- Daily fruit and vegetable options are displayed in a location in the line of sight and reach of students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is available with other beverages in all coolers.
- Alternative entrée options are highlighted on posters or signs within all service and dining areas.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Daily online announcements are used to promote and market menu options.

B. School Food Service Program/Personnel

1. The District shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.

2. As part of the District's responsibility to operate a food service program, the District will provide continuing professional development for all food service personnel. All school food service managers, cooks, and staff will meet hiring and annual continuing education training requirements in accordance with USDA's Professional Standards for Child Nutrition Professionals.

C. Competitive Foods and Beverages

1. All foods and beverages sold at school to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, school stores, and for in-school fundraisers.
2. All competitive foods sold during the school day and extended school day will meet the [USDA Smart Snack standards](#) and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

D. Celebrations, Rewards and Fundraising

1. Student wellness will be a consideration for all foods offered, but not sold, to students at school, including those foods provided through:
 - a. Celebrations and parties. The District will provide a list of healthy party ideas to parents/guardians and teachers, including non-food celebration ideas.
 - b. Classroom snacks brought by parents/guardians. The District will provide to parents/guardians a list of suggested foods and beverages.
2. Rewards and incentives. Schools will not use non-Smart Snack compliant foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as a consequence or punishment, and will recommend staff use physical activity as a reward when feasible.
3. Fundraising. Non-food fundraising is recommended. If food is sold as part of an out-of-school fundraiser, it should be sold according to the Competitive Foods Nutrition Standards. Please see the Fundraising Procedure for further information.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.
2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards, including but not limited to marketing on school property, in educational materials, media/publications.

VI. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The Superintendent will designate a District official to oversee the District's wellness related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.
2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.

B. Public Involvement

1. The Wellness Coordinator will engage parents/guardians, students, food service personnel, teachers of physical education, school health professionals, the Board, administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.
2. The Wellness Coordinator will hold quarterly meetings, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the District's website and will be open to the public.

C. Staff Wellness and Health Promotion

The District will have a Wellbeing Action Team that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff to establish and support school building level wellness committees. When feasible, the District will offer professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District reform or academic improvement plans/efforts.

VII. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the Board, the wellness policy will be implemented throughout the District.
2. The District will post its wellness policy on its website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the

following information:

- a. the extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- b. the extent to which the District's wellness policy compares to model local wellness policies; and
- c. a description of the progress made in attaining the goals of the District's wellness policy.

2. The Wellness Coordinator will be responsible for conducting the triennial assessment.
3. The triennial assessment report shall be posted on the District's website.
4. The District shall use the results of the triennial assessment to inform updates to the wellness policy and address identified gaps between policy and practice.

D. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The District's written wellness policy.
2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the wellness policy and triennial assessments available to the public.
3. Documentation of the triennial assessment of the wellness policy for each school and efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:

Minn. Stat. § 121A.215 (Local School District Wellness Policy) 42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)

42 U.S.C. § 1758b (Local School Wellness Policy)

42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)

7 U.S.C. § 5341 (Establishment of Dietary Guidelines)

7 C.F.R. § 210.10 (School Lunch Program Regulations)

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:

Minnesota Department of Education, www.education.state.mn.us

Minnesota Department of Health, www.health.state.mn.us

County Health Departments

Action for Healthy Kids Minnesota, www.actionforhealthykids.org

United States Department of Agriculture, www.fns.usda.gov

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Three-Year Review Cycle

Date: August 2026

Policy Last Reviewed: 2023

Overview of Recommendations:

These policies are being reviewed as part of the three-year policy review cycle. The AdHoc committee is recommending moving these policies to the board for review and approval.

Summary of Changes:

Policy 102 Equal Education Opportunity

II. General Statement of Policy - minor wording change in Section A.

Policy 208 Development, Adoption, and Implementation of Policies

IV. Adoption and Review of Policy - Optional word changes in Section D.

Policy 214 Out of State Travel

No language changes

Bylaws

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?

These policies are under the School Board section. and AdHoc committee drafted them on behalf of the School Board.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: SCHOOL DISTRICT

BOARD APPROVED: November 2023

BOARD REVIEWED DATE: August 2026

102 EQUAL EDUCATIONAL OPPORTUNITY

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not ~~unlawfully~~ discriminate on the basis of **one or more of the following**: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodation for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence policy.
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination policy.
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination policy.
- E. The school district shall provide equal opportunity for members of each sex and to

members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES: 200 School Board

BOARD APPROVED: August 2023

REVISION DATE: August 2026

208 DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy with the force and effect of law for the school district. School district policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide guidelines and goals to the school community. The policies are the basis for guidelines and directives created by the administration. The school board shall determine the effectiveness of policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student, or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION AND REVIEW OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two (2) school board meetings. The proposals shall be distributed, and public comment will be allowed at both meetings.

- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a meeting after the two (2) meetings at which public input was received. The policy will be effective on the latter of the date of passage or the date stated in the motion.
- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The policy adopted in an emergency shall expire within one (1) year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency.
- D. If a policy is ~~modified~~ revised with minor, technical changes that do not affect the substance of the policy, the School Board Policy Ad Hoc Committee may direct school district staff to incorporate the technical revisions in the relevant policy.

If a policy is ~~modified~~ revised or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF AND ACCESS TO POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to school district policies. A copy of the school district policies shall be placed in the office of each school attendance center and in the central school district office and shall be available for reference purposes to other interested persons.
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy current.
- D. The school board shall review policies at least once every three (3) years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: 506 Student Discipline; 722 Public Data Requests; and 806 Crisis Management Policy.
- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, educational philosophy, and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

POLICY SERIES:200 - SCHOOL BOARD

BOARD APPROVED: October 2008

BOARD REVIEWED DATE: October 2012, October 2023, August 2026

214 Out-of-State Travel by Board Members

I. PURPOSE

The purpose of this policy is to regulate out-of-state travel by Board members as required by law.

II. GENERAL STATEMENT OF POLICY

Board members have an obligation to be: informed about the proper duties and functions of an Intermediate District Board member and familiar with issues that may affect the District and its member districts; and to acquire: a basic understanding of school finance and budgeting, and sufficient knowledge to comply with federal, state and local laws, rules, regulations and District policies that relate to their role as Board members. Occasionally, it may be appropriate for Board members to travel out-of-state to fulfill their obligations.

III. APPROPRIATE TRAVEL

A. Travel outside the state is appropriate when the board finds it proper for board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as Board members. Travel to regional or national meetings is presumed to fulfill this purpose.

B. Out-of-state travel for which the member intends to seek reimbursement from the District must be pre-approved by the Board.

IV. REIMBURSEMENT OF EXPENSES

A. Expenses eligible for reimbursement may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, Board-related phone calls, and other reasonable and necessary District-related expenses.

B. Reimbursement amounts should be within the school board's approved budget, including attendance at workshops and conventions.

C. This policy must be reviewed annually by the Board and any subsequent changes must be approved by a recorded vote.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

FIRST READ

Bylaws: Intermediate School District 287

SUBJECT: Bylaws

BOARD APPROVED: June 26, 2008

EFFECTIVE DATE: January 1, 2009

REVISION DATE: June 8, 2017, October 2023

PREAMBLE

The Intermediate District 287 School Board has been established pursuant to Minnesota Statutes, and the Memorandum of Agreement ("MOA") entered into by certain independent school districts and Intermediate District 287. The most recent MOA became effective on July 1, 2017.

"Members" or "member districts" refers to the independent school districts who are members of Intermediate District 287. "Board members" or "representatives" means persons appointed by the member districts to the Intermediate District 287 School Board ("287 Board" or "Board"). Intermediate District 287 is referred to as the "Intermediate."

I. LEGAL STATUS OF THE BOARD

- A. The basis for the establishment and operation of the Intermediate and the 287 Board is in the State of Minnesota Constitution, Minnesota Statutes, court interpretations of these laws, and the powers implied under them.
- B. The Board is the governing and policy-making body of the Intermediate and has the general charge of governance of Intermediate programs, facilities, finances, and services. The Board provides direction and exercises leadership primarily through the oversight of the development, monitoring, and adoption of policies.
- C. Board members have binding authority only when acting as a member of the Board when it is legally in session, except where specific authority is provided to Board members or officers individually. In the absence of specific authority, the Board is not bound by an action or statement by an individual Board member.
- D. The legal address of the Intermediate and the Board is 1820 Xenium Lane North, Plymouth, MN 55441.

II. BOARD MEMBERS AND ORGANIZATION

- A. The Board consists of appointed members, one (1) representative from each member district, and the Intermediate Superintendent as an ex-officio member. Member districts appoint their own representative to the 287 Board.
- B. The term of office of a Board member is two years beginning on the first Monday in January and until a successor representative qualifies. If a Board member is unable to finish his or her term for any reason, the member district shall appoint a new representative to finish out the original Board member's term.
- C. The Board may establish standing or special committees when necessary or desirable to facilitate the work of the Board.

III. BOARD DUTIES AND CODE OF ETHICS

- A. The Board shall perform the following duties in accordance with applicable law and the Equity Policy:
 - 1. Review the Intermediate's mission statement and strategic plan annually.
 - 2. Provide for the evaluation and improvement of instructional programs.
 - 3. Review and approve the budget;
 - 4. Establish a suitable learning environment for students by providing the necessary and appropriate school buildings and program sites to support the instructional process and to provide for the comfort, health and safety of students and staff while at school;
 - 5. Purchase, sell, and exchange Intermediate property and equipment as necessary;
 - 6. Provide for the payment of claims against the Intermediate and prosecute and defend actions by or against the Intermediate;
 - 7. Employ, and contract with, necessary qualified teachers and discharge the same for cause;
 - 8. Employ and discharge necessary qualified employees and contract for other services;
 - 9. Procure insurance against liability of the Intermediate, its officers, and employees;
 - 10. Oversee the development of policies and adopt those policies that are necessary to communicate the Board's vision for the Intermediate and/or are legally required;
 - 11. Receive, for the benefit of the Intermediate, bequests, donations, or gifts, for any proper purpose; and
 - 12. Perform other acts as the Board deems to be reasonably necessary or required for the governance of the Intermediate.

- B. To ensure that the Board's business is conducted with maximum effectiveness, efficiency, and integrity, 287 Board members shall understand the roles and responsibilities of the Board and adhere to the Code of Ethics below:
1. Always remember that the first and greatest concern must be the educational welfare of the students attending Intermediate programs and receiving Intermediate services;
 2. Attend all regularly scheduled and special Board meetings whenever possible;
 3. Become informed concerning the issues to be considered at meetings;
 4. Exercise prudent judgment in initiating, reviewing, considering and voting on items affecting operations of the Intermediate, recognizing that it is Board members' responsibility to see that the Intermediate is properly run, not to run it themselves;
 5. Initiate and maintain constructive two-way dialogue with Intermediate administration and the member district board and superintendent as a means to engage all clients and stakeholders in the work of the 287 Board and the Intermediate;
 6. Represent the 287 Board and the Intermediate to the member district board and community in a manner that fosters public confidence and respect;
 7. Maintain a working rapport with other members of the Board;
 8. Maintain a positive and productive Board-Superintendent working relationship through mutual respect and adhering to defined roles and responsibilities. The Board's primary responsibility is governance and the Superintendent's responsibility is the implementation of the Strategic Plan and management of the District's operations.
 9. Respect the right of others to hold and express opinions;
 10. Support the employment of those persons best qualified to serve the Intermediate and provide them with authority commensurate with their responsibilities;
 11. Recuse oneself when one has a conflict of interest or when there may be an appearance of impropriety, and not use the Board position for personal or partisan gain. The determination of whether a conflict of interest exists will be made by the Board;
 12. Take no action that will compromise the Board, the Intermediate, or Intermediate administration;
 13. Respect the confidentiality of information that is confidential and/or privileged under applicable law;
 14. Abide by majority decisions of the Board while retaining the right to seek changes in such decisions through ethical and constructive channels; and
 15. Comply with all federal, state, and local laws and rules relating to the office and function of a Board member.

IV. DUTIES OF BOARD OFFICERS

The 287 Board shall, by majority vote, elect a Chair, Vice-Chair, Clerk, and Treasurer. Board officers are charged with carrying out the responsibilities entrusted to them. Officers hold office for one year and until a successor officer has been elected. The Superintendent is an ex-officio nonvoting member of the Board.

A. The Chair shall:

1. Preside at all Board meetings, when present, and ensure the orderly conduct of meetings;
2. Set meeting agendas in consultation with the Superintendent;
3. Countersign orders upon the Treasurer for claims approved by the Board;
4. Sign all contracts and agreements approved by the Board;
5. Represent the Board in all matters, including response to media inquiries;
6. Appoint all committee members;
7. In case of the absence of any officer, the chair will fulfill the duties until the appointment has been filled.
8. Ensure that the policies of the Board are properly administered; and
9. Confer with the Superintendent as may be necessary and desirable.

B. The Vice-Chair shall, in the absence or disability of the Chair, perform the duties of the Chair.

C. The Clerk shall ensure the following:

1. Minutes of the Board are recorded;
2. Detailed accounts of Board business are kept;
3. All contracts and agreements approved by the Board are signed;
4. All documents are prepared for officers as well as the board and will secure required signatures.
5. All records and reports required of the Clerk are prepared as directed by the Board; and
6. All duties of the Chair are performed in the absence of the Chair and Vice- Chair.

D. The Treasurer shall ensure the following:

1. Funds of the Intermediate are deposited in the official depository;
2. All funds are received, held in custody, and expended as directed by the Board and detailed records are kept of all orders processed;
3. All records and reports required of the Treasurer are prepared as directed by the Chair;

4. All orders upon the Treasurer approved by the Board are signed, thereby converting the orders into checks; and
 5. If there are insufficient funds on hand to pay valid orders presented to the Treasurer, orders are received, endorsed, and processed in accordance with Minnesota Statutes.
- E. The Superintendent shall:
1. Prepare reports and materials for the Board and submit appropriate recommendations;
 2. Keep the Board well-informed in a timely manner about Intermediate operations and needs;
 3. Implement Board policies and actions; and
 4. Perform other duties and fulfill other responsibilities as prescribed by the Board.

V. CALL AND CONDUCT OF BOARD MEETINGS

A. Regular Meetings

1. The Board shall meet as required by law. No action authorized or required by law shall be taken by the Board except in a meeting open to the public and after appropriate notice to the public as required by law. The Board shall meet in closed session as necessary and permitted by law.
2. The Board shall meet twice monthly or as necessary. A board meeting may be a work session or a business meeting, or both. The Board will make decisions on any items during the business meetings only.
3. An agenda shall be sent to each member district and Board member at least six (6) days prior to each regular meeting of the Board. All matters to be included thereon, proposed by Board members, shall be submitted in writing to the Chair no later than fifteen (15) days prior to such meeting. The Superintendent is empowered to submit additional items with the approval of the Chair. To the extent reasonably possible, matters submitted for the agenda in the form of a resolution by a Board member shall appear on the agenda in the form prepared and proposed by the Board member.
4. Matters not on the agenda may be considered at any meeting of the Board consistent with Robert's Rules of Order.

B. Special Meetings

1. Special meetings of the Board may be called by the Chair or shall be called upon the written request of three (3) or more members of the Board.
2. Board members shall receive notice of special meetings at least three (3) days before such meetings. The notice shall state the time, place, and purpose of the special meeting, and shall be given by the Clerk or designate.
3. The powers of the Board shall be the same at special meetings as at

regular meetings.

C. Organizational Meetings

1. The organizational meeting shall be held at the Board's first meeting in January.
2. The business of the organizational meeting shall include:
 - a. Determination of a quorum and call to order by the outgoing Chair or other current officeholder;
 - b. Report of the nominating committee;
 - c. Election of officers for the ensuing year (once elected the new Chair conducts the meeting);
 - d. Designation of official depositories;
 - e. Collateral agreements;
 - f. Designation of official newspaper;
 - g. Designation of legal counsel;
 - h. Appointment of assistant treasurer;
 - i. Regular meeting schedule of the Board;
 - j. Any other business as may come before the meeting or any adjournment thereof; and
 - k. Adjournment.
3. The Chair shall appoint a nominating committee of three (3) persons not less than thirty (30) days before the organizational meeting. Such committee shall nominate members of the Board to serve as Board officers.

D. The rules of parliamentary procedure in Robert's Rules of Order shall govern the Board in its deliberations in all matters except as otherwise provided in these Bylaws. Meeting procedures are intended to ensure that meetings are conducted in an internally consistent manner, decisions are made in an orderly and reasonable fashion, there is adequate discussion of decisions, and Board members have the necessary information to make informed decisions on substantive issues.

E. The rules of procedure may be amended at any meeting by majority vote.

F. Proxy voting is not permitted.

VI. MEETING MINUTES

A. Maintenance of Minutes and Records

1. The Clerk shall ensure that permanent records of the Board are kept, including records of the meeting minutes.
2. A copy of all motions and the names of the Board members making and seconding motions shall be recorded. There shall be a recorded vote if the vote is not unanimous.
3. Minutes of meetings shall be available for inspection at the administrative offices of the Intermediate after they have been

prepared.

4. Meeting minutes shall be approved by the Board at a subsequent meeting, and signed by the Chair and Clerk after approval.

B. Publication of Official Board Proceedings

1. Minutes of the proceedings of the 287 Board shall be sent to the member districts and Board members.
2. The Board shall publish its minutes as required by law and on the Intermediate's website. The proceedings to be published may be a summary if the summary adequately informs the public of the substance of the proceedings.

VII. QUORUM

No meeting may be convened and no business may be transacted by the Board unless a quorum of its members are present. A quorum of the Board consists of a majority (~~6~~) of the Board members. The act of a majority of a quorum is an act of the Board. The only legal actions the Board may take in the absence of a quorum are to fix the time at which to adjourn, to recess, to adjourn, or to take measures to obtain a quorum.

VIII. NOTICES TO BOARD MEMBERS

Notices shall be sent to each Board member.

IX. BOARD GOALS AND EVALUATION

The Board will develop goals and evaluate its governance, operations, and decision making annually to ensure sound and efficient Board decisions making and will be in alignment with the beginning of the board term.

X. COMPENSATION

Board members are entitled to fair compensation for their services. The Board will determine the compensation paid on an annual basis. The amount of compensation paid to an Intermediate District 287 Board member shall not be less than the smallest amount nor more than the largest amount that is paid to an individual school board member by any of the member districts.

XI. CONFLICT OF INTEREST

- A. All Board members shall avoid even the appearance of a conflict of interest because even though such conflict may not exist, it creates the appearance of impropriety. Board members with an actual or perceived conflict of interest shall not participate in Board discussion or vote on Board actions related to that interest.
- B. A Board member who is authorized to take part in any manner in making any sale, lease or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially from it.
- C. The determination as to whether a conflict of interest exists is to be made by the Board. Any Board member who has reason to believe that he or she has an actual or potential conflict of interest, or that another member has an actual or potential conflict of interest, shall notify the Board immediately. The Board member(s) shall cooperate as necessary for the Board to make its determination and shall abide by the decision of the Board.

XII. FISCAL YEAR

The fiscal year of the District begins on July 1 and ends on June 30.

XIII. CORPORATE SEAL

The Board shall have no corporate seal.

XIX. AMENDMENTS

The Bylaws may be amended by an affirmative vote of two-thirds ($\frac{2}{3}$) of the Board members present at a meeting of the Board, provided that the substance of the proposed amendment was submitted in writing to member districts and 287 Board members at least ten (10) days prior to such meeting.

XX. MEMORANDUM OF AGREEMENT

The MOA addresses the withdrawal of member districts; the membership of new member districts; and the dissolution of the Intermediate, among other topics not covered in the Bylaws.

CONNECTIONS

News from the Association of Metropolitan School Districts

August 2026
Volume 23
Number 10

Building AI Literacy: Hopkins' Human-Centered Approach

August 28, 2026
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

September 11, 2026
Board of Directors Meeting
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

September 25, 2026
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

October 2, 2026
Board of Directors Meeting
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

As artificial intelligence (AI) rapidly changes education, Hopkins Public Schools has focused on preparing students and staff to use AI responsibly. Over the past several years, our educators and technology leaders have explored new AI tools, collaborated with other school districts and studied how AI can support teaching and learning.

Some districts have approached AI as a choice between banning it entirely and embracing it without limits. Hopkins chose a middle path by helping students understand what AI can and cannot do, when to use it and when not to, and how to remain the author of their own thinking.



"We believe AI literacy requires more than understanding how an AI tool works; it requires understanding its impact on people, communities and the world around us," said Tiffany Nielsen-Winkelman, Ph.D., learning design futurist and assistant director of Innovation, Design and Learning.

That philosophy has guided Hopkins' approach to AI, from professional learning for staff to classroom expectations for students. "Our commitment is to use AI responsibly by prioritizing student safety, supporting staff well-being and efficiency and making ethical decisions that keep people at the center of our work," Nielsen-Winkelman said.

Professional learning and student instruction

During the 2025-26 school year, Hopkins expanded AI learning through staff professional development, community events and the creation of districtwide AI Literacy Guidance. Teachers, technology integration specialists, students, families and community members provided feedback to help ensure the guidance reflected both best practices and community values.

Continued on page 2

I am honored to have the opportunity to serve as the chair of AMSD for the 2026-27 school year and I look forward to working with my AMSD colleagues over the next year. We will soon begin the process of building our legislative platform for the incredibly important 2027 legislative session when the next biennial budget will be adopted. This month's research article highlights AMSD's 2026 Education Issues Guide. Please share the guide with your colleagues, parents, and community members and urge them to get involved in the electoral process. Thank you for your continued support of public education and best wishes for a successful start to the school year!

From the AMSD Chair, Alison Sherman, Stillwater Board Member

Utilizing the SEE Model and AI Traffic Light Protocol

Continued from page 1

The guidance addresses responsible technology use, information literacy, creativity, academic honesty, privacy and ethical decision-making. It also sets clear expectations for using vetted and approved AI tools.

Grounding the work in district values

Hopkins adopted a human-centered approach to AI use because it helps personalize learning, address disparities and prepare students for a global society. Throughout the development process, leaders asked not just “Can we use AI?” but “Should we, and under what conditions?”

By grounding our work in Hopkins’ values and consideration of equity, human agency, privacy, transparency, student well-being and environmental sustainability, our guidance remains relevant even as technology evolves.

SEE Model and AI Traffic Light Protocol

Our philosophy is reflected in the district’s AI Literacy Guidance, which is built around three expectations: AI use in the classroom must be safe, ethical and effective (SEE). We adapted the SEE Model from a framework developed by AI for Education, then tailored it to reflect Hopkins’ values and learning goals.

AI literacy can feel abstract, but the SEE Model helps move it into a concrete instructional space. Students learn to think critically about AI-generated content, evaluate its accuracy and bias, recognize its limitations and take responsibility for the final product. Students are required to cite their AI use just as they would any other source.

To support consistent expectations across classrooms, we use an AI Traffic Light Protocol. A green light indicates AI may be used as a partner in learning. A yellow light indicates AI may be used under specific teacher-defined conditions. A red light indicates students should avoid AI use entirely and utilize their personal creativity and critical thinking skills.

Teachers apply the protocol at the assignment level, which preserves professional judgment while giving students and staff a shared vocabulary across buildings and content areas.

Why Hopkins does not use AI detectors

Hopkins emphasizes instructional practices that promote authentic student learning, rather than relying on AI detection software. AI detectors produce high rates of false positives, demonstrate bias against multilingual and Black, Indigenous and People of Color (BIPOC) writers, and can often be bypassed by students.

Detectors are also misaligned with the district’s restorative culture commitments. We have chosen to prioritize pedagogy over policing through clear assignment design, transparent expectations, process evidence such as drafts, notes and oral checks, and human-centered dialogue when questions arise.

AI will continue to evolve, but Hopkins Public Schools believes the mindsets and skillsets students need will remain consistent: critical thinking, ethical decision-making, creativity and responsible use of technology. By grounding AI literacy in these competencies, the district is preparing students not just for today’s classrooms, but for the future they will help shape.

Learn more about our AI literacy work at hopkinsschools.org/academics/ai-literacy.

This month’s member feature was submitted by Kristi Mussman, Director of Communications and Marketing, Hopkins Public Schools.

AMSD Releases 2026 Education Issues Guide

2026 is a major election year with all of the state's constitutional offices and State House and Senate seats on the ballot. There will be many new faces at the State Capitol next session with 43 current legislators either retiring or running for another office.

- [LINK: View the Legislative Retirements compiled by the Minnesota Legislative Reference Library](#)

The race to succeed retiring U.S. Senator Tina Smith and all eight U.S. House Seats are also on the ballot. In addition, several AMSD member districts will have important referendum questions on the ballot this fall along with school board member races in many districts.

Regardless of which party wins control, there will be plenty to tackle when the Legislature convenes the 2027 session on Jan. 12, 2027. Those elected will determine the funding level for schools for the next two years, as well as significant education policy issues.

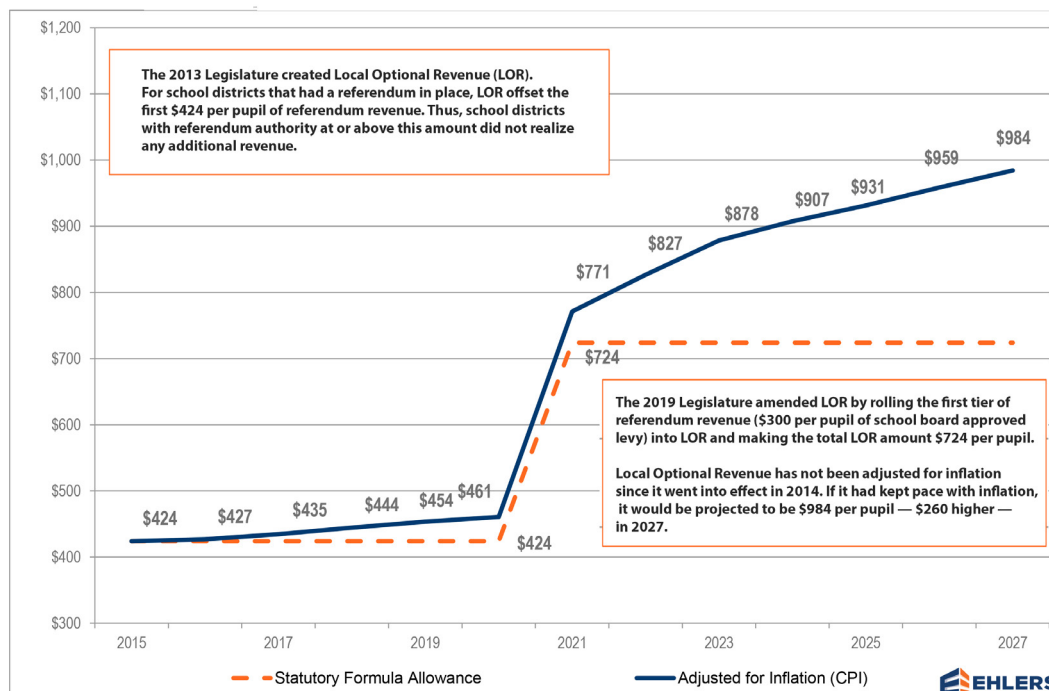
As in years past, AMSD has compiled an Education Issues Guide to provide supporters of public schools — from school board members and administrators to parents, candidates, and members of the public — with research, education funding trends, a summary of recent legislative action, as well as key questions that voters can ask candidates seeking office. Specific topics include key education funding streams, school property tax information, data on Special Education and English learner funding shortfalls, as well as tips on how to engage with legislative candidates.

Minnesota school districts face significant financial challenges. AMSD's [annual budget survey](#) conducted in March 2026 showed AMSD members projecting more than \$223 million in combined shortfalls for the 2026-27 school year. The \$420 million in cuts for the 2028-29 biennium that were included in the 2025 Education Bill compound the challenge and highlight the importance of the 2027 session.



Local Optional Revenue (LOR) Allowance, 2015-2027

Adjusted for Inflation (CPI)



Source: MDE December 2025 Inflation Estimates and Minnesota Statute 126C.10, Subdivision 2e



The guide also highlights how key funding streams continue to lag behind inflation. Local optional revenue (LOR), for example, a critical funding stream, has lost considerable ground to inflation since it went into effect in 2014 and would be \$260 per pupil higher in the coming school year if it had kept pace with inflation. Likewise, the basic funding formula — even though now linked to inflation — would be \$1,474 per pupil higher in FY27 if it had simply kept pace with inflation since 2003, the year the Legislature repealed the general education levy

Continued on page 4

Dr. Tommy Watson to Keynote Fall Conference

Continued from page 3

and committed to funding education with state income and sales taxes.

The guide also includes links to AMSD position papers and other legislative resources and research that AMSD uses throughout the session to advocate for our school districts and inform legislators.

As it stands, public school enrollment in Minnesota for 2025-26 was 873,175 students, with more than 478,000 of those students attending AMSD schools. AMSD currently represents more than 50 greater metropolitan area and regional center school districts and intermediate/cooperative districts — collectively enrolling well more than half of all public school students in Minnesota.

- [LINK: View the AMSD 2026 Education Issues Guide](#)
- [LINK: Minnesota Secretary of State Office](#)

SAVE THE DATE



2026 Policy Conference

Tuesday, Nov. 10, 2026

The Association of Metropolitan School Districts and BrightWorks are teaming up again to host a fall policy conference on Tuesday, Nov. 10 at the Marriott Northwest in Brooklyn Park.

The theme of the conference is **Resilient Schools, Bright Futures: Supporting Students and Educators for Tomorrow.**

FEATURING DR. TOMMY WATSON

The keynote speaker will be Dr. Tommy Watson, a former University of Minnesota Gopher Football standout and now motivational speaker, author, and executive coach who shares his message of resilience to help empower students, educators, parents and communities with the habits of resilient champions.

Dr. Watson transformed an impoverished childhood, marked by parents who struggled with heroin addiction and were arrested 121 times, into a highly successful career. Overcoming homelessness, he earned four degrees, including a doctorate in education, and has become a leading authority on resilience, leadership, and managing change.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

January 2026 – December 2026	
January 22, 2026	
February 12, 2026	February 26, 2026
March 12, 2026	March 26, 2026 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

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

January 2027 – December 2027	
January 28, 2027	
February 11, 2027	February 25, 2027
March 11, 2027	
April 8, 2027	April 22, 2027
May 13, 2027	May 27, 2027
June 10, 2027	June 24, 2027
No July Meeting	
August 26, 2027	
September 9, 2027	September 23, 2025
October 14, 2027	October 28, 2027
November 11, 2027	
December 9, 2027	

INTERMEDIATE DISTRICT 287
August 27, 2026
SCHOOL BOARD CALENDAR

August 2026

27	Thursday	General Meeting of the Board	6:30 PM	DSC
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September 2026

10	Thursday	General Meeting of the Board	6:30 PM	DSC
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27	Thursday	General Meeting of the Board	6:30 PM	DSC
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October 2026

08	Thursday	School Board Retreat	4:30 PM	DSC
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08	Thursday	General Meeting of the Board	6:30 PM	DSC
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22	Thursday	General Meeting of the Board	6:30 PM	DSC
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November 2026

12	Thursday	General Meeting of the Board	6:30 PM	DSC
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December 2026

10	Thursday	General Meeting of the Board	6:30 PM	DSC
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January 2027

28	Thursday	General Meeting of the Board	6:30 PM	DSC
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February 2027

11	Thursday	School Board Retreat	4:30 PM	DSC
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11	Thursday	General Meeting of the Board	6:30 PM	DSC
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25	Thursday	General Meeting of the Board	6:30 PM	DSC
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March 2027

11	Thursday	General Meeting of the Board	6:30 PM	DSC
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April 2027

08	Thursday	General Meeting of the Board	6:30 PM	DSC
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22	Thursday	General Meeting of the Board	6:30 PM	DSC
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May 2027

13	Thursday	General Meeting of the Board	6:30 PM	DSC
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27	Thursday	School Board Retreat	4:30 PM	DSC
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27	Thursday	General Meeting of the Board	6:30 PM	DSC
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June 2027

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

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2026-2027

Get on the Bus

Tuesday, October 20th

???

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, December 8th

???

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, February 16th

???

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, April 20th

???

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209/School Board Meeting

2:30 PM

Tuesday, October 27th
District Service Center
(Virtual / Hybrid)

_____	_____
_____	_____
_____	_____

Tuesday, December 15th
District Service Center
(Virtual / Hybrid)

_____	_____
_____	_____
_____	_____

Tuesday, February 23rd
District Service Center
(Virtual / Hybrid)

_____	_____
_____	_____
_____	_____

Tuesday, April 27th
District Service Center
(Virtual / Hybrid)

_____	_____
_____	_____
_____	_____

GET ON THE BUS

South Education Center



Intermediate
District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

We will provide an overview of South Education Center (SEC), review their school improvement plan, and how their work connects to the Strategic Plan.

October 27, 2026 | 8:30-11:30 a.m.



Meeting Point

1820 Xenium Ln N, Plymouth, MN 55441



RSVP to Wauneen Mgeni

wbdrmgeni@district287.org | 763-550-7101

