

General Meeting of the Board
Thursday, August 22, 2024 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 27, 2024
 - 4.2. Routine Human Resources Activities for August 22, 2024
 - 4.3. Plan for District-Wide Compensatory Education Revenue Utilization FY 2024-2025
 - 4.4. Approval of Employee Recognition Program
 - 4.5. Approval of Authorization of Issuance of Individual Procurement Cards (P-Cards)
5. **SHARE THE SUCCESS & RECOGNITION** - None
6. **SUPERINTENDENT'S REPORT - (40 minutes)**
 - 6.1. Strategic Plan Update (*Information*)
 - 6.2. Superintendent Goals (*Action*)
7. **INSTRUCTIONAL REPORT** - None
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (20 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report (*Action*)
 - 8.2.1. Approval of Routine Monthly Finance Report
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (20 minutes)** (*Information*)
 - 9.1. Policy Review & Revision
 - 9.1.1. 903 Visitors to School District Buildings and Sites Policy
 - 9.1.2. 721 Uniform Grant Guidance Policy Regarding Federal Revenue Sources
 - 9.2. District News
 - 9.2.1. School Board Calendars
 - 9.2.2. August 22, 2024, Board Event Calendar
 - 9.2.3. 2024-2025 Get on the Bus/Local 2209 & Board Meeting Schedule
 - 9.3. Once Around the Table
 - 9.4. Board Reports
 - 9.4.1. AMSD Report
 - 9.4.1.1. August 2024 AMSD Connections Newsletter
 - 9.4.2. Chair Report
 - 9.4.2.1. **Closed Session** - 284 Parameters
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
June 27, 2024
MINUTES

1. CALL TO ORDER

Board Chair Brakke called the general meeting to order at 6:30 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Director Ginestra 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:

272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson
276	Minnetonka	Michael Remucal
278	Orono	Karen Orcutt
281	Robbinsdale	ReNae Bowman
280	Richfield	Crystal Brakke
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
279	Westonka	Heidi Marty

Absent: 286/Dallas and 279/ Mosqueda-Jones

Guests:

287 Administration: Superintendent Doud, Dr. Elisabeth Lodges Rogers, Brian Schultz, Gloria Wilder, Kiarra Zackery, and Wauneen Denson-Mgeni

287 Staff Members: Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Kim Ross, seconded by Mike Remucal, 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 the General Meeting of the Board Minutes from June 13, 2024, Routine Human Resources Activities for June 27, 2024, Approval of Monthly Financial Report - May 2024, Approval of Hennepin Technical College (HTC) Facility Use Agreement, Approval of Property, Liability, and Workers Comp. Insurance Renewal - Carrier & Rates, Approval of Cyber Insurance Renewal - Carrier & Rates, Approval of Newsela Renewal Agreement, Approval of 2024-2025 Fees and Rates, and the Approval of Cybersecurity Service Agreement. *Motion by Shannon Andreson, seconded by ReNae Bowman, 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 - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report – None

Financial Report

Brian Schultz, Executive Director of Business Services & Operations, and Gloria Wilder, Director of Finance, provided an overview of the *Original Budget for School Year 2024-2025 (Fiscal Year 25)*. A motion was made by Michael Birdman, seconded by Heidi Marty, to approve the adoption of the *Original Budget for School Year 2024-2025 (Fiscal Year 25)*. The *Estimated Beginning Fund Balance of the total governmental funds for July 1, 2024, is \$61,515,365. The Original Budget for FY24-25 shows total revenue of \$133,874,419 and total expenditures of \$132,116,006, for a total projected fund balance of \$63,273,779 and a total budgeted unassigned fund balance of 8.2% on June 30, 2025. No discussion. Motion carried unanimously.*

Human Resources Report – None

9. BOARD BUSINESS

Policy Review & Revision - None

Chair Report

Board Chair Brakke presented a summary of the June 13, 2024, Superintendent Evaluation.

AMSD Report - None

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 7:23 PM.

The next general meeting will be held on August 22, 2024, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD August 22, 2024

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Charles Buza*	Social Studies Teacher	West Education Center	Resignation: B. Dysart	08/26/2024	1.0
Natalie McMillan*	Specialized Instructional Coach	South Education Center	New Position	08/26/2024	1.0
Kelly Munson	Specialized Instructional Coach	West Education Center	New Position	08/26/2024	1.0
Alexandra Theismann	Occupational Therapist	Itinerant Services	Resignation: D. Sander	08/26/2024	1.0
Emily Secter	Occupational Therapist	Itinerant Services	Additional Enrollment	08/26/2024	1.0
Erik Rehwaldt	School Counselor	Ann Bremer Education Center	Internal Movement: M. Madson	08/26/2024	1.0
Laura McLuen	Director of Student Supports	District Service Center	New Position	07/01/2024	1.0
Emily Kuisle*	Teacher on Special Assignment	District Service Center	New Position	08/26/2024	1.0
Julie Alrai	DHH Teacher	Itinerant Services	Replacement: E. Blades	08/26/2024	1.0
Danya Castro*	Professional Support Liaison	District Service Center	New Position	08/26/2024	1.0
Deanna Deeken*	Specialized Instructional Coach	South Education Center	New Position	08/26/2024	1.0
Anne Nguyen*	Specialized Instructional Coach	South Education Center	New Position	08/26/2024	1.0
Amanda Pavlak	Special Education Teacher	West Education Center	Internal Movement: J. McNally	08/26/2024	1.0
Jennifer Tousignant	SEL Teacher	Northern Star Online	New Position	08/26/2024	1.0
Roshonda White	TOSA (ITRAC Navigator)	District Service Center	New Position	08/26/2024	1.0

Shanel Anderson	School Psychologist	West Education Center	Internal Movement: T. Kaiser	08/26/2024	1.0
Bryan Cook	DAPE Teacher	North Education Center	Additional Enrollment	08/26/2024	1.0
Anna Milligan	Behavior Intervention Specialist	South Education Center	Resignation: A. Iniguez	08/26/2024	1.0
Erin Dilley-Jones	Behavior Intervention Specialist	Ann Bremer Education Center	New Position	08/26/2024	1.0
Ciera Brooks*	Administrative Support IV	Student Supports	Replacement: T. Wichmann	08/01/2024	1.0
Erik Bruner-Wiltse	Assistant Principal	Ann Bremer Education Center	Replacement: B. Burns	07/02/2024	1.0
Melissa Coleman*	Professional Support Liaison	District Service Center	New Position	08/26/2024	1.0
Lisa Conlan*	Educational Support Professional	Ann Bremer Education Center	Replacement: M. Bratsch	08/26/2024	.875
Conor Daly*	Administrative Support IV	Ann Bremer Education Center	Internal Movement: L. Conlan	08/14/2024	1.0
Jeankendy Dorey	Educational Support Professional	North Education Center	Additional Enrollment	08/26/2024	.875
Renee Duncan	School Healthcare Specialist	Ann Bremer Education Center	Replacement: L. Selnick	08/26/2024	1.0
Andrea Eastman	Educational Support Professional	West Education Center	Additional Enrollment	08/26/2024	.875
Jeffrey Endrizzi	Educational Support Professional	Career & Tech Center	Additional Enrollment	08/26/2024	.875
Edgar Gomez-Rodriguez	Educational Support Professional	West Education Center	Additional Enrollment	08/26/2024	.875
Joniqua Hicks	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	08/26/2024	.875
Larry Hopkins	Assistant cook	South Education Center	Open Position	08/22/2024	.375
Nasir Hussein	Educational Support Professional	West Education Center	Additional Enrollment	08/26/2024	.875
Daniel Johnsrud	Custodian	Ann Bremer Education Center	Replacement: M. Forest	06/28/2024	1.0
Shana Jones	Administrative Support V	Ann Bremer Education Center	Replacement: L. Mahowald	08/12/2024	1.0
Ceceila Keita	Educational Support Professional	Ann Bremer Education Center	Replacement: M. Thomas	08/26/2024	.875

Sandra Agebeko Koami	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	08/26/2024	.875
Jazmine Kohler	Administrative Support IV	Northern Star Online	Replacement: V. Tran	07/02/2024	1.0
Dedre Mackie	Chemical Health Counselor	District Service Center	New Position	08/26/2024	1.0
Tina Ochoada	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	08/26/2024	.875
Mercy Quentin	Educational Support Professional	Ann Bremer Education Center	Replacement: S. Fowler	08/26/2024	.875
Kari Schwietering	Manager of Curriculum & Instruction	Teaching & Learning	Replacement: M. Nathan	07/01/2024	1.0
Sarah Spleiss	ELA Teacher	North Education Center	Additional Enrollment	08/26/2024	1.0
Montana Thompson	ASL Interpreter	Itinerant	Additional Enrollment	08/26/2024	.875
Kylee Vik	ASL Interpreter	Itinerant	Replacement: J. Brown	08/26/2024	.875
Melanie Vinson	ASL Interpreter	Itinerant	Additional Enrollment	08/26/2024	.875
Courtney Townsend	Educational Support Professional	North Education Center	Additional Enrollment	08/26/2024	.875
Derek Van Heuveln	Education Support Professional	West Education Center	Additional Enrollment	08/26/2024	.875
Sylvester Whew	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	08/26/2024	.875
Julia Becker	Specialized Instructional Coach	Ann Bremer Education Center	New Position	08/26/2024	1.0
Max Carruth*	DD Teacher	Career & Tech Center	Internal Movement	08/26/2024	1.0
Stacy Noyes	PhyEd Teacher	North Education Center	Additional Enrollment	08/26/2024	1.0
Erin Mitchell	Occupational Therapist	Itinerant	Additional Enrollment	08/26/2024	1.0
Daeona Griffin	Educational Support Professional	North Education Center	Additional Enrollment	08/26/2024	.875
Devon Worley	Educational Support Professional	North Education Center	Additional Enrollment	08/26/2024	.875
Famatta Hayes	Educational Support Professional	Ann Bremer Education Center	Internal Transfer: A. Akot	08/26/2024	.875

Mario Reese	Teacher on Special Assignment	South Education Center	New Position	08/26/2024	1.0
Melisa Maciel	Educational Support Professional	North Education Center	Additional Enrollment	08/26/2024	.875
Aunica Anderson	Educational Support Professional	South Education Center	Replacement: S. Mohamed	08/26/2024	.875

*Current Employee

License Transitions						
Name	Position	Department or Site	Licensure Area	Prior Approval Type	Current Approval Type	Effective Date
Miranda Olson	DHH Teacher	Itinerant Services	Oral/Aural Deaf Education	Tier 2	Tier 4	07/01/2024
Lynn Ealy	ASD Teacher	South Education Center	ASD and ABS	Out of Field Permission	Tier 4	07/01/2024

Temporary Hiring Agreement: Assignments				
Name	Position	Department or Site	Effective Date	End Date
Jasmine Terry	School Psychologist Intern	District Service Center	08/26/2024	06/06/2025

Temporary Hiring Agreement: Out of Field Permissions					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Fully Licensed New Hires					
Janelle Doyle	EBD Teacher	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Madelyn Koss	ASD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Preston Johnston	EBD Teacher	West Education Center	Temporary License	08/26/2024	1.0
John McNally	Culinary Teacher	Career and Tech Center	Temporary License	08/26/2024	1.0
Gregory Merritt	EBD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Johnathan Harlin	Behavior Intervention Specialist	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Catherine Tutor	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Madeline Brunner	EBD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Fully Licensed Current Staff					

George Kroh	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Sean Burns	EBD Teacher	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Collette Devereaux	EBD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Jason Jude	P/HD Teacher	Itinerant Services	Additional Enrollment	08/26/2024	1.0
Jacob Kaukola	EBD Teacher	West Education Center	Temporary License	08/26/2024	1.0
Sharon MacLean	EBD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Thomas Oswald	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Hannah Schmoll	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Shana Jensen	EBD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Ryan Henderson	ASD Teacher	West Education Center	Temporary License	08/26/2024	1.0
Lindsay Noll	ASD Teacher	West Education Center	Temporary License	08/26/2024	1.0
Kyle Pietsch	ASD Teacher	West Education Center	Temporary License	08/26/2024	1.0
Calie Swanson	ASD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Priyanka Adhikari	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Cassandra Cook	BVI Teacher	Itinerant Services	Temporary License	08/26/2024	1.0
Andre McElroy	EBD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Meghan Fetter	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Lauren Horgen	EBD Teacher	West Education Center	Temporary License	08/26/2024	1.0
Carla Knudson	ASD Teacher	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Pamela Beatty	Work Experience Coordinator	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Ryan Holmstrom	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Tier 2 Current Staff					
Xianning Cui	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Scott Wasser	Power Sports Instructor/Independent Living Instructor	Career & Tech Center	Temporary License	08/26/2024	1.0
Marcus Anthony	DAPE Teacher	North Education Center	Temporary License	08/26/2024	1.0

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Tier 1 Hires					
William Carlisle	Culinary Teacher	Career and Tech Center	Temporary License	08/26/2024	1.0
Erin Fuscher	ASD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Dwight Anderson	Physical Education and Health Teacher	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Andrew Seffrood	EBD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Andria Lukoskie	EBD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Derrick Martin	Behavior Intervention Specialist	North Education Center	Temporary License	08/26/2024	1.0
John Mueller	EBD Teacher	South Education Center	Temporary License	08/26/2024	1.0
Jennifer Gallagher	ASD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Lovelace Idahosa	EBD Teacher	Ann Bremer Education Center	Temporary License	08/26/2024	1.0
Lauren Yurek	ASD Teacher	North Education Center	Temporary License	08/26/2024	1.0
Joshua Ask	EBD	South Education Center	Temporary License	08/26/2024	1.0
Tier 2 Hires					
Jacob Severson	ASD Teacher	South Education Center	Temporary License	08/26/2024	1.0

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Jacqueline White	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
Rebecca Korich	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
Savannah Senner	Educational Support Professional	South Education Center	08/26/2024	11/08/2024	.875
Michelle Spaeth	EBD Instructor	Ann Bremer Education Center	08/26/2024	06/06/2025	.2
Sean Burns	Educational Support Professional to accept a temporary licensed position	Ann Bremer Education Center	08/26/2024	06/06/2025	.875
Xianning Cui	Educational Support	South Education Center	08/26/2024	06/06/2025	.875

	Professional to accept a temporary licensed position				
Erin Fuscher	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
Ryan Henderson	Educational Support Professional to accept a temporary licensed position	West Education Center	08/26/2024	06/06/2025	.875
Andria Lukoskie	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
Sharon MacLean	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
Derrick Martin	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
Andre McElroy	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
John Mueller	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
Thomas Oswald	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
Kyle Pietsch	Educational Support Professional to accept a temporary licensed position	West Education Center	08/26/2024	06/06/2025	.875
Hannah Schmoll	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
Andrew Seffrood	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875
Lauren Horgen	Educational Support Professional to accept a temporary licensed position	West Education Center	08/26/2024	06/06/2025	.875
Carla Knudson	Educational Support Professional to accept a temporary licensed position	Ann Bremer Education Center	08/26/2024	06/06/2025	.875
Jennifer Gallagher	Educational Support Professional to accept a temporary licensed position	North Education Center	08/26/2024	06/06/2025	.875

Ryan Holmstrom	Educational Support Professional to accept a temporary licensed position	South Education Center	08/26/2024	06/06/2025	.875
----------------	--	------------------------	------------	------------	------

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Catherine MacLaughlin	ASD Instructor	Ann Bremer Education Center	Personal Reasons	06/28/2024
Ann Strom	School Social Worker	Ann Bremer Education Center	Personal Reasons	07/02/2024
Reina Nelson	School Social Worker	South Education Center	Personal Reasons	06/07/2024
Elizabeth Olson	School Psychologist	South Education Center	To accept an Assistant Principal Position	06/28/2024
Rosalie Palan	School Psychologist	Ann Bremer Education Center	Personal Reasons	06/28/2024
Autumn Lee Koomen	ELL Instructor	South Education Center	Personal Reasons	07/26/2024
Tracy Reyers	School Counselor	Care and Treatment Programs	Personal Reasons	08/09/2024
Heidi Kastern	Educational Support Professional	South Education Center	Personal Reasons	06/07/2024
Lynn Ealy	Educational Support Professional	South Education Center	To accept a 2209 License Position	07/09/2024
Semaj Rankin	Educational Support Professional	South Education Center	Personal Reasons	07/09/2024
Melissa Coleman	Educational Support Professional	Ann Bremer Education Center	To accept Professional Support Liaison Position	08/26/2024
Danya Castro	Educational Support Professional	North Education Center	To accept Professional Support Liaison Position	08/26/2024
Dalal Addada Kabrit	Educational Support Professional	West Education Center	Personal Reasons	07/26/2024
Tahanee Madison	Educational Support Professional	Care and Treatment Programs	To accept a 2209 License Position	07/28/2024
Jack Daraitis	Sign Language Interpreter	Itinerant Services	Personal Reasons	08/09/2024
Heidi Kastern	Educational Support Professional	South Education Center	Personal Reasons	06/07/2024
Maya Kemp	Educational Support Professional	South Education Center	Personal Reasons	06/07/2024
Alexandra Torgrimson	Educational Support Professional	Care and Treatment Programs	Personal Reasons	08/09/2024

Ciera Brooks	Educational Support Professional	West Education Center	To accept a Local 284 Position	08/01/2024
Margaret Walsh-Heffner	Educational Support Professional	West Education Center	Personal Reasons	08/12/2024
Abby Goulet	Sign Language Interpreter	Itinerant Services	Personal Reasons	08/05/2024
Joshua Harrison	Program Coordinator (SS)	Student Supports Department	Personal Reasons	08/09/2024
Lisa Conlan	Administrative Support Grade IV	Ann Bremer Education Center	To accept an Educational Support Professional Position	08/19/2024
Judith Nagel	Principal	Ann Bremer Education Center	Personal Reasons	08/23/2024

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT - August 22, 2024

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

Deanna Deeken	Jerise Washington	Minhye Youk
Allyson Dressel		

Summer School

LICENSED

ESY

Lakeia Austin		
---------------	--	--

NSO

Elizabeth Gray		
----------------	--	--

NON LICENSED:

ESY

Ahmed Abdalla	Jaimoun Jarrett	Natalie Timm
Cristal Sanchez		

WSSS

Jenny Quan		
------------	--	--

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Plan for District-Wide Compensatory Education Revenue Utilization FY2024-2025

August 22, 2024

Author

Elisabeth Lodge Rogers, Ph.D., Assistant Superintendent

Summary

Under the 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 20% 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, equity leadership, homeless 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), a Specialized Instructional Coach to support Literacy and Instructional practices at a site that does not generate sufficient Compensatory Revenue, a Program Facilitator for Homeless and Highly Mobile support, and an Equity Coordinator (to support Racial Equity).

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) professional development for teachers on meeting the needs of English learners, using assessment tools and data to monitor student progress, and reducing the use of exclusionary discipline, and training for tutors and staff in extended day programs to enhance staff's knowledge in content areas.

(7) programs to reduce truancy; provide counseling services, guidance services, and social work services; and provide coordination for pupils receiving services from other governmental agencies.

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

Recommendation

It is recommended that the Board approves this plan.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Employee Recognition Program Approval

August 22, 2024

Author(s)

Marcy Doud, Superintendent

Brian Schultz, Executive Director of Business Services

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 22, 2024

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:

- Conor Daly, Admin Support Ann Bremer Education

With the addition of these cards, the district will have 59 active p-cards in operation.

Recommendation

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.



2024-2029 Strategic Plan Progress Report

6-Month Goals

Message from the Superintendent



I am both excited and deeply honored to begin the 2024-2025 school year, having dedicated the past six months to laying a strong foundation for our Year 1 goals under the 2024-2029 strategic plan. This plan serves as a pivotal framework for achieving exceptional student outcomes.

I want to extend my heartfelt gratitude to the families, students, and staff whose unwavering dedication last year paved the way for the realization of our initial goals. Their commitment has been instrumental in our achievements thus far. We remain steadfast in placing student voices at the forefront of our strategic endeavors, ensuring their input continues to shape our annual objectives.

As promised, this report marks the first of our annual updates on the progress of our strategic plan, which we are privileged to share with our member districts, families, 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, appearing to read '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 and 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.



Achieving Academic Success

6 Month Goals & Outcomes

Student Goal

Literacy and math assessments that are accessible for each student will be established and staff professional development will be designed for opening week.

Outcome

- An academic assessment one-pager outlining literacy and math assessments accessible to each student was developed and made available for implementation.
 - Staff professional development for building administrators and district leaders occurred this summer. Licensed and non-licensed staff were scheduled for opening week.
-

Staff Goal

A Collaborative Planning Time Guide and professional development for teachers, ESPs, and related service providers will be completed.

Outcome

- The Collaborative Planning Time Guide was completed.
 - Professional development took place during team time for licensed and non-licensed staff to ensure the implementation of the guide.
-

Family/Caregiver Goal

An audit and summary report of current methods of communication to parents will be completed.

Outcome

- An audit and summary report of current methods of communication to parents was completed.
- The most prevalent ways staff communicated with parents were phone calls, emails, daily notebooks, and text messages, which were commonly used for direct communication.
- The recommendation was to create a workgroup to develop standards and expectations for communication within programs and for the use of district-sponsored platforms.

Cultivating Equity and Inclusion

6 Month Goals & Outcomes

Student Goal

At least 40 students in the Tier 1 and Tier 2 Programs and Academies will provide input on the accessibility and course offerings in a digital format.

Outcome

118 students in Tier 1 Transition and Tier 2 High School and Academies gave input.

- The students recommended direct instruction on graduation requirements, video introductions to courses from teachers, and courses organized by credit area and quarter.
- The students shared that they wanted adults to consider their interests, long-term goals, and their school work-life balance when building courses and setting homework expectations.

Staff Goal

A cultural calendar, featuring dates of observances, educational resources, and recognitions of different cultures, will be developed and provided to all District 287 staff.

Outcome

- A cultural calendar, featuring dates of observances, educational resources, and recognitions of different cultures, was developed and made available to all District 287 staff. Staff will receive access to this resource at the beginning of the school year.

Family/Caregiver Goal

An audit to determine the current level of cultural appropriateness of translation and interpretation service providers, languages, and usage will be completed.

Outcome

- An audit of the cultural appropriateness of translation and interpretation service providers was completed.
- The audit showed that the majority of staff were using Google Translate and were underutilizing or unaware of the district-sponsored service provider, INGCO.
- Recommendations included:
 - Treating expectations and guidelines for when and how to translate materials or invite interpreters.
 - Translating district publications into Spanish, Somali, and Hmong.

Promoting Social-Emotional Learning

6 Month Goals & Outcomes

Student Goal

Students will participate in the selection of the district's Social-Emotional Learning (SEL) curriculum and staff professional development will be completed.

Outcome

155 students and 41 staff from Tier 2 Elementary, Tier 2 Middle, and Academies participated in selecting the district's Social-Emotional Learning (SEL) curriculum. The SEL curriculum recommendations were:

- *Harmony* for Tier 2 Elementary.
- *We Do It for the Culture* for Tier 2 Middle.
- *SAFE Circles* for Academies.

Professional development (PD) occurred over the summer, and targeted PD took place for new teachers at the beginning of the school year.

Staff Goal

An audit of current onboarding processes will be completed with recommendations for improvement.

Outcome

- An audit of current onboarding processes was completed.
 - The recommendations were to:
 - Extend the length of onboarding from 1 day to 3 days.
 - Create and utilize a standardized new employee checklist that includes customization by site/program.
 - Incorporate more training on de-escalation, behavior management, and understanding the disabilities of our students.
-

Family/Caregiver Goal

Identify dates for family/caregiver engagement and gather feedback on four suggested SEL topics.

Outcome

The following dates for family/caregiver engagement were identified:

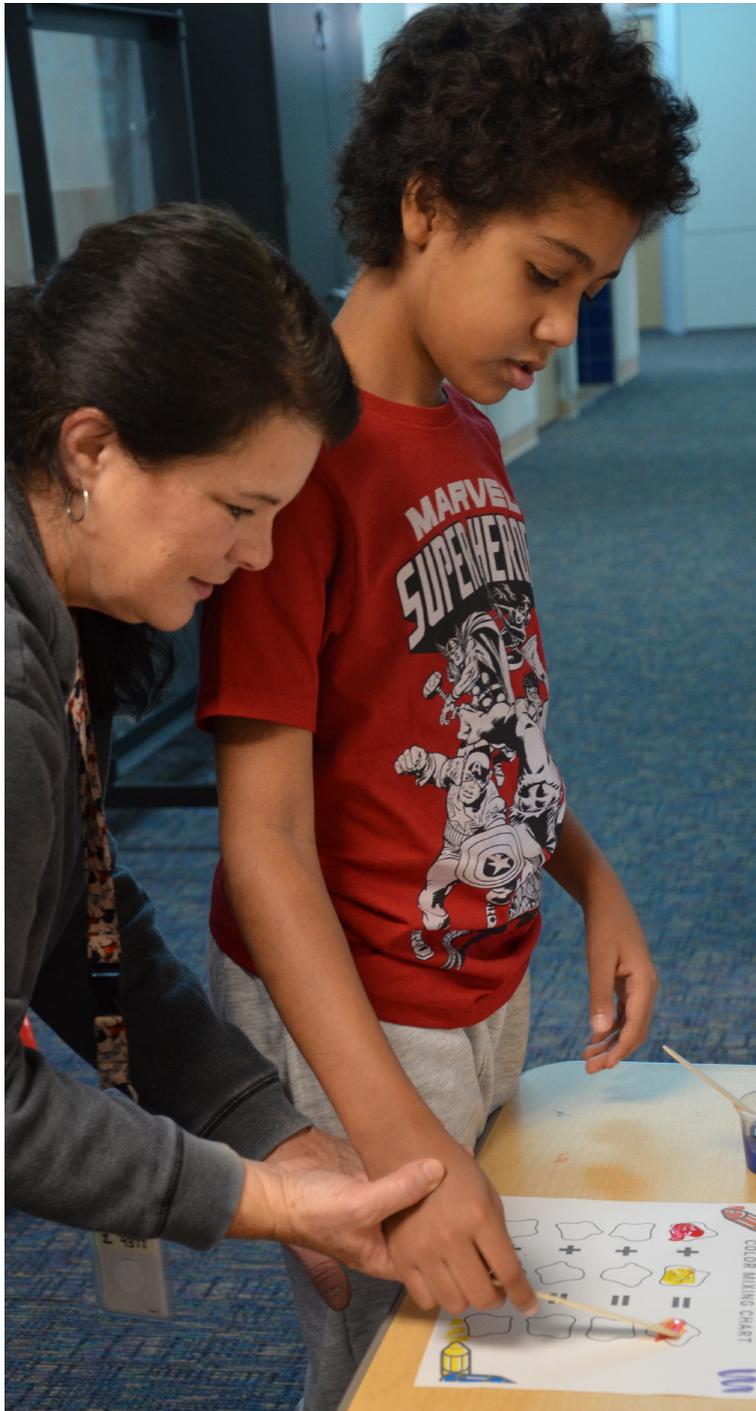
- Wednesday October 23, 2024
- Tuesday December 10, 2024
- Wednesday February 26, 2024
- Friday May 16, 2024

Based on feedback from families and caregivers, the following four SEL topics were selected:

- Mental Health Basics (Self-Awareness)
- Healthy Relationships (Relationship Skills)
- Managing Stress (Self-Management)
- Friendship skills (Social Awareness)

Acknowledgments

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 the goals for the 2024-2025 school year.





Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Intermediate District 287

1820 Xenium Lane N

Plymouth, MN 55441

(763) 559-3535

www.district287.org

 @district287  @isd_287  @intermediate-district-287



Strategic Plan Progress Report: 6 Month Goals

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.

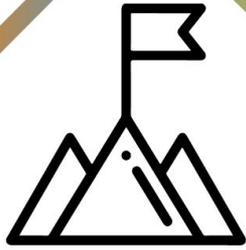
Authenticity

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



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.

Themes



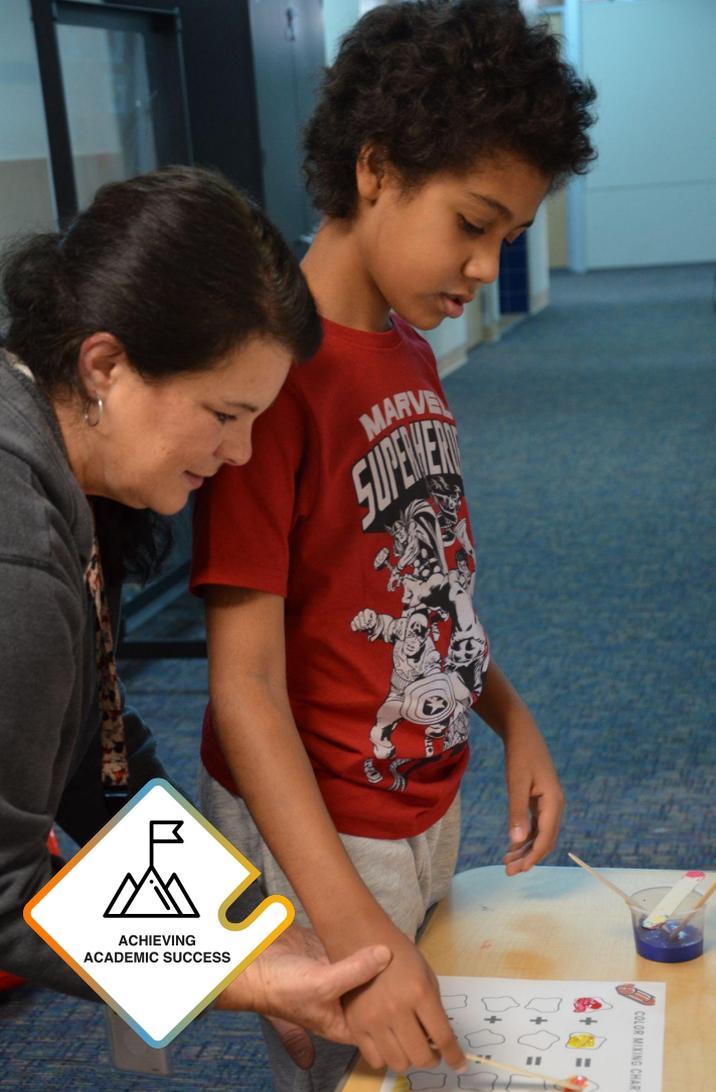
**ACHIEVING
ACADEMIC SUCCESS**



**CULTIVATING EQUITY
& INCLUSION**



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



Achieving Academic Success

6 Month Goals completed by June 30, 2024

- **Student Goals**

Literacy and math assessments that are accessible for each student will be established and staff professional development will be designed for opening week.

- **Staff Goals**

A Collaborative Planning Time Guide and professional development for teachers, ESPs, and related service providers will be completed.

- **Family/Caregiver Goals**

An audit and summary report of current methods of communication to parents will be completed.



Student Goal Outcome



Goal

Literacy and math assessments that are accessible for each student are established and staff professional development is designed and ready for opening week.

Participation

- Instructional leaders and staff collaboratively developed assessments to align with our student population.
- [Academic Assessment One Pager](#)

Professional development occurred in early August and is also scheduled for opening week.

Staff Goal Outcome



Goal

A Collaborative Planning Time Guide and professional development for teachers, ESPs, and related service providers is complete.

Participation & Implementation

- Administration, licensed staff, and ESPs developed a Collaborative Planning Guide to use during team planning time for the 2024-2025 school year
- The guide will be introduced during opening week as teams come together to start the school year
- Teams will also have the opportunity to provide feedback and request additional resources to enhance the guide.
- [Planning Time Guide](#)

Family/Caregiver Goal Outcome



Goal

An audit and summary report of current methods of communication to parents is complete.

Audit Survey Findings

- Phone calls, emails, daily notebooks and text messages are commonly used for direct communication
- In regards to frequency, the majority of staff say “as need” with some staff communicating weekly
- Parents are mostly satisfied with communication

Recommendations

- Create a workgroup to develop standards of communication for programs and the use of district sponsored platforms.



Cultivating Equity & Inclusion

6 Month Goals completed by June 30, 2024

- Student Goals

At least 40 students in the Tier 1 and Tier 2 programs and Academies will provide input on the accessibility and course offerings in a digital format.

- Staff Goals

A cultural calendar, featuring dates of observances, educational resources, and recognitions of different cultures, will be developed and provided to all District 287 staff.

- Family/Caregiver Goals

An audit to determine the current level of cultural appropriateness of translation and interpretation service providers, languages, and usage will be completed.

Student Goal Outcome



Goal

At least 40 students in the Tier 1 and Tier 2 programs and Academies provided input on the accessibility and course offerings in a digital format.

Participation

- 118 students participated in providing input

Recommendations

- Provide direct instruction on graduation requirements
- Create video introductions to courses from teachers
- Organize courses by credit area and quarter
- Adults to consider their interests, long-term goals in course development & consider their school-work-life balance

Staff Goal Outcome



Goal

A cultural calendar, featuring dates of observances, educational resources, and recognitions of different cultures, is developed and is available to all District 287 staff.

Participation

- Equity Leads and Cultivating Equity and Inclusion Work Group Members

The screenshot displays a digital calendar for May 2024. The calendar shows various cultural observances and holidays, including Arab American Heritage, Celebrate Diversity Month, Pesach (Passover), Cinco de Mayo, Mother's Day, and Asian American and Pacific Islander Heritage Month. A pop-up window is open over the calendar, providing details for Asian American and Pacific Islander Heritage Month, including the date (Sunday, May 26) and a link to access resources. The pop-up also includes a note about raising awareness and a contact email for the Communications Department.

Today < > May 2024 Month [Calendar Icon] [Checkmark Icon]

SUN 28
Arab American Heritage
Celebrate Diversity Month
Pesach (Passover)

5
Cinco de Mayo
Cinco de Mayo

12
Mother's Day
Asian American and P.

19
Asian American and P.

26
Asian American and P.

THU 2 FRI 3

9 10
American and P. Asian American and P.

16 17
American and P. Asian American and P.

23 24
American and P. Asian American and P.

30 31
American and P. Asian American and P.

Asian American and Pacific Islander Heritage Month
Sunday, May 26
Weekly on all days, until May 31, 2024

Take meeting notes
Start a new document to capture notes

Access Resources
If your classroom is doing anything to raise awareness about or you are a teacher who has a great story/connection to this observance, please contact the Communications Department at 287comm@district287.org to have it featured on social media!

Inclusion Calendar
Created by: Intermediate District 287 Connect

Family/Caregiver Outcome



Goal

At least 40 students in the Tier 1 and Tier 2 programs and Academies provided input on the accessibility and course offerings in a digital format.

Audit Findings

- Staff use Google translate frequently and unaware or under utilizing district sponsored services
- English, Spanish, Somali and Hmong are most prevalent languages
- Parents would like more translated materials and/or use of interpreters

Family/Caregiver Outcome



Translation Appropriateness

Worked with INGCO for culturally appropriateness

Recommendations

- Create expectations and guidelines for staff on when to translate materials and/or use interpreters, as well as approved culturally appropriate resources
- Translate district publications in Spanish, Somali and Hmong



Promoting Social-Emotional Learning

6 Month Goals completed by June 30, 2024

- Student Goals

Students will participate in the selection of the district's Social-Emotional Learning (SEL) curriculum and staff professional development will be completed.

- Staff Goals

An audit of current onboarding processes will be completed with recommendations for improvement.

- Family/Caregiver Goals

Identify dates for family/caregiver engagement and gather feedback on four suggested SEL topics.



PROMOTING
SOCIAL-EMOTIONAL
LEARNING (SEL)

Student Goal Outcome



Goal

Students participated in the selection of the district's Social-Emotional Learning (SEL) curriculum and staff professional development is complete.

Participation

- 41 staff and 155 students

Recommendations

- Tier 2 Elementary - Harmony
- Tier 2 Middle School - Do It For the Culture
- Academies - SAFE Circles

Professional development (PD) occurred over the summer and targeted PD will occur for new teachers at the beginning of the school year.

Staff Goal Outcome



Goal

An audit of current onboarding processes is complete with recommendations for improvement.

Participation

- Approximately 70 staff participated in a survey on in person focus groups

Recommendations

- Modify the length of onboarding from 1 day to 3 days
- Create and utilize a standardized new employee checklist that includes customization by site/program
- Incorporate more training on de-escalation, behavior management, and understanding of disabilities of our students

Family/Caregiver Goal Outcome



Goal

Identified dates for family/caregiver engagement and gathered feedback on four suggested SEL topics.

Participation

- Through family nights, calls, and a survey, families/caregivers provided feedback on SEL topics and dates.

Family/Caregiver Goal Outcome



Recommended Dates

- Wednesday October 23, 2024
- Tuesday December 10, 2024
- Wednesday February 26, 2024
- Friday May 16, 2024

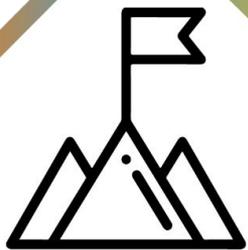
Recommended Topics

- Mental Health Basics (Self-Awareness)
- Healthy Relationships (relationship skills)
- Managing Stress (self-management)
- Friendship skills (social awareness)



QUESTIONS?

2024-2025 Annual Goals



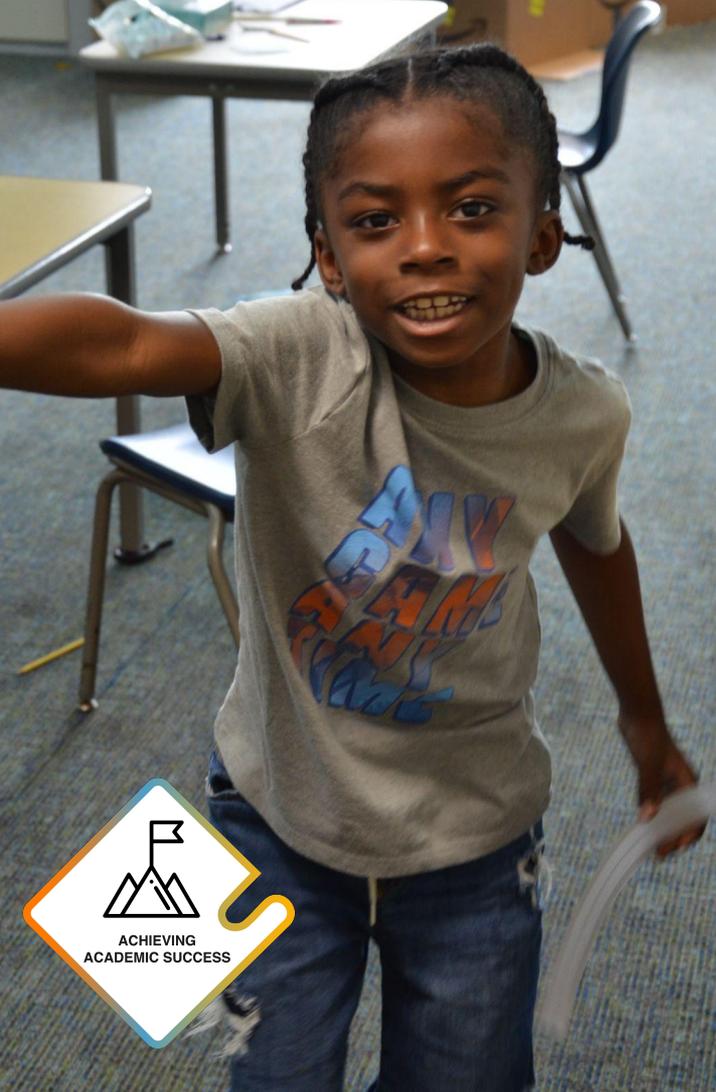
**ACHIEVING
ACADEMIC SUCCESS**



**CULTIVATING EQUITY
& INCLUSION**



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



Achieving Academic Success

Annual Goals completed by June 30, 2025

- Student Goals

Each student will have an academic growth target, and 80% of students will meet or exceed their growth target.

- Staff Goals

During observations of scheduled planning time, 100% of classrooms/programs will show evidence of implementing the Collaborative Planning Time Guide for teachers, ESPs, and related service providers.

- Family/Caregiver Goals

A comprehensive system for communicating with families/caregivers regarding school and academic progress will be completed.





Cultivating Equity & Inclusion

Annual Goals completed by June 30, 2025

- **Student Goals**

Tier 1, Tier 2, and Academy students will have digital access to view all of District 287's courses and select classes.

- **Staff Goals**

Each District 287 site and program will host two culturally relevant educational opportunities, experiences, or performances.

- **Family/Caregiver Goals**

Culturally relevant interpreting and translating resources will be provided to staff, along with consistent standards of usage.



CULTIVATING EQUITY
& INCLUSION



Promoting Social-Emotional Learning

Annual Goals completed by June 30, 2025

- **Student Goals**

80% of Tier 2 Elementary and Middle School and Academy students will develop their own SEL goal, self-monitor progress, and confer with staff.

- **Staff Goals**

A universal onboarding system for new staff, including mentoring with experienced staff and a minimum of eight hours of understanding disabilities, mental health, trauma, and de-escalation, will be developed.

- **Family/Caregiver Goals**

A minimum of four SEL-based opportunities will be provided to families/caregivers.

Embracing Our Values



Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: August 22, 2024

TO: Intermediate School District 287 School Board

FROM: Marcy Doud, Superintendent

RE: Proposed Superintendent Goal for the 2024-2025 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, 2025, the 2024-2025 goals of the Strategic Plan will be 100% completed and the goals for the 2025-2026 school year will be developed and shared with board members, staff, students, and families.



June 2024 Financials Quarterly Board Report

August 22, 2024



Revenues & Expenditures - June 2024

Revenues*	
Total	\$100,651,728
% Of Budget	84.4%
Compare to 2 Prior Years	Slightly Above 

Expenditures*	
Total	\$108,478,392
% Of Budget	94.1%
Compare to 2 Prior Years	Slightly Below 

* Without Construction Funds

Investments



Regular Investments

Prior Month Total	\$27,972,435
Interest/Dividend Earned	139,629
Add/(reduction) to Investments	(2,000,000)
June End Total	\$26,112,064

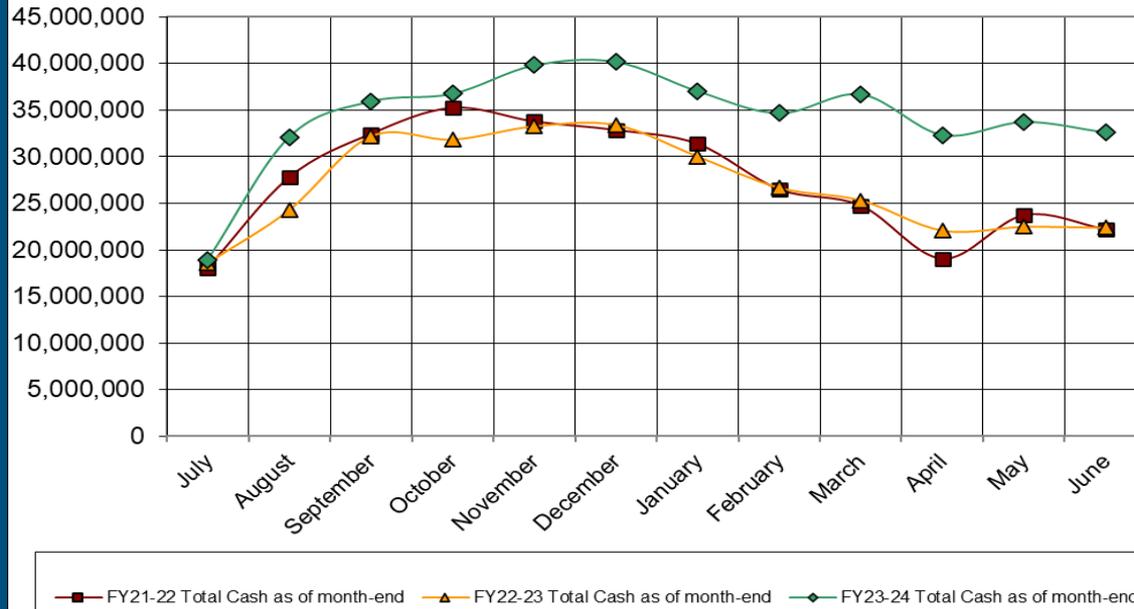
LTFM Construction Investments

Prior Month Total	\$3,692,911
Interest Earned	39,990
Construction Draws	(114,204)
June End Total	\$3,618,697

Cash Flow



CASH POSITION
Total Cash as of Month-End



Disbursements & Receipts

Disbursements

Accounts Payable	\$4,861,813
Payroll	3,386,443
Total Disbursements	\$8,248,256

Receipts

- \$6,859,304



Average Daily Membership - Compared to Prior Year

Program	June ADM	Prior Year Comparison
Alternative Learning Centers	237	+12
Northern Star Online	906	+119
Career & Technical	67	+6

Program	June ADM	Prior Year Comparison
Special Education	486	+22
Care & Treatment	91	-22



Questions
Questions

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



Regular Meeting – August 22, 2024

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Brian Schultz, Executive Director of Business Services

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 \$100,651,728, or 84.4% of the Revenue Budget of \$119,257,057. Including Funds 06 & 11 year-to-date revenue in all funds total \$100,781,798, or 84.5% of the Revenue Budget of \$119,312,057.

Year-to-date expenditures in all funds (excluding Funds 06 & 11) total \$108,478,392, or 94.1% of the Expenditure Budget of \$115,244,351. Including Funds 06 & 11 year-to-date expenditures in all funds total \$109,060,219, or 93.9% of the Expenditure Budget of \$116,191,712.

The amounts shown for 2023-24 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: _____

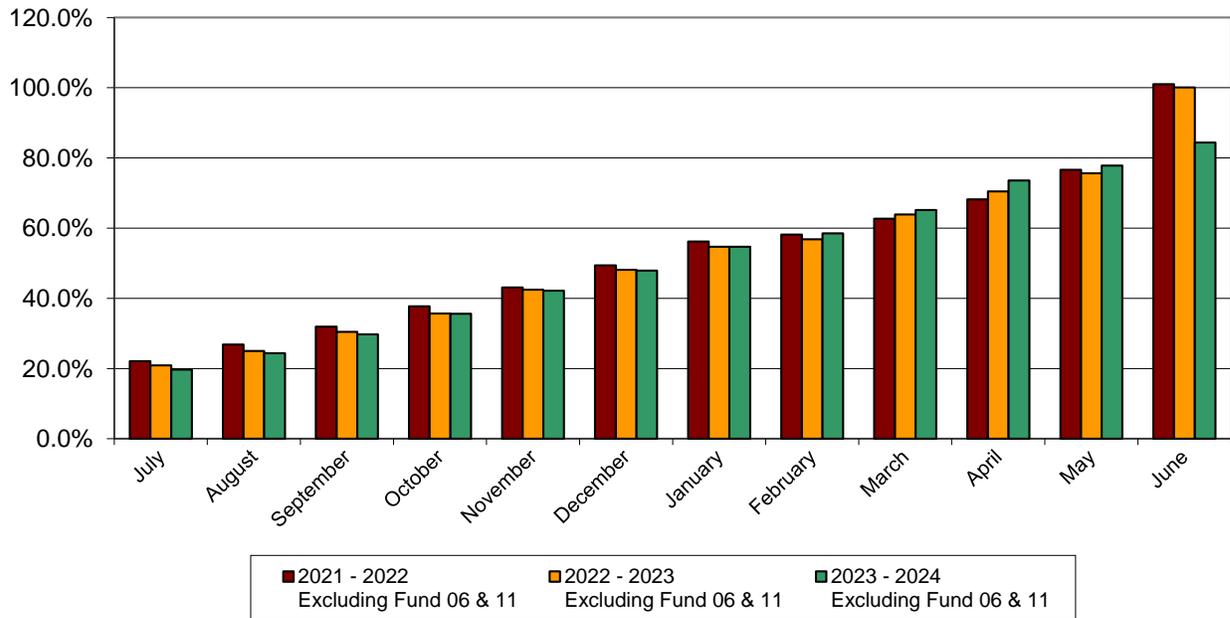
DISTRICT 287
REVENUE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	23,731,333	22.1%	23,192,942	20.9%	23,454,555	19.7% ²	23,464,011	19.7%
August	5,084,693	26.8%	4,486,051	25.0%	5,555,759	24.3% ²	5,573,415	24.3%
September	5,527,550	32.0%	6,032,596	30.4%	6,418,580	29.7% ²	6,424,193	29.7%
October	6,233,283	37.8%	5,841,372	35.7%	7,033,514	35.6% ²	7,048,381	35.6%
November	5,744,399	43.1%	7,490,646	42.4% ¹	7,853,633	42.2% ²	7,858,220	42.2%
December	6,751,237	49.4%	6,260,247	48.1% ¹	6,852,360	47.9% ²	6,860,413	48.0%
January	7,295,217	56.2%	7,338,783	54.7% ¹	8,090,580	54.7% ²	8,090,580	54.7%
February	2,102,436	58.1%	2,303,833	56.8% ¹	4,501,636	58.5% ²	4,519,262	58.5%
March	4,917,443	62.7%	7,885,058	63.9% ¹	7,937,907	65.2% ²	7,937,907	65.2%
April	5,872,931	68.2%	7,250,156	70.4% ¹	10,002,641	73.5% ²	10,010,990	73.6%
May	9,107,048	76.6%	5,714,807	75.6% ¹	5,089,254	77.8% ²	5,093,126	77.8%
June	26,193,462	101.0%	27,134,282	100.1% ¹	7,861,308	84.4% ²	7,901,298	84.5%
TOTAL	108,561,032	101.0%	110,930,774	100.1%	100,651,728	84.4%	100,781,798	84.5%
BUDGET	107,471,010		110,842,085 ¹		119,257,057 ²		119,312,057	

¹ excludes Funds 06 & 11 budgeted revenue of \$4,734,553

² excludes Funds 06 & 11 budgeted revenue of \$55,000

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



Board- Revenue/Expense Summary by Fund Report

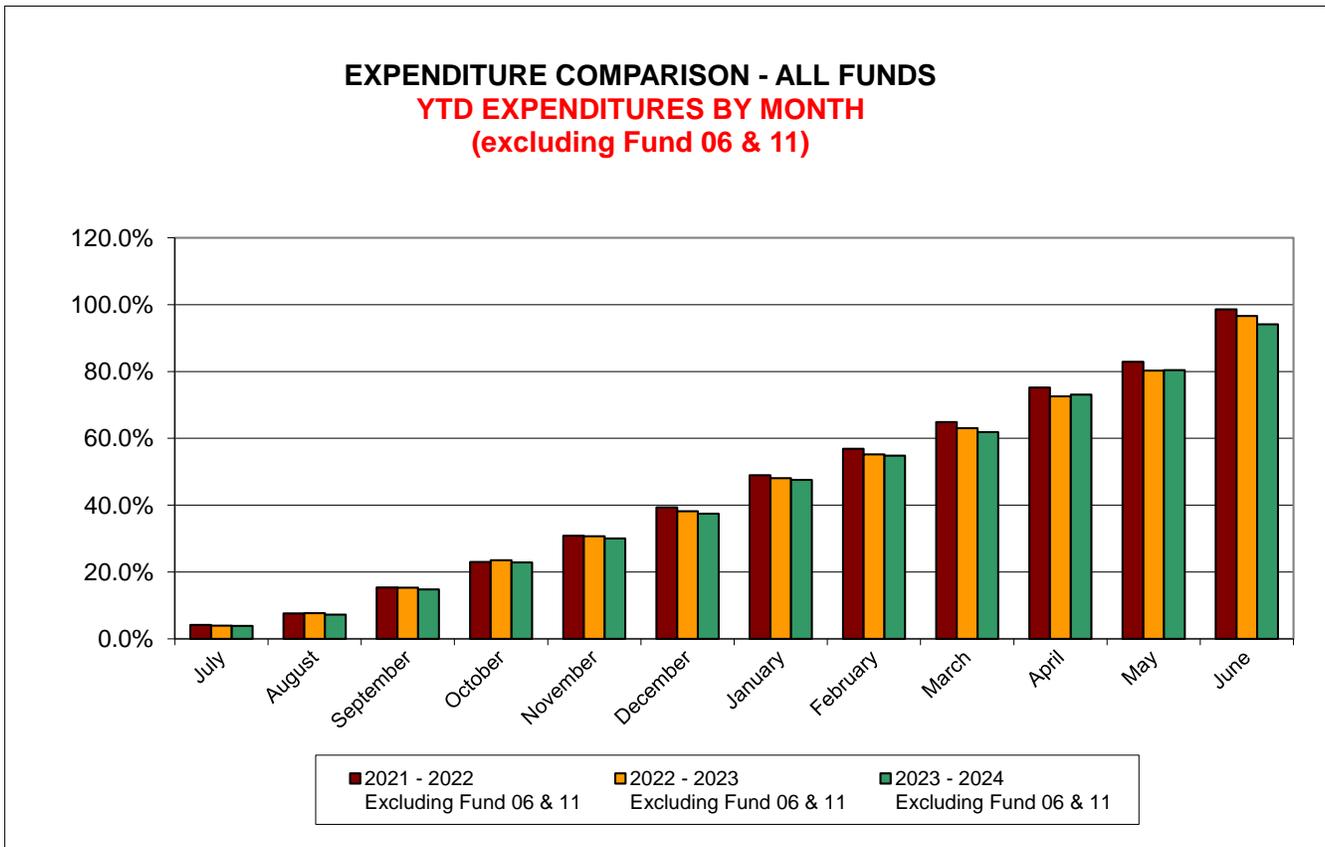
June	2023-2024	Intermediate District No. 287				
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	16,594,878.91	19,195,419.00	1,274,580.75	9,052,008.10	47.16%	10,143,410.90
02 - FOOD SERVICE FUND	843,993.00	946,914.00	65,119.04	497,652.61	52.56%	449,261.39
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	8,727,596.68	8,924,990.00	582,495.88	7,630,074.29	85.49%	1,294,915.71
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	2,858.84	5,733.00	0.00	301.55	5.26%	5,431.45
11 - LTFM BOND FUND	4,728,829.75	55,000.00	39,989.94	130,069.46	236.49%	-75,069.46
12 - ALC - ACADEMIC FUND	11,042,500.82	12,641,568.00	930,984.98	7,248,450.97	57.34%	5,393,117.03
13 - CAREER & TECH FUND	1,711,624.95	1,732,010.00	0.00	1,340,735.69	77.41%	391,274.31
14 - SPECIAL EDUCATION FUND	58,172,477.16	60,970,901.00	4,161,754.73	60,320,646.33	98.93%	650,254.67
20 - INTERNAL SERVICE FUND	612,445.43	661,088.00	40,833.46	616,998.98	93.33%	44,089.02
21 - SELF HEALTH INSURANCE FUND	13,199,338.39	14,172,934.00	802,634.65	13,930,401.96	98.29%	242,532.04
51 - STUDENT CLUB FUND	23,059.36	5,500.00	2,905.00	14,457.94	262.87%	-8,957.94
Total Revenue	115,659,603.29	119,312,057.00	7,901,298.43	100,781,797.88	84.47%	18,530,259.12

DISTRICT 287
EXPENDITURE COMPARISON

Month	2021 - 2022		2022 - 2023		2023 - 2024		2023 - 2024	
	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	4,493,228	4.1%	4,329,606	3.9%	4,424,027	3.8% ²	4,416,059	3.8%
August	3,753,484	7.6%	4,135,827	7.7%	3,954,604	7.3% ²	3,981,431	7.2%
September	8,447,438	15.4%	8,396,694	15.3%	8,668,867	14.8% ²	8,454,442	14.5%
October	8,194,961	23.0%	9,015,517	23.5%	9,257,161	22.8% ²	9,563,242	22.7%
November	8,523,649	30.8%	7,908,978	30.7% ¹	8,286,923	30.0% ²	8,295,358	29.9%
December	9,205,713	39.3%	8,310,856	38.2% ¹	8,555,529	37.4% ²	8,553,029	37.2%
January	10,442,639	49.0%	10,876,386	48.1% ¹	11,690,319	47.6% ²	11,690,319	47.3%
February	8,521,055	56.8%	7,802,263	55.2% ¹	8,340,543	54.8% ²	8,340,543	54.5%
March	8,658,724	64.8%	8,659,691	63.0% ¹	8,148,996	61.9% ²	8,241,537	61.6%
April	11,213,173	75.2%	10,529,808	72.6% ¹	12,848,626	73.0% ²	12,864,047	72.6%
May	8,326,109	82.9%	8,408,779	80.2% ¹	8,498,201	80.4% ²	8,612,405	80.1%
June	17,002,499	98.6%	18,041,489	96.6% ¹	15,804,596	94.1% ²	16,047,808	93.9%
TOTAL	106,782,671	98.6%	106,415,894	96.6%	108,478,392	94.1%	109,060,219	93.9%
BUDGET	108,331,213		110,162,497 ¹		115,244,351 ²		116,191,712	

¹ excludes Funds 06 & 11 budgeted expenditures of \$346,290

² excludes Funds 06 & 11 budgeted expenditures of \$947,361



Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **August 2, 2024**

TO: Members of the School Board

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

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 2024	Totaling \$	<u>4,861,812.75</u>
a) Check #'s 114085 - 114201, 114223, 114259-114260, 114283-114284, 114287-114290, 114309-114310 (June) 114202-114222, 114224-114258, 114261-114282, 114285-114286, 114291-114308 (July & Aug.) and Wire Transfers - #'s 4000001874, 4000001879 - 4000001908, 4000001937 - 4000001945, 4000001948 (June) 4000001909 - 4000001936, 4000001946 - 4000001947 (July & Aug.) 9000006361 - 94000006527, 9000006556 - 9000006560 (June); 9000006528 - 9000006555 (July & Aug.)		
2. Bond payments for: June 2024	Totaling \$	<u>-</u>
a) Wire Transfers - #'s <i>None</i>		
3. Payroll payments for: June 2024	Totaling \$	<u>3,386,442.51</u>
a) Check #'s b) Direct Deposit #'s 9000134109 - 9000135940, 9000138017		
4. Receipts for: June 2024	Totaling \$	<u>6,859,304.05</u>
a) Receipt #'s 20241268 - 20241460		
5. Invest. at end of mo. June 2024		
a) Fund 01 - General Fund	\$	26,112,063.71
b) Fund 11 - 2022A LTFM Bond (Construction Costs)	\$	<u>3,618,696.93</u>
	\$	<u>29,730,760.64</u>

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 2024

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.197			57,391.54
PMA - MNTrust Savings Deposit Account - Nexbank, SSB - ICS	5.260			15,880,555.32
PMA - MNTrust Savings Deposit Account - Bell Bank	5.260			6,380,016.85
PMA - MNTrust Term Series - EagleBank, VA	5.379			237,050.00
PMA - MNTrust Term Series - Farmers Ins Group Fed Credit Union, CA	5.390			237,050.00
PMA - MNTrust Term Series - 5Star Bank, CO	5.399			237,050.00
PMA - MNTrust Term Series - Pacific National Bank, FL	5.362			237,100.00
PMA - MNTrust Term Series - Western Alliance Bank, CA	5.366			237,050.00
PMA - MNTrust Term Series - Preferred Bank, NY	5.382			237,100.00
PMA - MNTrust Term Series - ServisFirst Bank, FL	5.369			237,100.00
PMA - MNTrust Term Series - American Plus Bank, N.A., CA	5.390			237,050.00
PMA - MNTrust Term Series - First Central Credit Union, TX	5.425			237,000.00
PMA - MNTrust Term Series - Greenstate Credit Union, IA	5.499			236,850.00
PMA - MNTrust Term Series - Latino Community Credit Union, NC	5.539			236,750.00
PMA - MNTrust Term Series - Modern Bank, National Assn, NY	5.482			236,900.00
PMA - MNTrust Term Series - NorthEast Community Bank, NY	5.215			237,500.00
PMA - MNTrust Term Series - BAC Community Bank, CA	5.209			237,500.00
PMA - MNTrust Term Series - First State Bank of DeQueen, AR	5.261			237,400.00
PMA - MNTrust Term Series - First Nat Bank of Hutchinson, KS	5.152			237,650.00
Total PMA - MNTrust Investments on Books				26,112,063.71

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	27,972,434.57
Current Month Activity	
Deposits	-
Withdrawals	(2,000,000.00)
Interest Earned - Recorded	139,285.05
Dividends Earned	344.09
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	26,112,063.71

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

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	5.190			1,268,373.96
PMA - MNTrust CD Account Balance	4.059-4.718			913,800.00
PMA - MNTrust SEC Account Balance	4.001-4.376			1,436,522.97
Total PMA - MNTrust Investments on Books for Fund 11				3,618,696.93

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	3,692,911.32
Current Month Activity:	
Deposits	
Distributions/Repemptions	(114,204.33)
Interest/Dividends/Purchases Earned - Recorded	39,989.94
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	3,618,696.93

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

3,618,696.93

INTERMEDIATE DISTRICT 287
INVESTMENT ACTIVITY - 2022A LTFM BOND

June 2024

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

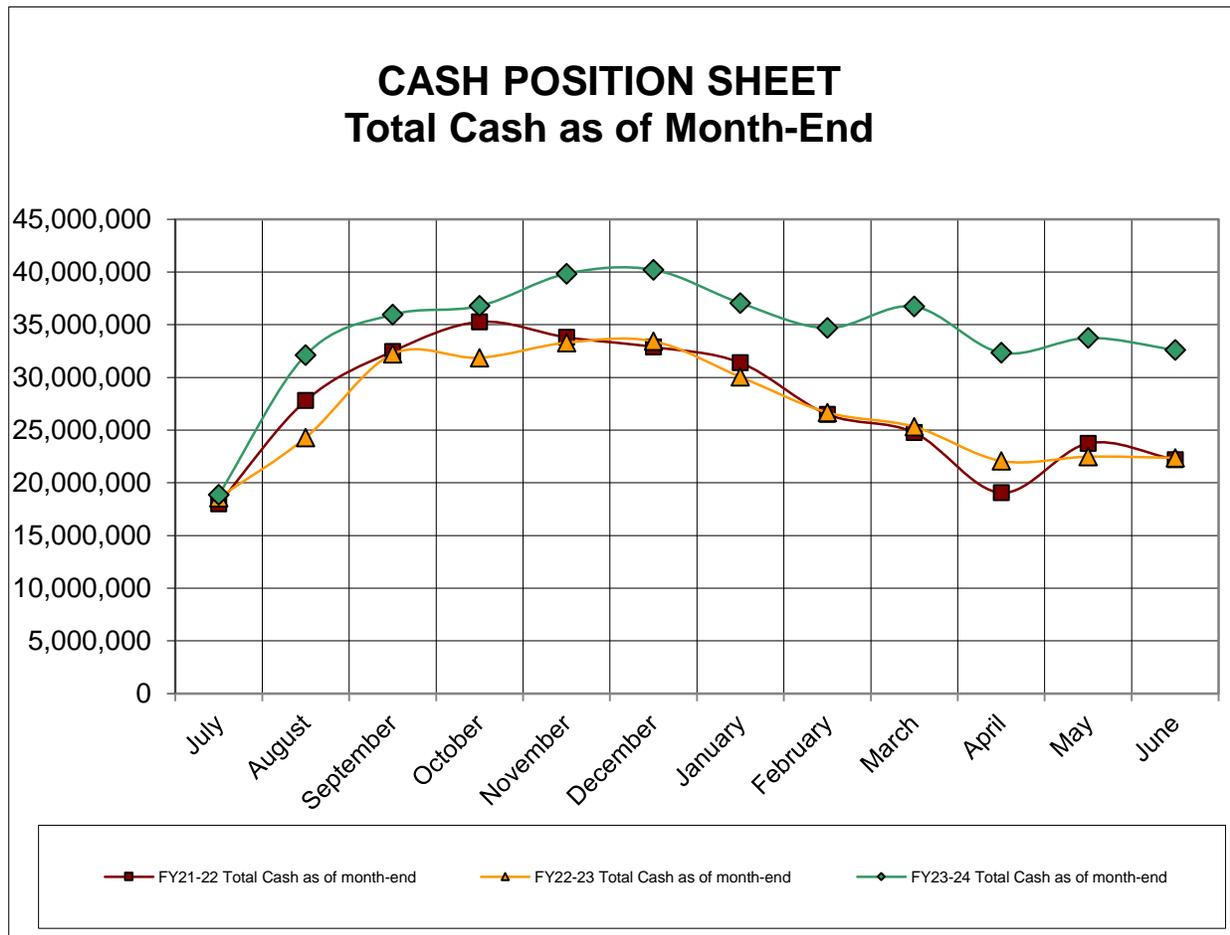
MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Nov-22	11/22/22	Proceeds from 2022A LTFM Bond	4,740,596.00
Nov-22	11/30/22	Interest/Dividends	4,282.32
Dec-22	12/30/22	Distributions/Construction Draws	-45,645.18
Jan-23	01/01/23	Interest/Dividends	687.30
Feb-23	02/07/23	Distributions/Construction Draws	-15,000.00
Feb-23	02/28/23	Interest/Dividends (for Jan & Feb '23)	19,146.93
Mar-23	03/31/23	Interest/Dividends	5,534.59
Apr-23	04/28/23	Distributions/Construction Draws	-165,570.33
Apr-23	04/30/23	Interest/Dividends	5,018.40
May-23	05/31/23	Distributions/Construction Draws	-39,431.25
May-23	05/31/23	Interest/Dividends	5,132.72
Jun-23	06/30/23	Interest/Dividends	8,599.22
Jul-23	07/31/23	Distributions/Construction Draws	-172,551.00
Jul-23	07/31/23	Interest/Dividends	9,456.04
Aug-23	08/31/23	Interest/Dividends	17,655.68
Sep-23	09/30/23	Interest/Dividends	5,613.71
Sep-23	09/30/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	01/31/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
Mar-24	04/01/24	Interest/Dividends	4,290.91
Apr-24	04/30/24	Distributions/Construction Draws	-90,040.61
Apr-24	04/30/24	Interest/Dividends	4,057.92
May-24	05/31/24	Distributions/Construction Draws	-15,421.57
May-24	05/31/24	Interest/Dividends	3,871.68
Jun-24	06/30/24	Distributions/Construction Draws	-114,204.33
Jun-24	06/30/24	Interest/Dividends	39,989.94
2022A LTFM Bond Investments - Balance as of End of Month			<u>3,618,696.93</u>

Intermediate District 287

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

<u>Date</u>	<u>FY21-22 Total Cash as of month-end</u>	<u>FY22-23 Total Cash as of month-end</u>	<u>FY23-24 Total Cash as of month-end</u>
July	18,017,954	18,572,017	18,858,236
August	27,800,108	24,288,930	32,119,813
September	32,465,869	32,223,695	35,958,742
October	35,267,999	31,867,127	36,774,908
November	33,804,263	33,293,625	39,840,981
December	32,887,416	33,430,295	40,212,901
January	31,397,362	30,048,503	37,055,362
February	26,497,584	26,677,119	34,683,875
March	24,760,657	25,316,842	36,722,274
April	19,051,281	22,075,795	32,345,881
May	23,745,291	22,481,243	33,746,144
June	22,201,893	22,374,821	32,610,936

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

JUNE 2024 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
6/3/2024	MSDLAF	MSDLAF	20241428	32,966.25	INTEREST EARNED MAY 2024
6/4/2024	MSDLAF	NORTH HENNEPIN COMMUNITY COLLEGI	20241429	40,400.00	CONSORTIUM COLLABORATION
6/5/2024	MSDLAF	ERATE	20241430	54,720.00	ERATE DEPOSIT - TEKSTAR
6/6/2024	MSDLAF	PERPICH SCHOOL OF THE ARTS	20241431	395.00	NSO TUITION
6/7/2024	MSDLAF	MN DEPT OF EDUCATION-034	20241432	4,511.34	ARP HOMELESS GRANT
6/11/2024	MSDLAF	MN DEPT OF EDUCATION-034	20241433	29,469.50	ANTI BIAS GRANT
6/12/2024	MSDLAF	MN DEPT OF EDUCATION-034	20241434	540.00	GYO STUDENT GRANT
6/12/2024	MSDLAF	SOUTHWEST METRO CONSORTIUM-NOR	20241435	11,100.00	CONSORTIUM COLLABORATION
6/12/2024	MSDLAF	HENNEPIN TECHNICAL COLLEGE - 001	20241436	7,500.00	CONSORTIUM COLLABORATION
6/14/2024	MSDLAF	MN DEPT OF EDUCATION-034	20241437	552.84	GYO ADULT GRANT
6/20/2024	MSDLAF	MN STATE MMB	20241438	4,024,854.90	SP ED, SPED SITES/PROG
6/21/2024	MSDLAF	MN STATE MMB-FNS	20241439	13,013.53	CHILD NUTRITION MAY - ABEC
6/21/2024	MSDLAF	MN STATE MMB-FNS	20241440	24,820.50	CHILD NUTRITION MAY - NEC
6/21/2024	MSDLAF	MN STATE MMB-FNS	20241441	14,754.27	CHILD NUTRITION MAY - SEC
6/21/2024	MSDLAF	MN STATE MMB-FNS	20241442	6,510.48	CHILD NUTRITION MAY - WEC
6/21/2024	MSDLAF	MN STATE MMB-FNS	20241443	4,011.01	CHILD NUTRITION MAY - YOUABLE
6/21/2024	MSDLAF	MN DEPT OF EDUCATION-034	20241444	55.64	LIFE & VOCATIONAL SKILLS GRANT
6/27/2024	MSDLAF	BENEFIT RESOURCE INC	20241445	20,730.30	COBRA JUN PAYMENTS
6/28/2024	MSDLAF	BRAINTREE	20241446	285,998.53	JUN TUITION
6/28/2024	MSDLAF	MN STATE MMB	20241447	42,300.00	AMERICAN INDIAN EDU
6/28/2024	MSDLAF	MSDLAF	20241448	26,994.41	INTEREST EARNED JUN 2024
6/28/2024	MSDLAF	PAYPAL	20241449	9,096.71	JUN TUITION
6/28/2024	MSDLAF	SCHOOLCAFE - ABEC	20241450	10.00	STUDENT DEFERRED REVENUE
6/28/2024	MSDLAF	SCHOOLCAFE - NEC	20241451	11.00	STUDENT DEFERRED REVENUE
6/28/2024	MSDLAF	SCHOOLCAFE - SEC	20241452	50.00	STUDENT DEFERRED REVENUE
6/28/2024	MSDLAF	SCHOOLCAFE - WEC	20241453	9.50	STUDENT DEFERRED REVENUE
6/28/2024	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20241454	210.30	JUN STORE SALES
6/28/2024	MSDLAF	SQUARE - HENNEPIN TEA & COFFEE HTC	20241455	51.48	JUN STORE SALES
6/28/2024	MSDLAF	SQUARE - JITTERBUG NEC	20241456	551.51	JUN STORE SALES
6/28/2024	MSDLAF	SQUARE - COMMON GROUNDS SEC	20241457	200.82	JUN STORE SALES
6/28/2024	MSDLAF	SQUARE - SNACK SHACK WEC	20241458	547.54	JUN STORE SALES
MTD TOTALS				4,656,937.36	

INTERMEDIATE DISTRICT 287

JUNE 2024 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
6/3/2024	MSDLAF	HEALTH PARTNERS	4000001887	315,675.62	HPAI CLAIMS
6/3/2024	MSDLAF	BENEFIT RESOURCES INC.	4000001888	9,277.80	FLEX SPENDING MONTHLY INVOICE
6/3/2024	MSDLAF	HEALTH PARTNERS	4000001891	315,675.62	HPAI CLAIMS
6/5/2024	MSDLAF	BANK OF MONTREAL	4000001886	92,128.59	P-CARD EXPENSE
6/6/2024	MSDLAF	US BANK	9000006361-9000006373	75,459.52	AP ACH PAYMENTS
6/6/2024	MSDLAF	2022A LTFM BOND	JE 20240362	114,204.33	COP REIMBURSEMENT REQUEST
6/10/2024	MSDLAF	HEALTH PARTNERS	4000001889	87,414.04	HPAI CLAIMS
6/10/2024	MSDLAF	PITNEY BOWES	4000001890	468.87	LOAN REPAYMENT
6/12/2024	MSDLAF	PITNEY BOWES	4000001899	25.00	ACCESS & SHIPPING W/O HW OR METER
6/12/2024	MSDLAF	PITNEY BOWES	4000001903	40.00	SHIPPING
6/12/2024	MSDLAF	US BANK	9000006419	576.87	AP ACH PAYMENTS
6/13/2024	MSDLAF	US BANK	9000006374-9000006418	7,199.52	STAFF REIMBURSEMENTS
6/13/2024	MSDLAF	US BANK	9000006420-9000006429	49,052.82	AP ACH PAYMENTS
6/14/2024	MSDLAF	BPAS	4000001879	49,543.67	VEBA
6/14/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001880	91,533.94	403B RETIREMENT
6/14/2024	MSDLAF	MN DEPT OF REVENUE	4000001881	1,075.46	STATE TAXES
6/14/2024	MSDLAF	MN DEPT OF REVENUE	4000001882	86,900.90	STATE TAXES
6/14/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001883	123,342.26	PERA
6/14/2024	MSDLAF	MN DEPT OF REVENUE	4000001884	238,036.97	STATE TAXES
6/14/2024	MSDLAF	US BANK	4000001885	531,191.13	FEDERAL TAXES
6/14/2024	MSDLAF	PITNEY BOWES	4000001900	1,000.00	RESERVE ACCOUNT
6/14/2024	MSDLAF	US BANK	9000134109-9000135088	1,604,092.81	PAYROLL
6/17/2024	MSDLAF	HEALTH PARTNERS	4000001901	237,086.61	HPAI CLAIMS
6/17/2024	MSDLAF	HEALTH PARTNERS	4000001902	627.99	FREQUENT FITNESS CLAIMS
6/18/2024	MSDLAF	PITNEY BOWES	4000001905	273.87	MAIL METER SUPPLIES
6/20/2024	MSDLAF	US BANK	9000006430-9000006439	104,956.69	AP ACH PAYMENTS
6/24/2024	MSDLAF	HEALTH PARTNERS	4000001904	160,394.31	HPAI CLAIMS
6/24/2024	MSDLAF	XCEL ENERGY	4000001908	15.51	UTILITY BILL
6/24/2024	MSDLAF	HEALTH PARTNERS	VOID 4000001887	(315,675.62)	HPAI CLAIMS VOID
6/25/2024	MSDLAF	EMPOWERU	4000001906	311.96	MN STATE RETIREMENT SYSTEMS
6/25/2024	MSDLAF	AVIBEN	4000001907	935.87	403B RETIREMENT
6/25/2024	MSDLAF	US BANK	9000006440-9000006449	63,402.93	AP ACH PAYMENTS
6/26/2024	MSDLAF	US BANK	9000006526-9000006527	17,048.00	AP ACH PAYMENTS
6/27/2024	MSDLAF	US BANK	9000006450-9000006525	29,416.57	STAFF REIMBURSEMENTS
6/28/2024	MSDLAF	BPAS	4000001892	9,775.75	VEBA
6/28/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001893	81,037.19	403B RETIREMENT
6/28/2024	MSDLAF	MN DEPT OF REVENUE	4000001894	953.01	STATE TAXES
6/28/2024	MSDLAF	MN DEPT OF REVENUE	4000001895	113,743.77	STATE TAXES
6/28/2024	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000001896	99,653.46	PERA
6/28/2024	MSDLAF	MN DEPT OF REVENUE	4000001897	281,937.35	STATE TAXES
6/28/2024	MSDLAF	US BANK	4000001898	650,216.55	FEDERAL TAXES
6/28/2024	MSDLAF	US BANK	9000135089-9000135940	1,782,349.70	PAYROLL
6/28/2024	MSDLAF	US BANK	9000135871	(917.66)	PAYROLL
6/28/2024	MSDLAF	US BANK	9000138017	917.66	PAYROLL

INTERMEDIATE DISTRICT 287

JUNE 2024 ACTIVITY

6/30/2024	MSDLAF BANK OF MONTREAL	4000001937	61,193.52	P-CARD EXPENSE
6/30/2024	MSDLAF HEALTH PARTNERS	4000001938	91,096.75	HPAI CLAIMS
6/30/2024	MSDLAF US BANK	4000001939	129.47	CASH MANAGEMENT SERVICES
6/30/2024	MSDLAF HEALTH PARTNERS	4000001940	79,100.56	HPAI CLAIMS
6/30/2024	MSDLAF CITY OF PLYMOUTH	4000001941	17.22	UTILITY BILL
6/30/2024	MSDLAF PITNEY BOWES	4000001942	1,000.00	RESERVE ACCOUNT
6/30/2024	MSDLAF BENEFIT RESOURCES INC.	4000001943	9,351.00	FLEX SPENDING MONTHLY INVOICE
6/30/2024	MSDLAF BENEFIT RESOURCES INC.	4000001944	35,169.75	FLEX SPENDING ACCOUNT PAYMENTS
6/30/2024	MSDLAF XCEL ENERGY	4000001945	48,884.86	UTILITY BILL
6/30/2024	MSDLAF PITNEY BOWES	4000001948	25.00	ACCESS & SHIPPING W/O HW OR METER
6/30/2024	MSDLAF US BANK	9000006556-9000006560	12,045.29	AP ACH PAYMENTS
6/30/2024	MSDLAF US BANK	VOID 9000006364	(1,942.24)	AP ACH PAYMENTS VOID
MTD TOTALS			7,448,448.39	

**DONATION REPORT
INTERMEDIATE DISTRICT 287
2023-2024
JUNE 2024**

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
	TOTAL	\$0.00				

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 903 - Visitors to School District Buildings and Sites

Date: June 18, 2024

Policy Last Reviewed: N/A

Overview of Recommendations:

District 287 had a Procedure regarding Visitors. Updates include moving it from a procedure to a policy (mandated) and incorporating current MSBA language. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

- Adopting the MSBA Language on Visitors to School Buildings and Sites.

Cross References and Legal References

- Adopting the MSBA references

Equity Impact:

The AdHoc discuss these questions:

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

Administration, administration support, and the safety team provided input on the policy and agreed to accept the language from MSBA. The procedures are more in depth regarding the Evolv system and Raptor check-in system. Families/caregivers and staff provided feedback on the Evolv System and overwhelmingly appreciate the extra level of safety.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: School District - Community Relations

BOARD APPROVED:

REVISION DATE:

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents, guardians, and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents, guardians, and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.

- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

IV. RESPONSIBILITY

- A. The school district administration shall present recommended visitor and post-secondary enrollment options, student procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. The superintendent shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.

V. VISITOR LIMITATIONS

- A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and

requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

- D. Please see Visitor Procedures for safety practices when entering a District 287 owned sites.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)

Minn. Stat. § 609.605, Subd. 4 (Trespass)

Cross References: None

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

Date: June 18, 2024

Policy Last Reviewed: N/A

Overview of Recommendations:

District 287 had a Procedure regarding Uniform Grant Guidance Policy Regarding Federal Revenue Sources. Updates include moving it from a procedure to a policy (mandated) and incorporating current MSBA language. The AdHoc committee is recommending updated language outlined in the Summary of Changes below.

Summary of Changes:

- Adopting the MSBA Language on Uniform Grant Guidance Policy Regarding Federal Revenue Sources. The only change is adding MN limits on dollar amounts.

Cross References and Legal References

- Adopting the MSBA references.

Equity Impact:

The AdHoc discuss these questions:

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

The finance team reviewed this procedure and recommended adopting the MSBA Model. A more detailed procedure for staff will also be updated and will be reviewed by the SIT team, which is made up of district leaders from multiple departments.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: Business Operations

BOARD APPROVED:

REVISION DATE:

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

- B. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

- C. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold, which is \$25,000.
 2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).

3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations section 200.431 (Compensation - Fringe Benefits).
- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

- K. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.

3. Procurement by sealed bids (formal advertising).
4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.
5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
 - a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.

- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 - 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 - 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired

or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations sections 200.311, 200.314, and 200.315.

B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used

according to the federal statutes, regulations, and the terms and conditions of the federal award.

- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with

applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

2. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. "Omni Circular" or "2 Code of Federal Regulations Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

4. "Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 Code of Federal Regulations Part 200s under specific conditions:

1. Advisory councils;

2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 Code of Federal Regulations Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 Code of Federal Regulations section 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility,

program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied

agreement on the school district's part; or circumstances of the particular employment.

- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
 - 1. Critical and necessary for the conduct of the project;
 - 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 - 3. Consistent with the school district's cost accounting practices and school district policy; and
 - 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Legal References: 2 C.F.R. § 200.1 (Definitions: Capital Assets)
 2 C.F.R. § 200.112 (Conflict of Interest)
 2 C.F.R. § 200.113 (Mandatory Disclosures)
 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
 2 C.F.R. § 200.214 (Suspension and Debarment)
 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
 2 C.F.R. § 200.302 (Financial Management)
 2 C.F.R. § 200.303 (Internal Controls)
 2 C.F.R. § 200.305(b)(1) (Federal Payment)
 2 C.F.R. § 200.310 (Insurance Coverage)
 2 C.F.R. § 200.311 (Federally-owned and Exempt Property)
 2 C.F.R. § 200.313(d) (Equipment)
 2 C.F.R. § 200.314 (Supplies)
 2 C.F.R. § 200.315 (Intangible Property)
 2 C.F.R. § 200.318 (General Procurement Standards)
 2 C.F.R. § 200.319(c) (Competition)
 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
 2 C.F.R. § 200.328 (Financial Reporting)
 2 C.F.R. § 200.339 (Remedies for Noncompliance)
 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
 2 C.F.R. § 200.430 (Compensation – Personal Services)
 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
 2 C.F.R. § 200.447 (Insurance and Indemnification)
 2 C.F.R. § 200.463 (Recruiting Costs)
 2 C.F.R. § 200.464 (Relocation Costs of Employees)
 2 C.F.R. § 200.474 (Transportation Costs)
 2 C.F.R. § 200.475 (Travel Costs)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
 MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
 MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)

MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of
School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District
Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

January 2024 – December 2024	
January 11, 2024 Conflict MSBA Meeting January 25, 2024	
February 8, 2024	February 22, 2024
March 14, 2024	March 28, 2024 Conflict with Spring Break
April 11, 2024	April 25, 2024
May 9, 2024	May 23, 2024
June 13, 2024	June 27, 2024
No July Meeting	
August 22, 2024	
September 12, 2024	September 26, 2024
October 10, 2024	October 24, 2024
November 14, 2024	
December 12, 2024	

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

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
August 22, 2024
SCHOOL BOARD CALENDAR

August 2024

22	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

September 2024

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

26	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

October 2024

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

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

November 2024

14	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

December 2024

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

TENTATIVE**January 2025**

09	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

(possible conflict MSBA Conference)

23	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

February 2025

13	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

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

March 2025

13	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

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

*(conflict with Spring Break)***April 2025**

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

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

May 2025

08	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

22	Thursday	General Meeting of the Board	6:30 PM	DSC
----	----------	------------------------------	---------	-----

June 2025

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

2024-2025

Get on the Bus

Tuesday, October 15th
North Education Center
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, December 3rd
Career and Technical Center
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, February 4th
South Education Center
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, April 15th
Itinerant
Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209/Board Meeting

1:00 PM

Tuesday, October 22nd

District Service Center

(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, December 10th

District Service Center

(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, February 11th

District Service Center

(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

Tuesday, April 22nd

District Service Center

(3rd Floor – Room 316)

_____	_____
_____	_____
_____	_____

CONNECTIONS

News from the Association of Metropolitan School Districts

August 2024
Volume 21
Number 10

Fridley Public Schools Successfully Addresses Staffing Challenges with International Talent

August 23, 2024 Executive/Legislative Committee Meeting

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

September 6, 2024 Board of Directors Meeting

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

September 27, 2024 Executive/Legislative Committee Meeting

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

October 4, 2024 Board of Directors Meeting

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



Fridley Public Schools (FPS), like many districts, has struggled to fill vacancies, especially in special education. After various recruitment methods, FPS decided to sponsor teachers through the H-1B visa program. This program enables employers throughout the United States to sponsor international talent that is considered experts in their field in their home country.

Initially, FPS sponsored international talent for special education teacher vacancies and one fifth-grade teaching position.

However, daily substitute vacancies and long-term positions remained a challenge. This resulted in teachers having to work through their planning periods, adding additional students to classrooms, and pulling other staff from their daily duties to cover these absences. Consequently, students did not have optimal learning environments, and our staff felt stretched too thin. Principals also felt stressed, not knowing if we would be able to fully fill the daily/longer-term absences. FPS then began filling building substitute vacancies through international talent.

As the fall progressed, we felt well-staffed in the area of teaching vacancies but struggled with filling paraeducator vacancies, particularly in special education. FPS was able to use an H-3 special education exchange visitor trainee visa to fill all of the special education paraeducator vacancies. During the 2023-2024 school year, the international visa program enabled FPS to have a staffing model that fully filled existing vacancies while significantly helping to address

Continued on page 2

I am honored to have the opportunity to serve as the chair of AMSD for the 2024-25 school year and I look forward to working with my AMSD colleagues over the next year. Preparation for the important 2025 legislative session, when the biennial budget will be adopted, begins now. This month's research article highlights AMSD's Election Guide and stresses the importance of engaging in the electoral process. Please share the guide with your colleagues, parents, and community members and urge them to get involved. Thank you for your commitment to the transformation of public education and best wishes for a successful start to the school year!

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

FPS Welcomes Diverse International Talent and Expands Special Education Programs

Continued from page 1

short-term and long-term absences through coverage by building substitutes.

Our H-3 special education exchange visitor trainee program, as well as our building substitutes hired through our H-1B program, serve as one of our pipeline programs for the “grow your own” initiative. As a recipient of the Adult Pathway Grant, FPS can fund both domestic and international talent to pursue a Master’s in Special Education, covering full tuition and providing housing stipends. Additionally, the Come Teach in Minnesota grant offers \$5,000 for international and domestic teachers of color who move to our district from out of state or out of the country to offset some of their moving costs to come to FPS.

The international talent program has significantly improved services for students with disabilities. With a fully staffed team, FPS expanded programming for students with disabilities. FPS is very excited to open VISTA, a new Setting IV program (Valuing Individual Student Talents and Abilities). Our district was in a position where we had a small number of students that would be best served in a Setting IV program. We were able to re-envision our Alternative Learning Center (ALC) and move it into our high school building. This allowed us to renovate the former ALC into our Setting IV program. We are absolutely thrilled to be fully staffed within our VISTA program and are able to serve students in grades K-12 who are best served in a Setting IV.



For the 2023-2024 school year, FPS welcomed 26 international staff, and we expect an additional 40 international staff joining us for 2024-2025, with representation from

- Philippines
- China
- Ghana
- Zimbabwe
- Brazil
- Nigeria
- Kenya
- India

This diversity enriches and strengthens our commitment to our International Baccalaureate Programme, which serves all PreK-12 students, making it the only district in Minnesota to offer the full IB continuum (PYP, MYP, DP, and CP) for PreKindergarten through Grade 12.

The visa programs that FPS utilizes offer us the ability to eventually sponsor our teachers to become permanent residents. This allows our district to have long-term staffing solutions. Our international talent comes to FPS with many years of teaching experience, most as special education teachers. The majority of our teachers also come to us with Master’s Degrees and beyond in teaching. Our school district and the community of Fridley have embraced our international talent. Our staff helps our talent with provisioning housing for them through donated items, greeting them at the airport, and helping them to settle into life here in Fridley both professionally and personally.

Fridley Public Schools has made significant strides in addressing staffing challenges by leveraging international talent through various visa programs. This innovative approach not only fills critical vacancies but also enriches our educational environment with diverse perspectives and expertise. As we look ahead, FPS is committed to continuing our support for both international and domestic talent, ensuring that our students receive the highest quality education in an inclusive and well-resourced setting. We are proud of our accomplishments and excited about the future as we build a robust and dynamic community dedicated to excellence in education.

This month’s member feature was submitted by Brenda Lewis, Ph.D., Superintendent, Fridley Public Schools.

AMSD Releases 2024 Election Guide

With nearly two dozen Minnesota House members retiring or stepping down in 2024, and with one Senate seat on the ballot in an evenly divided Senate, the November election will determine which party controls each body in the 2025 session. Regardless of which party wins control, there will be many new faces in the House when the Legislature convenes the 2025 session on January 14, 2025.

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

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 Election Guide to provide supporters of public schools — from school board members and administrators to parents, families, candidates, and members of the public — with research, data, and education funding trends.

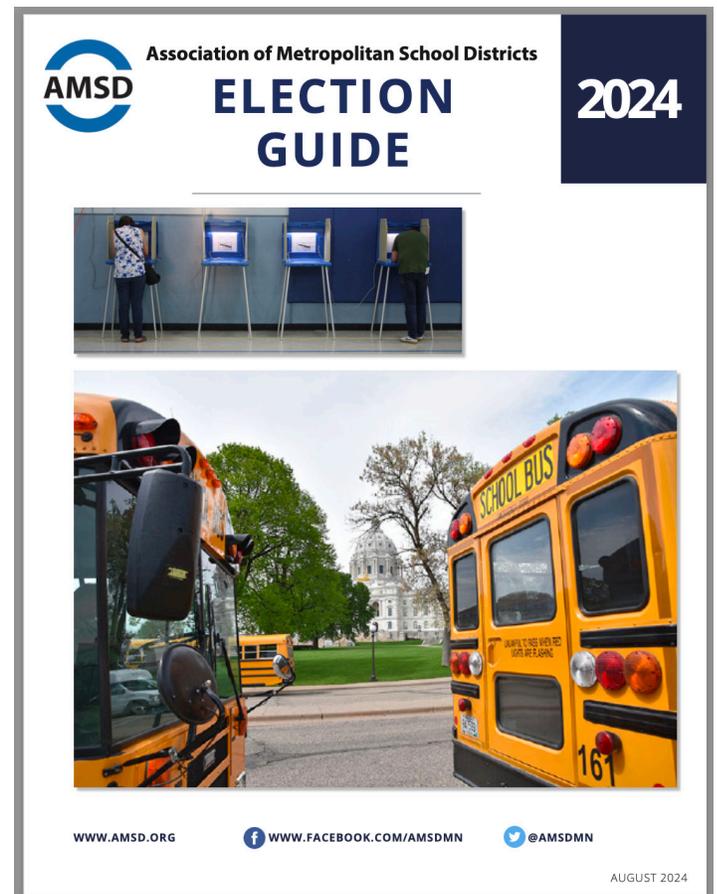
The guide summarizes recent legislative action, as well as provides information to evaluate legislative candidates' positions on education issues, and sample questions to pose to candidates to find out where they stand on important issues and policies.

The guide also addresses the question of why school districts continue to face budget challenges after a significant increase in funding was approved in the 2023 session. A confluence of factors has created a challenging fiscal environment for many school districts:

- **Key funding streams continue to lag behind inflation**
- **Historic new requirements and expectations for school districts**
- **Historic inflation and staffing shortages**
- **A federal funding fiscal cliff**
- **Enrollment fluctuations**

The guide also includes data from the recently released FY23 Special Education Cross-Subsidy Report to the Legislature. The report shows a FY23 statewide cross-subsidy of more than \$726 million — with more than two-thirds (\$497 million) of that total in AMSD member districts. The “Special Education Cross-Subsidy” occurs when school districts are forced to use general fund revenue meant for regular classroom instruction to cover mandated special education costs that are not funded by the state and federal government. The 2023 education bill made tremendous progress toward reducing the cross-subsidy, but a significant shortfall remains.

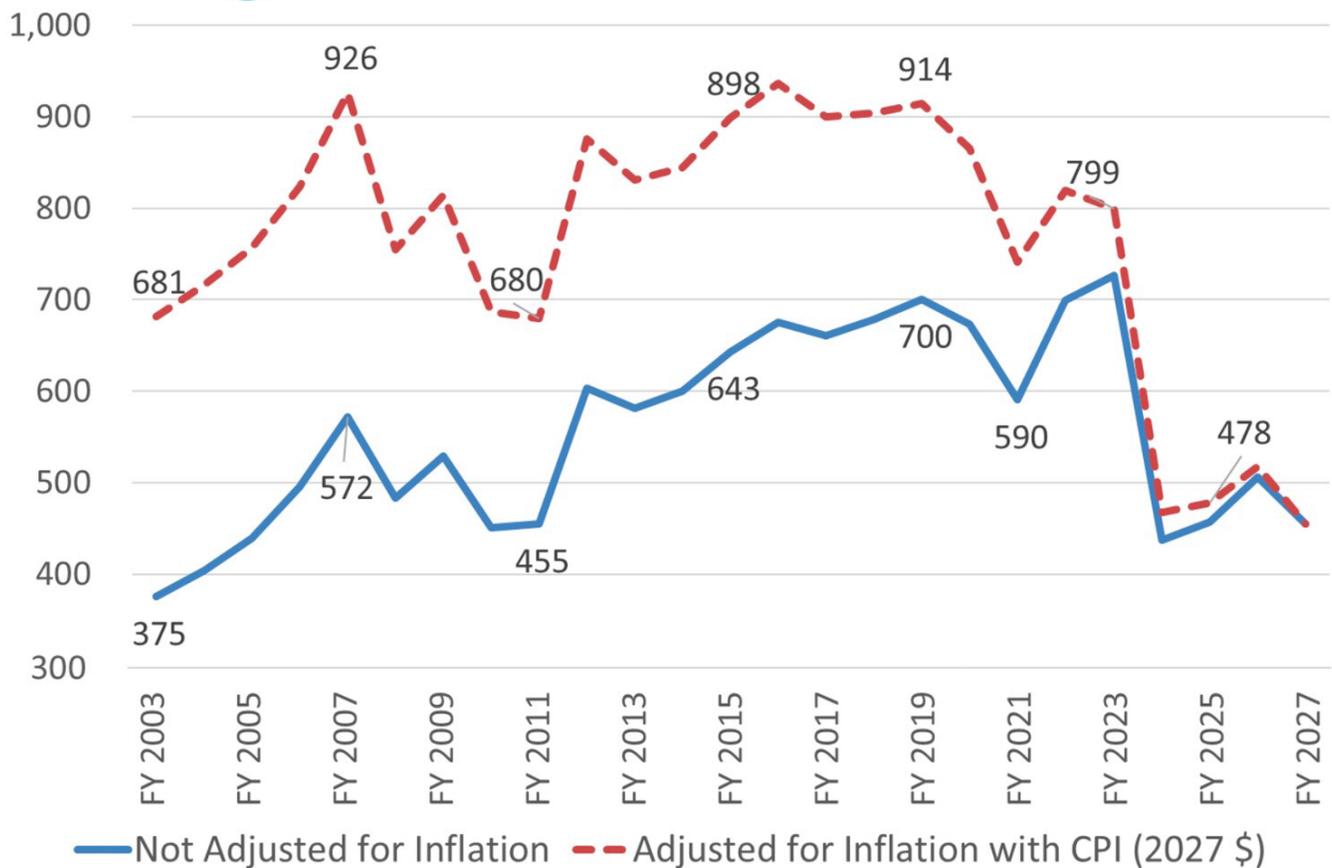
As the graph below shows, MDE projects that the FY24 cross-subsidy will decline to \$437.1 million, then increase to \$506.1 million by FY26, before dropping to \$455.3 million in FY27 when cross-subsidy reduction aid increases to 50 percent.



Progress Made Toward Reducing Special Education Cross-Subsidy

Continued from page 3

AMSD Special Education Cross-Subsidy (\$Millions)



Source: Minnesota Department of Education, July 2024

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.

AMSD represents 47 greater metropolitan area and regional center school districts, and six intermediate / cooperative districts — collectively enrolling well more than half of all public school students in Minnesota.

- [LINK: View the AMSD 2024 Election Guide](#)
- [LINK: Minnesota Secretary of State Office](#)
- [LINK: View Candidate Filings in Minnesota](#)