

General Meeting of the Board
Thursday, May 8, 2025 6:30 PM

Boardroom / Teleconference
1820 Xenium Ln N
Minneapolis, MN 55441-3790

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **AUDIENCE OPPORTUNITY TO SPEAK** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from April 24, 2025
5. **SHARE THE SUCCESS & RECOGNITION - (15 minutes)** (*Information*)
 - 5.1. Above & Beyond: South Education Center
 - 5.2. Spotlight: North Education Center
6. **SUPERINTENDENT'S REPORT - (05 minutes)** (*Information*)
 - 6.1. Retirement Celebration
7. **INSTRUCTIONAL REPORT - (20 minutes)** (*Information*)
 - 7.1. Literacy & Read Act Update
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - None**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (10 minutes)**
 - 9.1. Policy Review & Revision (*Action*)
 - 9.1.1. 620 Credit For Learning Policy
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report
 - 9.2.2.1. May 2025 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Calendars
 - 9.3.2. May 8, 2025, Board Event Calendar
 - 9.3.3. 2025-2026 Get on the Bus/Local 2209 & Board Meeting Schedule
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

Racial Equity Impact Analysis Tool

287 RACIAL EQUITY IMPACT ANALYSIS TOOL



Purpose

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

Instructions

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

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

Part 1: Discussion

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

Guiding Questions

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

Part 2: Answer Racial Equity Impact Analysis Questions

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

Part 3: Reflect

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

DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
April 24, 2024
MINUTES

1. CALL TO ORDER

Board Chair Casey called the general meeting to order at 6:32 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Member Caroline Long recited Intermediate District 287 mission statement: "The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students."

A Roll Call was taken, and a quorum was declared with 10 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Richard Zeck
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson
276	Minnnetonka	Michael Remucal
279	Osseo	Keith Tate
281	Robbinsdale	Caroline Long
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
277	Westonka	Brian Roath

Absent: 278/Orcutt and 280/Brakke

Guests:

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

287 Staff Members: Michelle Thompson, Alexia Finley, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

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

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from April 10, 2025, and Routine Human Resources Activities for April 24, 2025. *Motion by Kim Ross, seconded by Shannon Anderson to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Alexia Finley, the Principal at West Education Center (WEC), announced the Above and Beyond award winner for April 2025, Michelle Thompson the Student Safety Coach (SSC) at WEC. Michelle took a moment to share her thanks for her awesome co-workers, the supportive admin team, and the Board for all their help.

6. SUPERINTENDENT'S REPORT - None

7. INSTRUCTIONAL REPORT - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report – None

Financial Report

Brian Schultz, Executive Director of Business Services and Operations, presented the monthly financial report for March 2025. *Motion by Michael Birdman, seconded by Brian Roath, to approve the monthly financial reports as presented. All in favor. Motion carried unanimously.*

Human Resources Report - None

9. BOARD BUSINESS

Policy Review & Revision

Superintendent Doud presented and recommended approval of the 524.5 Personal Electronic Communication Devices Policy. *Motion by Shannon Andreson, seconded by Brian Roath, to approve the 524.5 Personal Electronic Communication Devices Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 524 Internet Acceptable Use and Safety Policy. *Motion by Kim Ross, seconded by Caroline Long, to approve the 524 Internet Acceptable Use and Safety Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 603 Curriculum Development Policy. *Motion by Shannon Andreson, seconded by Michael Birdman, to approve the 603 Curriculum Development Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented and recommended approval of the 616 School District System Accountability Policy. *Motion by Michael Birdman, seconded by Shannon Andreson, to approve the 616 School District System Accountability Policy as presented. All in favor. Motion carried unanimously.*

Superintendent Doud presented the 620 Credit for Learning Policy for a First Read.

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was made by Shannon Andreson, seconded by Michael Remucal, to adjourn the general meeting of the Board. No votes against. Motion carried. Meeting adjourned at 7:04 PM.

The next general meeting will be held on May 8, 2025, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Denson-Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____



Literacy Update

May 8, 2025

Strategic Plan



- Academic Goals
- Collaborative Teaming
- Family Connections

Professional Development

CORE Online Language and Literacy Academy



Summer Cohorts	Enrolled	Completed
Teachers	72	66
Admin	17	11
Fall Cohorts	Enrolled	Completed
Teachers	104	52
Admin	4	1

**Completion
Date: June 16th**

Cohort Details

- Summer

- 3 live sessions
- 50 hours
- Stipends
 - \$1,750 based on 50 hours
 - Funding Source: Elementary and Secondary School Emergency Relief (ESSER) and Comprehensive Literacy State Development Grant (CLSD)

- Fall

- 3 live sessions
- 50 hours
 - Work day time 35 hours
 - PD day time 15 hours
- Stipends: \$500
 - Funding source: READ Act funds

Impacts

- Knowledge and skills in Science of Reading
- Strategies Implemented
- Diagnostic Assessments
- Purpose

“We have a deep responsibility to all readers, regardless of level, age, and experience. We have a great opportunity to expand their ability to access the materials and information around them.”

“It is well worth our efforts to assist students in increasing their literacy - it will benefit them for their lifetime.”

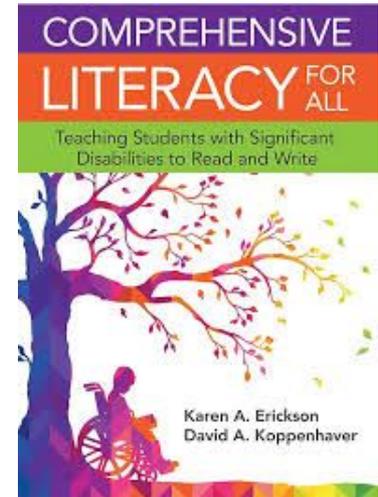
“It reignites our purpose to be effective and purposeful in my instruction”

2025-2026

- **New Cohort**
 - 1 cohort of 30 expected
 - Current staff and new staff
- **ESP Read Act Training**
 - Train the Trainer-10 staff trained this summer
 - Delivered during workshop week and first PD day
- **Implementation**
 - Collaborative Teaming
 - Assessment and Goal Setting
 - Coach and Admin support

Assessments

- Assessment Protocol
- Assessment Guide
 - All programs included
 - Project Virtual Coaching Pilot
 - Comprehensive Literacy For All
 - Complex Communicators
- Weekly Progress Monitoring



Curriculum



- **Success For All**

- K-8
- Updates and additions
- Coaching and support
- Virtual and In-person Site Visits

- **Intervention**

- Over 200 students engaged in Powerup and CORE 5
- Foundational Skills in Grammar, Word Study and Comprehension
- Continuing to build systems through MTSS

Collaboration

- Regional Literacy Network through Brightworks
- Communities of Practice
 - Literacy Leads
 - Local Facilitators
- Read Act Cross District Collaboration
- Intermediate Districts' Collaboration



Literacy Plan

- Multi-Tiered Systems of Support
- Continuous Improvement
- Assessment, goal setting and progress monitoring
- Summer PD for Administrators
- Coaches Training
- New Staff Training
- Ongoing Professional Development
- Love of Literacy!



Questions?

Thank you!



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

SECOND READ

POLICY SERIES: Curriculum & Instruction

BOARD APPROVED: March 2012

REVISION DATE: June 2016

620 Credit For Learning

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

- A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 - 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- B. Transfer of Academic Requirements from Other Schools
 - 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
- a. Students/family/caregiver will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent/caregiver and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded.
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. PROCESS FOR AWARDING CREDIT

- A. The building principal or designee will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's guardian/caregiver may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian/caregiver if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian/caregiver except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: [Minn. Stat. § 120B.02 \(Educational Expectations and Graduation Requirements for Minnesota’s Students\)](#)
[Minn. Stat. § 120B.021 \(Required Academic Standards\)](#)
[Minn. Stat. § 120B.11 \(School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness\)](#)
[Minn. Stat. § 120B.14 \(Advanced Academic Credit\)](#)
[Minn. Stat. § 123B.02 \(General Powers of Independent School Districts\)](#)
[Minn. Stat. § 123B.445 \(Nonpublic Education Council\)](#)
[Minn. Stat. § 124D.03, Subd. 9 \(Enrollment Options Program\)](#)
[Minn. Stat. § 124D.09 \(Postsecondary Enrollment Options Act\)](#)
[Minn. Stat. § 124D.094 \(Online Instruction Act\)](#)
[Minn. Rules Parts 3501.0660 \(Academic Standards for Language Arts\)](#)
[Minn. Rules Parts 3501.0700-3501.0745 \(Academic Standards for Mathematics\)](#)
[Minn. Rules Parts 3501.0820 \(Academic Standards for the Arts\)](#)
[Minn. Rules Parts 3501.0900-3501.0960 \(Academic Standards in Science\)](#)
[Minn. Rules Parts 3501.1200-3501.1210 \(Academic Standards for English Language Development\)](#)
[Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

Cross References: [MSBA/MASA Model Policy 104 \(School District Mission Statement\)](#)
[MSBA/MASA Model Policy 601 \(School District Curriculum and Instruction Goals\)](#)
[MSBA/MASA Model Policy 613 \(Graduation Requirements\)](#)
[MSBA/MASA Model Policy 614 \(School District Testing Plan and Procedure\)](#)
[MSBA/MASA Model Policy 615 \(Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students\)](#)
[MSBA/MASA Model Policy 616 \(School District System Accountability\)](#)
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)
[MSBA/MASA Model Policy 624 \(Online Instruction\)](#)

May 2025
Volume 22
Number 8

Westonka Schools Leads the Way in Sports Safety with Portable AEDs

May 16, 2025 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

May 23, 2025 Board of Directors Meeting

7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

June 13, 2025 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

July 25, 2025 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills



Westonka Public Schools has become the first school district in Minnesota to equip every high school sports team with a portable automated external defibrillator (AED) — a pioneering move that could set a new standard for schools statewide. This initiative, designed to ensure quick access to life-saving devices during sudden cardiac arrest events, is part of a larger community-driven effort to prevent cardiac-related deaths.

The idea to provide every Westonka White Hawks sports team with an AED was sparked last year by Westonka Activities Director Jeff Peterson and quickly gained support.

“Every second counts during a cardiac emergency, and we know that having an AED readily available could mean the difference between life and death,” Peterson explained. “When it comes to the safety of our athletes and spectators, we want to make sure we’re doing everything we can.”

When Kevin and Nicole Nash, founders of the BeLikeTommy Project, learned of the idea, they were “all in,” according to Peterson. Their son, Tommy Nash, tragically passed away from sudden cardiac arrest in 2021, and since then, the Nashes have been passionate advocates for heart health and safety.

The collaboration expanded when local cardiac arrest survivor Dale Wagasugi, founder of My AED & CPR Solutions, connected the group with Kim Harkins at the University of Minnesota’s Center for Resuscitation Medicine (CRM). Through CRM’s AED Recycle/Reuse Program, Westonka was able to acquire refurbished AED units at a reduced cost.

The MN AED Recycle/Reuse Program is part of a larger effort to improve

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The 2025 legislative session is quickly winding down with the May 19 adjournment date less than two weeks away. The final budget negotiations will determine the level of funding for our schools for the next two years along with other important issues outlined in the research article in this month’s newsletter. Please make a phone call or send a few more emails today urging your local legislators, legislative leaders, and Gov. Walz to support the [priorities](#) adopted by the AMSD Board. You can find contact information for legislative leaders and Gov. Walz [here](#) and your local legislators [here](#). Thank you in advance for your continued advocacy!

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

Building a Heart Safe Westonka Community

Continued from page 1

outcomes from sudden cardiac arrest. AEDs have been donated to CRM by first responder agencies across Minnesota, which received new AEDs through a \$18.8 million grant from the Helmsley Charitable Trust. These used AEDs are then updated with new batteries and pads, ensuring they are rescue-ready before being redistributed to communities in need through an application process.

Fundraising efforts by the BeLikeTommy Project were crucial in making Westonka's plan a reality. Last summer, the Tommy's Speed Walk event raised over \$17,000, enough to equip all of Westonka's high school sports teams with AEDs. The funds will also help install an additional outdoor AED at the new Westonka High School stadium.

The Westonka Activities Department assembled the portable AEDs and medical kits ahead of the fall sports season. They also developed a system to track the location, usage and expiration date of each device. "We believe we're the first school in Minnesota to do this," said Peterson. "It's a cool opportunity for us to lead the way and be at the forefront of something that could save lives."

The project is already being hailed as a game-changer for athlete and spectator safety. Wagasugi put it simply: "An AED is like a fire extinguisher—you hope you never have to use it, but if you do, it can save a life."

Beyond providing AEDs, Westonka Public Schools is committed to training students and staff in emergency response. In February 2024, nearly 1,000 students and staff participated in an all-school CPR and AED training event at the high school, part of the Heart Safe Communities initiative. Over 65 local emergency responders collaborated to provide the training, which included hands-on experience with CPR and AED use.



"We work hard to make sure we deliver academics well, but we also want to create space for well-rounded students and staff, and that includes mental and physical health," said Assistant Principal Marty Fischer, who helped coordinate the event. A highlight of the event was a powerful presentation from six survivors of sudden cardiac arrest, who shared how early CPR and AED intervention saved their lives. The goal was to empower students to take on a leadership role in an emergency and have the confidence to respond immediately to a cardiac emergency.

Sudden cardiac arrest accounts for nearly 20 percent of deaths in Minnesota, making it the second-leading cause of death in the state. Westonka Public Schools' proactive training and AED initiatives are critical steps in improving survival rates and addressing this issue head-on. As Westonka leads the way, the hope is that other schools will follow, creating safer environments for students, athletes, and communities everywhere.

This month's member feature was submitted by Becca Neuger, Communications Coordinator, Westonka Public Schools.

AMSD Board Adopts Conference Committee Priorities

With the 2025 legislative session winding down, the AMSD Board of Directors has approved [conference committee priorities](#) based on legislation moving forward at the Capitol. AMSD urges legislators to address these priorities as they deliberate the House and Senate Omnibus Education Bills and move toward a conference committee to reconcile the differences.



AMSD Chair and St. Anthony-New Brighton School Board Member Laura Oksnevad testifying earlier this session to the Senate Education Policy Committee.

The Senate and House have proposed significantly different budget targets for education, with the House providing a \$40 million increase in the 26-27 biennium and holding funding flat in the 28-29 biennium, while the Senate would hold education funding flat in 26-27 but make \$687 million in cuts in the 28-29 biennium including de-linking the general education formula from inflation for the biennium. AMSD urges the Governor and legislative leaders to adopt at least the House budget target with our member school districts facing significant budget challenges.

AMSD Priorities include:

General Education Formula.

The House bill retains the annual inflation adjustment to the formula. The Senate has proposed removing the annual inflation adjustment to the basic formula allowance for the 28-29 biennium. It would set the formula allowance at \$7,481 in FY26 (2.74 percent increase over FY25) and \$7,705 in FY27 and later. (3 percent increase over FY26). AMSD advocated for linking the formula to inflation for many years before it was finally adopted in the 2023 session and is strongly opposed to removing the link.

Compensatory Revenue / Hold Harmless.

The Senate bill includes funding for compensatory revenue to hold districts harmless from a change adopted in the 2023 session that determines eligibility for compensatory solely on direct certification. The Senate bill would modify the compensatory formula to include the application for educational benefits form, in addition to direct certification, to determine eligibility for compensatory services. The House bill does not include hold harmless funding for compensatory revenue.

Read Act and Literacy Aid Funding.

The House bill provides \$40 million, the greater of \$2,000 or \$45.70 times the number of students served in the 2024 fall enrollment count, for costs related to implementation of the READ Act. The Senate proposes a change to the Literacy Incentive Aid Formula effective in FY27. The proposal is budget neutral for the state, but it will have distributional impacts on school districts with some districts realizing additional revenue and others seeing a reduction in Literacy Incentive Aid. All school districts need additional literacy aid to ensure a successful implementation of the READ act.

Local Optional Revenue.

Local Optional Revenue (LOR) has not been increased since it went into effect in 2014 and would be \$250 per pupil higher if it had simply kept pace with inflation. LOR is increased in the House bill, changed to Basic Supplemental Revenue, and a new tier is created. The first tier is all state aid and the

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AMSD Urges Policymakers to Fund or Repeal State Mandates

Continued from page 3

per pupil allowance is \$40.34 for FY26, \$40.45 for FY27, \$43.72 for FY28, and \$43.82 for FY29 and later. The second and third tiers are \$300 per pupil and \$424 per pupil and remain an equalized levy. LOR is not addressed in the Senate Education Finance Omnibus bill.

Unemployment insurance.

The House bill proposes to end summer term unemployment for school hourly workers effective Sept. 9, 2028. It appropriates \$30 million to cover the cost of UI through FY26. The Senate retains summer term unemployment insurance and provides \$30 million in FY26 and \$70 million in FY27 to cover costs through the next biennium.

School Board Renewal of Capital Projects Referendum.

The Senate bill would authorize a school board to renew an expiring capital projects referendum that had initially been authorized by school district voters, and require that the renewed capital projects referendum authority must be the same annual amount as the amount expiring and for a renewed term no longer than the initial term authorized by the voters, after holding a public meeting and allowing public testimony on the proposed renewal. This is not included in the House bill.

School Calendars/pre-Labor Day Start.

[HF1124](#) would allow districts to start school before Labor Day for the 2025-26 and 2026-27 school years only and was approved by the Education Policy Committee and the bill is awaiting action on the House floor. The Senate companion bill has not advanced.

A more detailed summary of where key education issues stand can be found [here](#).



Supt. David Law, Minnetonka, Supt. Cory McIntyre, Anoka-Hennepin, and Supt. Michael Thomas, Prior Lake-Savage Area Schools, testifying early in the session about the importance of prioritizing funding for classroom instruction and restoring managerial rights and local control.

Students from several AMSD districts shared testimony throughout the 2025 legislative session.



Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

January 2026 – December 2026	
January 8, 2026 <i>(possible conflict MSBA Conference)</i>	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
May 8, 2025
SCHOOL BOARD CALENDAR

May 2025

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

June 2025

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

◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2025-2026

Get on the Bus

Tuesday, October 28th

West Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, December 2nd

Ann Bremer Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, March 3rd

Care & Treatment

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, April 14th

Itinerant – Community of Practice

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209/Board Meeting

1:00 PM

Tuesday, October 21st
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, December 9th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, March 10th
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, April 21st
District Service Center
(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____