

General Meeting of the Board
Thursday, August 28, 2025 6:30 PM

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

Agenda

1. **CALL TO ORDER** (*Action*)
2. **APPROVAL OF GENERAL MEETING AGENDA** (*Action*)
3. **AUDIENCE OPPORTUNITY TO SPEAK** (*Information*)
4. **APPROVAL OF CONSENT AGENDA** (*Action*)
 - 4.1. General Board Meeting Minutes from June 26, 2025
 - 4.2. Routine Human Resources Activities for August 28, 2025
 - 4.3. Approval of FY26 EmpowerU Contract
 - 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 - (30 minutes)**
 - 6.1. Strategic Plan Update (*Information*)
 - 6.2. Superintendent Goals (*Action*)
7. **INSTRUCTIONAL REPORT - (15 minutes)** *Information*
 - 7.1. Language Access Plan
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - (10 minutes)**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report (*Action*)
 - 8.2.1. Approval of the Routine Monthly Finance Report
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (10 minutes)** (*Information*)
 - 9.1. Policy Review & Revision - None
 - 9.2. Board Reports
 - 9.2.1. Chair Report
 - 9.2.1.1. Superintendent Evaluation Summary
 - 9.2.2. AMSD Report
 - 9.2.2.1. August 2025 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Calendars
 - 9.3.2. August 28, 2025 Board Event Calendar
 - 9.3.3. 2025-2026 Get on the Bus/Local 2209 & Board Meeting Schedule
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
June 26, 2025
MINUTES

1. CALL TO ORDER

Board Chair Casey called the general meeting to order at 6:40 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Board Chair Casey 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 12 member districts represented and the following Board members in attendance:

286	Brooklyn Center	Richard Zeck (<i>late</i>)
272	Eden Prairie	Kim Ross
273	Edina	Michael Birdman
270	Hopkins	Shannon Andreson (<i>late</i>)
278	Orono	Karen Orcutt
280	Richfield	Crystal Brakke (<i>late</i>)
281	Robbinsdale	Caroline Long
283	St. Louis Park	Anne Casey
284	Wayzata	Dan Ginestra
277	Westonka	Brian Roath

Absent: 276/Remucal and 279/Tate

Guests:

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

287 Staff Members: Kim Kallroos, Liz Dayton, Jodi Schleyer, and Shawn Garvey

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Michael Birdman, seconded by Kim Ross, approve the meeting agenda with the amendment to remove agenda item "2025 District Graduation Video". 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 May 22, 2025, Renew Teachers on Call (TOC) Kelly Education Agreement, FY25-26 Fees and Rates, Routine Human Resources Activities for June 26, 2025, Issuance of Individual Procurement Cards (P-Card), and Monthly Financial Report for May 2025. *Motion by Karen Orcutt, seconded by Brian Roath, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Superintendent Doud presented the [2025 District Graduations video](#).

Dr. Jon Schultz, Director of Teaching and Learning, introduced Kim Kallroos, an Administrative Support, as this month's Above and Beyond recipient. Her colleagues frequently say she is very creative and always discovers innovative ways to help students.

6. SUPERINTENDENT'S REPORT

Policy Review & Revision

Superintendent Doud presented and recommended approval of the 714 Fund Balance Policy. *A motion was made by Shannon Andreson, seconded by Kim Ross, to approve the 714 Fund Balance Policy as presented. All in favor. Motion carried unanimously.*

7. INSTRUCTIONAL REPORT - None

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report – None

Financial Report

Brian Schultz, Executive Director of Business Services & Operations, provided and recommended approval of the Annual Food Service Program Resolution. *A motion was made by Michael Birdman, seconded by Karen Orcutt, to waive the reading of the Annual Food Service Program Resolution as presented. All in favor. Motion carried unanimously.*

A motion was made by Crystal Brakke, seconded by Shannon Andreson, to approve the Annual Food Service Program Resolution as provided by the printed documentation shared. The following voted in favor: Andreson, Birdman, Brakke, Casey, Ginestra, Long, Orcutt, Roath, Ross, and Zeck. The resolution passed.

Brian Schultz, Executive Director of Business Services & Operations, and Brady Hoffman, Director of Finance, provided an overview of the *Original Budget for School Year 2025-2026 (Fiscal Year 26)*. *A motion was made by Kim Ross, seconded by Shannon Andreson, to approve the adoption of the Original Budget for School Year 2025-2026 (Fiscal Year 26). The Estimated Beginning Fund Balance of the total governmental funds for July 1, 2025, is \$66,370,492. The Original Budget for FY25-26 shows total revenue of \$136,799,139 and total expenditures of \$136,155,652, for a total projected fund balance of \$9,671,898 and a total budgeted unassigned fund balance of 8.66% on June 30, 2026. No discussion. Motion carried unanimously.*

Human Resources Report

Dr. Kevin Witherspoon, Director of Human Resources, presented and recommended approval of the 2026-2027 Insurance Change in Third Party Administration. *A motion was made by Karen Orcutt, seconded by Crystal Brakke, to approve the 2026-2027 Insurance Change in Third Party Administration as presented. All in favor. Motion carried unanimously.*

Dr. Kevin Witherspoon, Director of Human Resources, presented and recommended approval to continue with Delta Dental Insurance Coverage. *A motion was made by Michael Birdman, seconded by Shannon Andreson, to approve continuing with Delta Dental Insurance Coverage as presented. All in favor. Motion carried unanimously.*

Dr. Kevin Witherspoon, Director of Human Resources, presented and recommended approval of 2025-2027 Salary Adjustment Administrators and Unaffiliated Employee Salaries. *A motion was made by Shannon Andreson, seconded by Brian Roath, 2025-2027 Salary Adjustment Administrators and Unaffiliated Employee Salaries as presented. All in favor. Motion carried unanimously.*

9. BOARD BUSINESS

Chair Report

Board Chair Brakke recommended for approval the Annual Organizational Memberships. *Motion by Kim Ross, seconded by Michael Birdman, to approve the Annual Organizational Memberships with the exception of the National School Boards Association. No votes against. Motion carried.*

AMSD Report

Once Around the Table

10. CLOSED SESSION

At the recommendation of Board Chair Casey, a motion was made by Shannon Andreson, seconded by Crystal Brakke, that the Board may close the meeting, pursuant to Minnesota Statutes section 13D.05, Subd. 3(a) to evaluate the performance of the Superintendent. *No votes against. Motion carried.* The meeting was closed to the public at 7:38 PM. A motion was made by Board Chair Casey, seconded by Michael Birdman, to reopen the general meeting. *No votes against. Motion carried.* The general meeting reopened at 8:06 PM.

11. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:07 PM.

The next general meeting will be held on August 28, 2025, at 6:30 PM in the District Service Center Boardroom and by Teleconference.

Submitted by
Wauneen Denson-Mgeni
Secretary to the Board

Signed: Chair _____

Clerk _____

Date _____

Date _____

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ROUTINE HUMAN RESOURCES ACTIVITIES FOR THE INTERMEDIATE DISTRICT 287 SCHOOL BOARD August 28, 2025

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Karissa Askvig	Educational Support Professional	South Education Center	Separation: J. Hooper	08/25/2025	.875
Haley Atencio	Chemical Health School Counselor	District Service Center	Separation: C. Lawler	08/25/2025	1.0
Hannah Bast	ASD Teacher	West Education Center	Separation: S. Spradley	08/25/2025	1.0
Heather Belair	Administrative Support V	Human Resources	Separation: C. Samuel	07/08/2025	1.0
Latisha Berryhill	Part-Time Custodian	Facilities	New Position	08/05/2025	.4375
Adriana Brown	Educational Support Professional	West Education Center	Additional Enrollment	08/25/2025	.875
Crystal Chu	Educational Support Professional	South Education Center	Additional Enrollment	08/25/2025	.875
Mariola Cinciola*	Facilities Operation Night Lead	Facilities	New Position	07/14/2025	1.0
Ashley Curnow	School Social Worker	West Education Center	Separation: J. Griffin	08/25/2025	1.0
Jack Daraitis	DHH Teacher	Itinerant Services	Separation: J. Al-Rai	08/25/2025	1.0
Anthony DeCamillis	Social Studies Teacher	Northern Star Online	Separation: T. Voels	08/25/2025	1.0
Mackenzie Diaz	Educational Support Professional	Care & Treatment Programs	Internal Transfer: G. Osmire	08/25/2025	.875
Shekinah Dillon	Assistant Principal	West Education Center	Separation: K. Hallin-Payne	08/18/2025	1.0
Mgehnleh Dorliae	Educational Support Professional	Ann Bremer Education Center	Separation: J. Hicks	08/25/2025	.875
Cassidy Fyler	Educational Support Professional	South Education Center	Additional Enrollment	08/25/2025	.875

Danielle Harris	English Language Arts Teacher	Northern Star Online	Separation: J. Fila	08/25/2025	1.0
Cari-Ana Garcia Luna	Manager of Curriculum & Instruction	Teaching & Learning	Internal Transfer: K. Schwietering	08/18/2025	1.0
Taimouah Garlo	Educational Support Professional	Ann Bremer Education Center	Separation: T. Ochoada	08/25/2025	.875
Carolyn Hartwell	Art Teacher	Ann Bremer Education Center	Separation: J. Doyle	08/25/2025	1.0
Tschida Henderson	Educational Support Professional	Ann Bremer Education Center	Separation: C. Keita	08/25/2025	.875
Kristi Hsieh	Physical Therapist	Itinerant Services	New Position	08/25/2025	.5
Robert Jensen	Educational Support Professional	South Education Center	Separation: D. Jean	08/25/2025	.875
Alvin Johnson	Behavior Intervention Specialist	North Education Center	Separation: A. Gramling	08/25/2025	1.0
G Johnson	Educational Support Professional	West Education Center	Additional Enrollment	08/25/2025	.875
Caitlin Juvland	Educational Support Professional	South Education Center	Separation: D. Jean	08/25/2025	.875
Charlotte Kazlauskas	Occupational Therapist	Itinerant Services	Open Position	08/25/2025	1.0
Charley Lewis	Educational Support Professional	North Education Center	Additional Enrollment	08/25/2025	.875
Allison Luskey	CTE Health Sciences & Medical Careers Instructor	Career & Tech Center	Separation: A. Dressel	08/25/2025	1.0
Emily MacFarland	ASL Interpreter	Itinerant Services	Separation: S. Goetsch	08/25/2025	.875
Dameika McDonald	Educational Support Professional	Ann Bremer Education Center	Separation: S. Johnson	08/25/2025	.875
Kariyah McKinney	Educational Support Professional	Ann Bremer Education Center	Separation: K. Nelson	08/25/2025	.875
Alexander Medina	Social Studies Teacher	Care & Treatment Programs	Separation: K. Wanous	08/25/2025	1.0
Priscilla Murphy	Educational Support Professional	Ann Bremer Education Center	Open Position	08/25/2025	.875
Savanna Orf	ASL Interpreter	Itinerant Services	Separation: K. Vik	08/25/2025	.875
Amber Otterdahl	Educational Support Professional	South Education Center	Additional Enrollment	08/25/2025	.875

Ximona Pelle-Pederson	School Psychologist	South Education Center	Additional Enrollment	08/25/2025	.875
Marquise Pruitt	Educational Support Professional	Ann Bremer Education Center	Additional Enrollment	08/25/2025	.875
Megan Racine	Educational Support Professional	West Education Center	Additional Enrollment	08/25/2025	.875
Korrianna Rapley	Educational Support Professional	West Education Center	Separation: M. Petriowiak	08/25/2025	.875
Jamil Salaam	Behavior Intervention Specialist	South Education Center	Separation: V. Lara	08/25/2025	1.0
Amanda Salazar	Social Studies Teacher	North Education Center	Separation: C. Brown	08/25/2025	1.0
Emily Salguero	Educational Support Professional	West Education Center	Additional Enrollment	08/25/2025	.875
Johnathan Sanasinh	Custodial Worker	Facilities	Open Position	08/25/2025	1.0
Wendy Scaletta	Educational Support Professional	South Education Center	Separation: W. Scaletta	08/25/2025	.875
Jenna Schoenrock	Occupational Therapist	Itinerant Services	Separation: A. Theisman	08/25/2025	1.0
Angela Schultz	Administrative Support IV - Front Desk Receptionist	District Service Center	New Position	07/07/2025	1.0
Kari Schwietering*	Principal	West Education Center	Separation: A. Poppy-Finley	07/14/2025	1.0
Andrew Soden	Educational Support Professional	Ann Bremer Education Center	Separation: A. Gibbs	08/25/2025	.875
Farkollie Sumo	Educational Support Professional	Ann Bremer Education Center	Separation: J. Richard Pierre	08/25/2025	.875
Rachel Vastine	Educational Support Professional	North Education Center	Additional Enrollment	08/25/2025	.875
Dawn Waskosky	Educational Support Professional	North Education Center	Additional Enrollment	08/25/2025	.875
Austin Whitsitt	Custodial Worker	Facilities	New Position	08/05/2025	1.0
Kiaera Wilson	Administrative Support IV	Itinerant Services	Separation: R. Gibbons	07/28/2025	1.0
Anthony Wilson	Speech Language Pathologist	Itinerant Services	Open Position	08/25/2025	1.0
Adella Ya	Educational Support Professional	West Education Center	Separation: N. Ahmed	08/25/2025	.875

*Current Employee

Temporary Hiring Agreement: Assignments				
Name	Position	Department or Site	Effective Date	End Date
Mackenzie Carter	Curriculum Development	Teaching and Learning Department	07/01/2025	12/31/2025

Temporary Hiring Agreement: NSO/IS				
Name	Position	Department or Site	Effective Date	End Date
Samuel Baker	Instructor Latin	Northern Star Online	07/01/2025	08/30/2025

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Erica Shaw	Educational Support Professional	South Education Center	09/02/2025	1/16/2026	.295
Fedell Paasewe	Educational Support Professional	North Education Center	08/25/2025	06/05/2026	.875
Bobbi Rohwer	Speech Language Pathologist	Itinerant Services	08/25/2025	06/05/2026	Returning to 1.0 FTE for 25-26 school year
Olando Momo	Educational Support Professional	North Education Center	08/25/2025	06/05/2026	.875
Farrah Roberson	Educational Support Professional	South Education Center	08/25/2025	06/05/2026	.875
Erika Coleman	Educational Support Professional to accept a temporary licensed position	Ann Bremer Education Center	08/25/2025	06/05/2026	.875
James Garlo, Jr.	Educational Support Professional to accept a temporary licensed position	West Education Center	08/25/2025	06/05/2026	.875
Ritcha Upadhyay	Educational Support Professional to accept a temporary licensed position	West Education Center	08/25/2025	06/05/2026	.875

Separations: Dismissal			
Name	Position	Department/Site	Effective Date
James Beamon	Student Safety Coach	Ann Bremer Education Center	06/27/2025
Latisha Berryhill	Custodial Worker	North Education Center	08/12/2025
Chance Wicks	Educational Support Professional	North Education Center	08/14/2025

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Brady Hoffman	Director of Finance	Finance Department	Personal Reasons	07/17/2025
Katherine Hallin Payne	Assistant Principal	West Education Center	Personal Reasons	07/07/2025
Kari Schwietering	Curriculum & Instruction Manager	Teaching and Learning Department	To accept a Principal Position	07/14/2025
Lauren Yurek	ASD Instructor	North Education Center	Personal Reasons	07/25/2025
Johnathan Harlin	Behavior Intervention Specialist	Ann Bremer Education Center	Personal Reasons	07/22/2025
Allyson Dressel	Medical Careers Teacher	Career and Tech Center	Personal Reasons	07/15/2025
Alyssa Rademacher	School Social Worker	North Education Center	Personal Reasons	07/15/2025
Karlyn D'Averill	School Nurse	South Education Center	Personal Reasons	08/11/2025
Melissa Jenson	ASD Instructor	Ann Bremer Education Center	Personal Reasons	08/15/2025
Sophia Rizvi	Behavior Intervention Specialist	West Education Center	Personal Reasons	08/22/2025
Abigail Eichler	Sign Language Interpreter	Itinerant Services	Personal Reasons	06/06/2025
Claire Castro	Educational Support Professional	South Education Center	Personal Reasons	07/25/2025
Kamryn Mestas	Educational Support Professional	South Education Center	Personal Reasons	07/23/2025
Andrew Seffrood	Educational Support Professional	North Education Center	Personal Reasons	07/25/2025
Anders Hanson	Educational Support Professional	North Education Center	To accept a License 2209 Position	08/25/2025
Khaulah Nik Rushdi	Educational Support Professional	South Education Center	To accept a License 2209 Position	08/25/2025
Nasir Ahmed	Educational Support Professional	West Education Center	Personal Reasons	08/04/2025

Yah Guannu	Educational Support Professional	North Education Center	Personal Reasons	08/08/2025
Megan Petrowiak	Educational Support Professional	West Education Center	Personal Reasons	08/08/2025
Corey Ramsey	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	08/11/2025
Tessagay Haughton	Educational Support Professional	Care and Treatment Programs	Personal Reasons	08/18/2025
Alicia Butler	Administrative Support V	West Education Center	Personal Reasons	07/31/2025
Annette Guzman Flores	Administrative Support IV	North Education Center	Personal Reasons	08/13/2025
Mariola Cincio	Custodial Worker	Facilities Department	To accept Local 284 Facilities Operation Night Lead Position	07/14/2025
Jenny Naxay	Administrative Support IV	Student Supports Department	Personal Reasons	08/19/2025
Shawn Garvey	IT Specialist	Information Technology Department	Personal Reasons	08/15/2025

Separations: Retirements (Regular/Disability)			
Name	Position	Department or Site	Effective Date
Lori Nystrom	Health, Safety, and Security Coordinator	Health & Safety	09/26/2025
Travis Voels	Social Studies Instructor	Northern Star Online	08/22/2025

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

ATTACHMENT TO ROUTINE HUMAN RESOURCES ACTIVITIES REPORT August 28, 2025

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

Pamela Beatty	Madeline Brunner	Bryan Cook
Carol Dannenbrink	Kristen Engen-Routzohn	Orsi Forgony
Evander Grubbe	William Carlisle	Ariyonna Logan
Andre McElroy	Laura Nesler	Sergei Rospel
Erik Rehwaldt	Yulia Star	Christina Sundae
Lindsay Zeyer		

Summer School

LICENSED

ESY/EY

Jack Daraitis	Glenda Kibat	Samantha Peterson
Candace Sanborn	Michelle Seiger	

NON LICENSED:

ESY/EY

Shanel Anderson	Manlizi Arrington	Julia Baldwin
Shawn Cook	Cassidy Fyler	Darius Harris
X'Zaveyona Huff	Armani Hyde	Fred Jefferson
Alyssa Kopischke	Alberto Martinez Miranda	Dion Cook
Archealius Powers-Robinson	Marquise Pruitt	Sara Rodriguez
Gabriela Sanchez Torres	Daija Seals	Samueleen Shokunbi
Kalia Twiet	Hattie Tyus	DeeAras Williams
Davianna West		

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Recommendation for Board Approval - EmpowerU

Aug 05, 2025

Author

David VanDenBoom, Principal, Northern Star Online

Summary

Contract submitted for purchase and implementation of EmpowerU:

- Period is for FY 20245-2026 & FY 2026-2027
- Client Hosted Per Enrollment License
- Various Course Offerings
- EmpowerU Hosted Course
- EmpowerU coaching platform
- \$22.50 for each student enrolled in the program - Aprox. 250

Recommendation

It is recommended that the Board approves the 2 year contract with EmpowerU.

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Employee Recognition Program Approval

August 28, 2025

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 28, 2025

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:

- Angela Schultz, Communications Admin Support District Service Center

With the addition of this card, the district will have 54 active p-cards in operation.

Recommendation

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



Strategic Plan Progress Report 2024-2025 Goals



The **mission** of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

Values & Beliefs

Inclusion

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

Trust

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

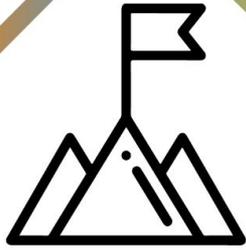
Integrity

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

Authenticity

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

Themes



**ACHIEVING
ACADEMIC SUCCESS**



**CULTIVATING EQUITY
& INCLUSION**



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



Achieving Academic Success

1 Year 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.



Student Goal Outcome



Goal

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

Outcome

- Strong progress was made in setting goals, especially among students enrolled for 42 or more days, with over 99% having a goal entered.
- However, the district did not meet the performance target.
- The data reinforces the positive impact of goal-setting.

Staff Goal Outcome



Goal

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.

Outcome

- Elements of the Collaborative Planning Guide process as reported by each site show high implementation of the structure, with varying levels of success with more complex aspects. This has informed our goals for 2025-2026 in focusing on using disaggregated student/school data and implementing targeted intervention plans.

Family/Caregiver Goal Outcome



Goal

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

Outcome

- A comprehensive system for communicating with families/caregivers regarding school and academic progress is complete. The system is also available in Spanish, Somali, and Hmong [on the district website.](#)
- On the District's website, families/caregivers can see how staff will communicate student progress.



Cultivating Equity & Inclusion

1 Year 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

Student Goal Outcome



Goal

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

Outcome

- Tier 1, Tier 2 and Academy students have access to view all of District 287's courses on the [District website](#) and can select classes.
- The catalog includes courses in the following areas:
 - Core academic subjects, Graduation Requirements, Career & Tech Center Pathways, Northern Star Online, West Suburban Summer School

Staff Goal Outcome



Goal

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

Outcome

- All Equity Teams (sites and departments) hosted at least two events. Some exceeded the goal.
- Examples of events included the festival of nations, *The Space Race* documentary viewing, door decorating contest, equity empowerment exposition, art fair, and inviting cultural dance troupes and local authors to visit students.

Family/Caregiver Goal Outcome



Goal

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

Outcome

- Culturally relevant interpreting and translating resources have been provided to staff, along with consistent standards of usage.
- The consistent standards of usage were incorporated into a process and a state mandated [Language Access Plan](#).
- Resources are available to staff on the Communications Department staff website.



Promoting Social-Emotional Learning

1 Year Goals completed by June 30, 2025

□ Student Goals

80% of Tier 2 Elementary and Middle School and Academy students will develop their own social-emotional learning 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 social-emotional learning-based opportunities will be provided to families/caregivers.



PROMOTING
SOCIAL-EMOTIONAL
LEARNING (SEL)

Student Goal Outcome



Goal

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

Outcome

- Approximately 90% of students in Tier 2 Elementary, Middle School, and Academy programs have developed their own SEL goal, self-monitored progress, and conferred with staff during the 2024-2025 school year.

Staff Goal Outcome



Goal

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.

Outcome

- The district developed a 3-day orientation during the 2024-2025 school year for all new staff.
- Developed a 3-day New Hire Orientation Agenda.

Family/Caregiver Goal Outcome



Goal

A minimum of four social-emotional learning (SEL) based opportunities will be provided to families/caregivers.

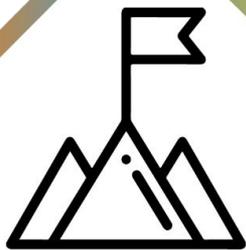
Outcome

- Hosted 4 SEL-based family events during the 2024-2025 school year.
 - **October 2024:** Overview of SEL Instruction in the District
 - **December 2024:** Family & Caregiver Community Building
 - **February 2025:** Engaging Immigrant Families
 - **May 2025:** SEL for Students Using Assistive Tech



QUESTIONS?

2025-2026 Annual Goals



**ACHIEVING
ACADEMIC SUCCESS**



**CULTIVATING EQUITY
& INCLUSION**



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





Student Goals

Annual Goals completed by June 30, 2026

- **Achieving Academic Success**
80% of all students will meet or exceed one identified academic goal, as measured by weekly formative assessments, including progress monitoring.
- **Cultivating Equity & Inclusion**
Each educational center will have a student leadership group that is representative of their student body; the district's programs (Care & Treatment, Itinerant, Northern Star Online) will provide opportunities for student voice on curriculum, activities, or events.
- **Promoting Social-Emotional Learning**
80% of all students will meet or exceed one identified social-emotional learning goal, as measured by weekly formative assessments, including self-assessments or progress monitoring.



Staff Goals

Annual Goals completed by June 30, 2026

- **Achieving Academic Success**
Through monthly collaborative team meetings, all staff teams will show evidence of using disaggregated student/school data and implementing targeted intervention plans.
- **Cultivating Equity & Inclusion**
All full-time staff will engage in at least eight activities to reflect on their social identities and how that influences their work with students and colleagues.
- **Promoting Social-Emotional Learning**
Retention rates for staff within their first year will increase by 10% from the previous year through consistent onboarding and mentorship, as measured by annual retention data and stay interviews.



Family Goals

Annual Goals completed by June 30, 2026

- **Achieving Academic Success & Promoting Social-Emotional Learning**
To increase family/caregiver knowledge of their student's progress, staff will provide caregivers with an opportunity to review and discuss their formative assessment data on academic and social-emotional learning goals at conferences.
- **Cultivating Equity & Inclusion**
Each educational center and district program (Care & Treatment, Itinerant, Northern Star Online) will establish a family/caregiver group to provide feedback to administration on district curriculum and school activities.



**Intermediate
District 287**

RESPONSIVE. INNOVATIVE. SOLUTIONS.



2024-2025 Strategic Plan

Annual Progress Report

Message from the Superintendent



I am both excited and deeply honored to begin the 2025-2026 school year. We are looking forward to accomplishing our annual goals under the 2029 strategic plan. This plan serves as a pivotal framework for achieving exceptional student outcomes.

We are grateful to the families, students, and staff who committed to achieving our 2024-2025 strategic plan goals. We remain steadfast in placing student voices at the forefront of our strategic endeavors, ensuring their input continues to shape our annual goals.

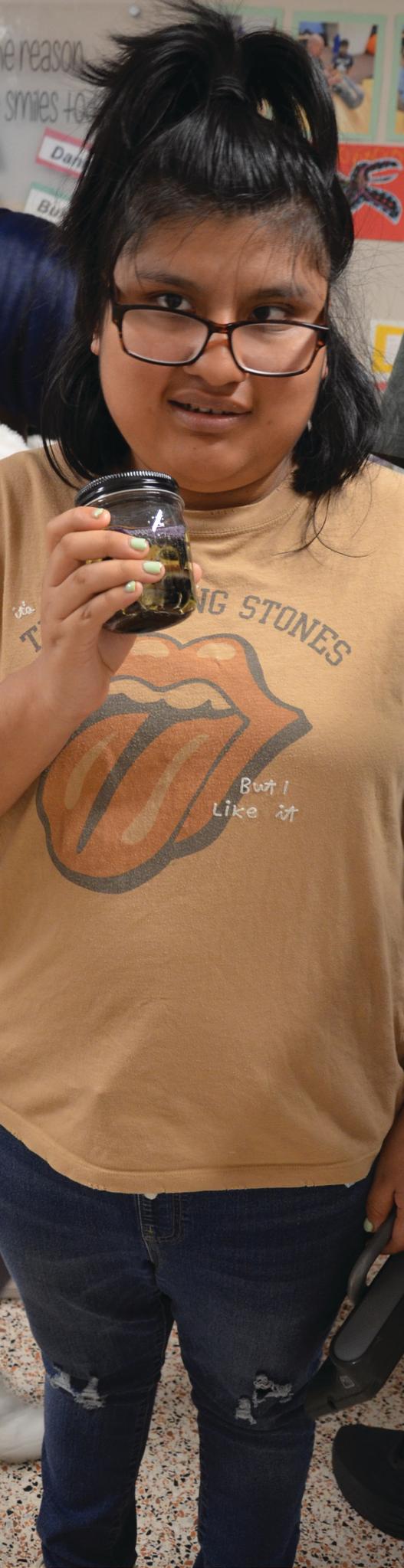
As promised, this report marks the annual update on the progress of our strategic plan, which we are privileged to share with our member districts, families, and cherished community partners.

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

2024-2025 Goals & Outcomes

Student Goal

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

Outcome

Strong progress was made in setting goals, especially among students enrolled for 42 or more days, with over 99% having a goal entered. However, the district did not meet the performance target.

Across sites, approximately 60% of students either met or were on track to meet their academic goal, falling short of the 80% benchmark. Additionally, a small but notable portion of students (11%) had no recorded progress toward their goal, despite being enrolled long enough to warrant monitoring.

Several factors contributed to the gap:

- Inconsistent progress monitoring and data entry across some sites
- Variability in the use of intervention supports for students flagged as at-risk or urgent
- The need for stronger alignment between goal-setting, instructional support, and collaborative team review cycles

The data reinforces the positive impact of goal-setting. For example, in the Northern Star Online (NSO) program, 88% of students who set a learning goal completed their course, compared to only 68% of those without a goal. This trend held especially true for Black, Hispanic, and Indigenous students, where the course completion rate was 87% with a goal versus 68% without one, underscoring the importance of this practice in supporting equity.

Moving forward, key focus areas will include:

- Strengthening consistency in goal progress monitoring using the Multi-Tiered System of Support (MTSS) module in Synergy
- Providing additional support to sites with lower goal attainment rates
- Ensuring every student receives timely interventions when they are off-track
- Enhancing training and accountability for entering and updating progress in a timely manner

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

Achieving Academic Success

2024-2025 Goals & Outcomes

Staff Goal

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.

Outcome

Observations and site reporting confirmed that 100% of classrooms and programs implemented the Collaborative Planning Time Guide during scheduled planning time. This meets our strategic plan expectation for consistent use of the guide across the district.

All sites established regular collaborative teaming structures with shared calendars and agendas, reflecting strong alignment with the foundational elements of the guide. Participant roles and the inclusion of related service providers were also consistently observed, though with some variation in clarity and consistency by site.

While the structural components of the process were implemented with high fidelity (see Figure 1), site reports showed more variability in the deeper instructional work—particularly in using disaggregated student data to drive discussions and in assigning specific follow-up actions. These more complex elements were implemented at a medium level across most sites.

This analysis has informed our 2025-2026 goal, which will focus on:

- Strengthening the use of student- and school-level data to guide planning conversations
- Increasing consistency in developing and implementing targeted intervention plans as action steps
- Supporting teams in refining roles and responsibilities to deepen shared ownership

Overall, this year’s implementation reflects a strong foundation and a clear path forward to deepen the impact of collaborative planning time on student learning outcomes.

	Ann Bremer Education Center	Care & Treatment	Career & Tech Center	District Service Center	North Education Center	Northern Star Online	South Education Center	West Education Center
Calendar of regular teaming created	High	High	High	High	High	High	High	High
Agenda set up and shared	High	High	High	High	High	High	High	High
Participant roles identified	Medium	Medium	High	Medium	High	Medium	High	Low
Related Service Providers Included	High	Low	High	High	High	Low	High	High
Data used to inform discussions	Low	Medium	High	Medium	Medium	Medium	High	Medium
Action steps and tasks assigned	Low	Medium	High	Medium	Medium	Medium	High	Medium

Figure 1. Evidence of each site implementing Collaborative Team Meetings

Achieving Academic Success

2024-2025 Goals & Outcomes

Family/Caregiver Goal

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

Outcome

A comprehensive system for communicating with families/caregivers about school and academic progress has been developed and implemented, meeting the strategic plan goal.

The system outlines how families can expect to receive information about their student’s academic progress, school updates, and other important communications (see Figure 2). It is [posted on the district website](#) and available in Spanish, Somali, and Hmong, ensuring broader accessibility for families/caregivers whose primary language is not English.

To assess the usefulness of the new system, the district surveyed families who reviewed it. Of those surveyed, the majority found the system very helpful to know how and when they would receive academic and school-related information.

This feedback confirms that the system not only meets the goal, but also provides meaningful support to families by improving clarity and consistency in communication.

Moving forward, the district will continue to promote awareness of the system and monitor feedback to ensure it remains responsive to the needs of all families.

School Communications		
Type of Information	Frequency	Communication Channel
Academic Updates		
Report Cards	Quarterly	Email or Mail
Updates on classroom involvement	Weekly	Preferred communication channel or ParentVue
Emergencies		
Notifications (Lock Down, Evacuation, Etc.) School Cancellation	As Needed	Email, Phone, Text Message, Social Media, and District 287 Website
Special Education		
Progress Reports	Quarterly	Email & Mail
Procedural Safeguard	Annually & As Needed	Email & Mail
Team Meetings (IEP/Evaluation, Scheduling, etc.)	As Needed	Preferred communication channel
Events & Activities		
School Events & District Calendar	Annually & As Needed	Email
School Newsletter	Monthly	Email
Health & Safety		
Health Service Information Student Health	As Needed	Email, Phone, or Text Message
Policies & Procedures		
District Policies & Procedures Annual Notices	Annually & Ongoing	District 287 Website
Student Handbook	Annually & Ongoing	District 287 Website & Student's Classroom
Resources		
Application for Educational Benefits Community & Mental Health Services	Annually & As Needed	District 287 Website

Figure 2. A chart created to inform families/caregivers and portray the Comprehensive Communications System in one place.

Cultivating Equity & Inclusion

2024-2025 Goals & Outcomes

Student Goal

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

Outcome

Tier 1, Tier 2, and Academy students have digital access to view and select from all of District 287's course offerings through a centralized catalog (see Figure 3) [available on the District website](#), fulfilling the strategic plan goal.

The course catalog includes offerings across key areas:

- Core academic subjects
- Graduation requirement courses
- Career & Technical Center (CTC) pathways
- Northern Star Online (NSO)
- West Suburban Summer School

All courses align with Minnesota state standards and are part of an ongoing effort to ensure high-quality, consistent learning experiences across programs. In addition to serving students, a catalog is being developed for staff, which includes syllabi and scope-and-sequence tools to support instructional planning and alignment.

This catalog enhances transparency and supports informed decision-making for students, families/caregivers, and staff across the district.

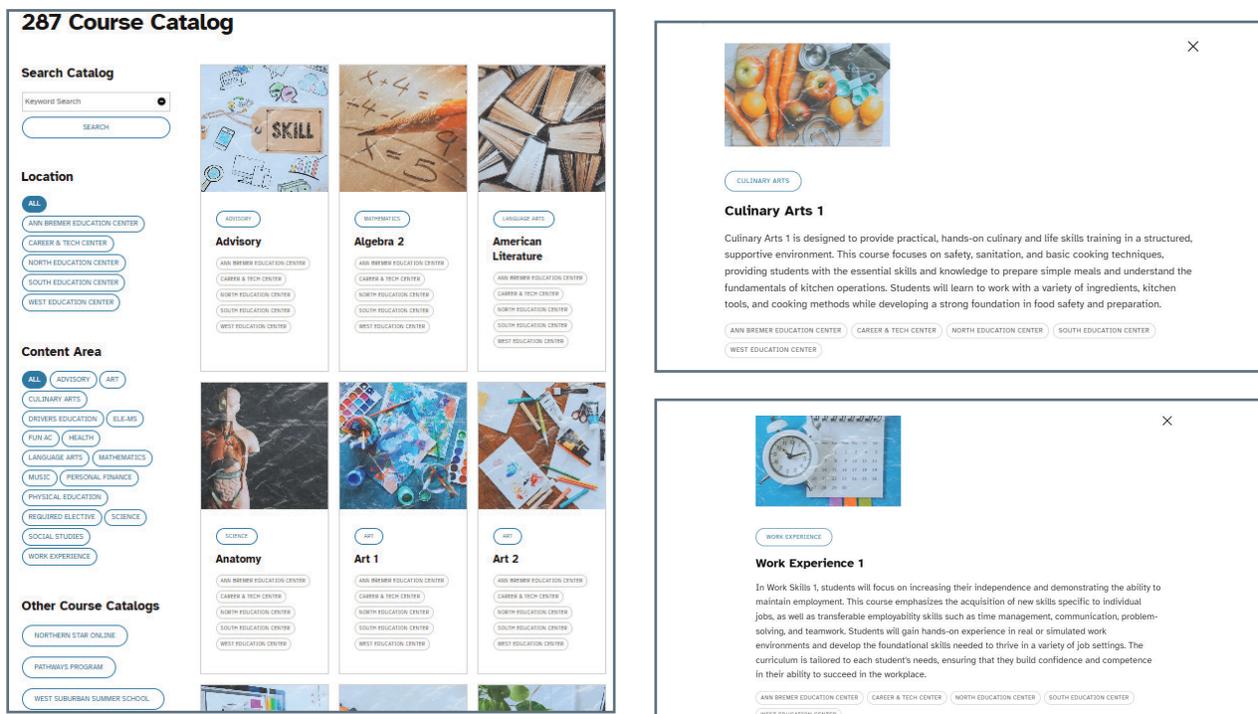


Figure 3. The course catalog and two course descriptions on the public website.



Cultivating Equity & Inclusion

2024-2025 Goals & Outcomes

Staff Goal

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

Outcome

Each District 287 site and program hosted at least two culturally relevant educational opportunities, experiences, or performances during the school year, while some exceeded the goal by hosting more than two.

These events were organized and led by Equity Teams at each site and department, demonstrating strong district-wide engagement and commitment to culturally responsive education. Activities were designed to celebrate diverse identities, promote inclusive learning environments, and engage students in meaningful cultural experiences.

Examples of culturally relevant events included:

- Festival of Nations
- Viewing and discussion of The Space Race documentary
- Door decorating contests celebrating cultural heritage
- Equity Empowerment Exposition
- Student art fairs
- Visits from cultural dance troupes and local authors

Each event was documented through the district's Culturally Responsive Event Documentation system, supporting accountability and shared learning across programs.

These opportunities not only met the strategic goal but also contributed to building a more inclusive and affirming school climate for all students, staff, and families/caregivers.

Cultivating Equity & Inclusion

2024-2025 Goals & Outcomes

Family/Caregiver Goal

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

Outcome

Culturally relevant interpreting and translating resources have been made available to all staff, along with clear and consistent standards for usage, fully meeting the strategic plan goal (see Figure 4).

These standards have been embedded into a comprehensive process and a state-mandated Language Access Plan (LAP), ensuring alignment with legal and equity-focused expectations for serving multilingual families and caregivers. The LAP will be recommended to the board for approval in the 2025-2026 school year and [available on the District website](#).

Resources are accessible on the Communications Department staff website and include:

- Step-by-step instructions for requesting interpretation and translation services
- A vetted list of freelance interpreters and approved local agencies
- A digital platform, called ParentNotices offers hundreds of federally compliant, legally reviewed, and translated family engagement documents
- A library of District 287–specific translated forms
- Interpreter Best Practices and guidance on Prohibited Practices

These tools support consistent, culturally respectful communication and ensure that families, regardless of language, can engage meaningfully in their students' educational experience.

Intermediate District 287
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Related to Procedure(s): NA
Division/Department: Communications
APPROVED BY SIT: February 5, 2025

Requesting Interpretation & Translation Services

PURPOSE.....	2
DEFINITIONS.....	2
INTERPRETATION.....	3
PROCESS INITIATION.....	3
PROCESS CONSIDERATIONS.....	3
PROHIBITED PRACTICES.....	3
ACTION STEPS & RESPONSIBLE PARTIES.....	4
URGENT OR UNPLANNED SPOKEN LANGUAGE INTERPRETATION ACTION STEPS & RESPONSIBLE PARTIES.....	4
URGENT OR UNPLANNED ASL INTERPRETATION ACTION STEPS & RESPONSIBLE PARTIES.....	6
WORKING WITH ASL INTERPRETERS.....	7
DUE PROCESS MEETINGS WITHIN AN INTERPRETING CONTEXT.....	8
RACIAL SLURS/HATE SPEECH WITHIN AN INTERPRETING CONTEXT.....	9
INTERPRETING SPOKEN LANGUAGE AND SPOKEN LANGUAGE.....	11
WRITTEN TRANSLATION.....	13
PROCESS INITIATION.....	13
PROCESS CONSIDERATIONS.....	13
PROHIBITED PRACTICES.....	15
ACTION STEPS & RESPONSIBLE PARTIES.....	15
RESOURCES.....	16

Requesting an Interpreter | **Interpretation Resources** | **Requesting Translation Services**

ParentNotices | TRANSLATION LIBRARY | TRANSLATION PORTAL

Documents must be translated if they meet any of the following criteria:

- It is required by law.
- It is requested by a family/caregiver or eligible student.
- The content relates to student safety, health protocols, emergency notifications, IEP documentation, 504 plans, and related evaluations.
- It pertains to behavior, disciplinary action, student handbooks, annual notices, surveys that directly invite family/caregiver participation, or planned family/caregiver events (e.g., family night, open house, graduation, strategic plan focus area work groups)
- The message is sent to all families/caregivers/eligible students, or all students.

+ How to Request a Document Translation

+ How to Fill-In, Print, and Download a Document from ParentNotices

+ Required Document Translation

Requesting an Interpreter | **Interpretation Resources** | **Requesting Translation Services**

REQUEST SPOKEN LANGUAGE INTERPRETATION SERVICES
Email: interpret@igcitemad.com
Call: 612.665.6696

REQUEST ASL INTERPRETATION SERVICES
Email: asl@igcitemad.com
Call: 612.665.6696

*For Meetings with Staff Only: Email: Lisa.M.Mohr@igcitemad.com
Email: imohr@igcitemad.com

+ How to Request Interpretation Services

+ How to Request On-Demand Spoken Language Interpretation Services

- How to Request On-Demand ASL Interpretation Services

Figure 4. Interpretation & Translation Guide for Staff and resources on the internal staff website.

Promoting Social-Emotional Learning

2024-2025 Goals & Outcomes

Student Goal

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

Outcome

Approximately 90% of students in Tier 2 Elementary, Middle School, and Academy programs developed their own social-emotional learning (SEL) goal, self-monitored their progress, and conferred with staff during the 2024–2025 school year.

This exceeds the district’s goal of 80% and reflects strong implementation of student-centered SEL practices across programs. Through this process, students were supported in identifying meaningful goals, tracking their own growth, and engaging in reflective conversations with staff, building both self-awareness and agency.

This outcome highlights the district’s continued commitment to integrating SEL as a core part of student learning and well-being, particularly in settings where students benefit from additional social-emotional support.

“

I considered [my social-emotional learning goal] helpful. It kept my mind straight. It kept me focused. Talking it out helped me feel less stressed.

KENNY, STUDENT

”

“

I already do good with goal setting but I think [setting a social-emotional learning goal] could be helpful for people who need a bit more support.

SHIYLAH, STUDENT

”

Promoting Social-Emotional Learning

2024-2025 Goals & Outcomes

Staff Goal

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.

Outcome

A universal onboarding system was developed and implemented for all new staff during the 2024–2025 school year.

The district launched a three-day orientation program that includes foundational training in disability awareness, mental health, trauma-informed practices, and de-escalation strategies, ensuring all new staff receive at least eight hours of training in these critical areas. The onboarding process also connects new staff with experienced colleagues to foster mentorship and professional support.

The onboarding system was refined through staff feedback:

- In January 2025, teams met to reflect on presentation effectiveness, identify challenges, and share recommendations for improvement.
- In May 2025, teams reviewed mid-year adjustments and began planning enhancements for the following year.

This ongoing feedback loop ensures the onboarding process remains responsive to staff needs and aligned with the district’s commitment to equitable, inclusive, and trauma-informed practices.

3-Day Orientation Schedule

Day 1

- District overview, Human Resources related topics including benefits, payroll, paid time off, and dependability
- Health and Safety procedures
- Union overview - Local 2209 or Local 284
- District Essential Training modules

Day 2

- Personal Care Assistance and Community First Services and Supports Certification
- Crisis Prevention Intervention online training modules
- Understanding disabilities, mental health, and trauma
- Restorative Practice Training

Day 3

- In-Person Crisis Prevention Intervention Training

Promoting Social-Emotional Learning

2024-2025 Goals & Outcomes

Family/Caregiver Goal

A minimum of four social-emotional learning (SEL)-based opportunities will be provided to families/caregivers.

Outcome

During the 2024–2025 school year, the district hosted four SEL-based events designed to engage families and caregivers in supporting student well-being. These opportunities were aligned with our strategic plan and focused on strengthening school-home partnerships through SEL (see Figure 5).

Events included activities that helped families understand SEL practices used in schools and provided tools for supporting students’ emotional growth at home. The consistent turnout and positive feedback from participants affirmed the value of these learning opportunities.

Moving forward, SEL information will be integrated into existing family nights to increase family/caregiver participation.

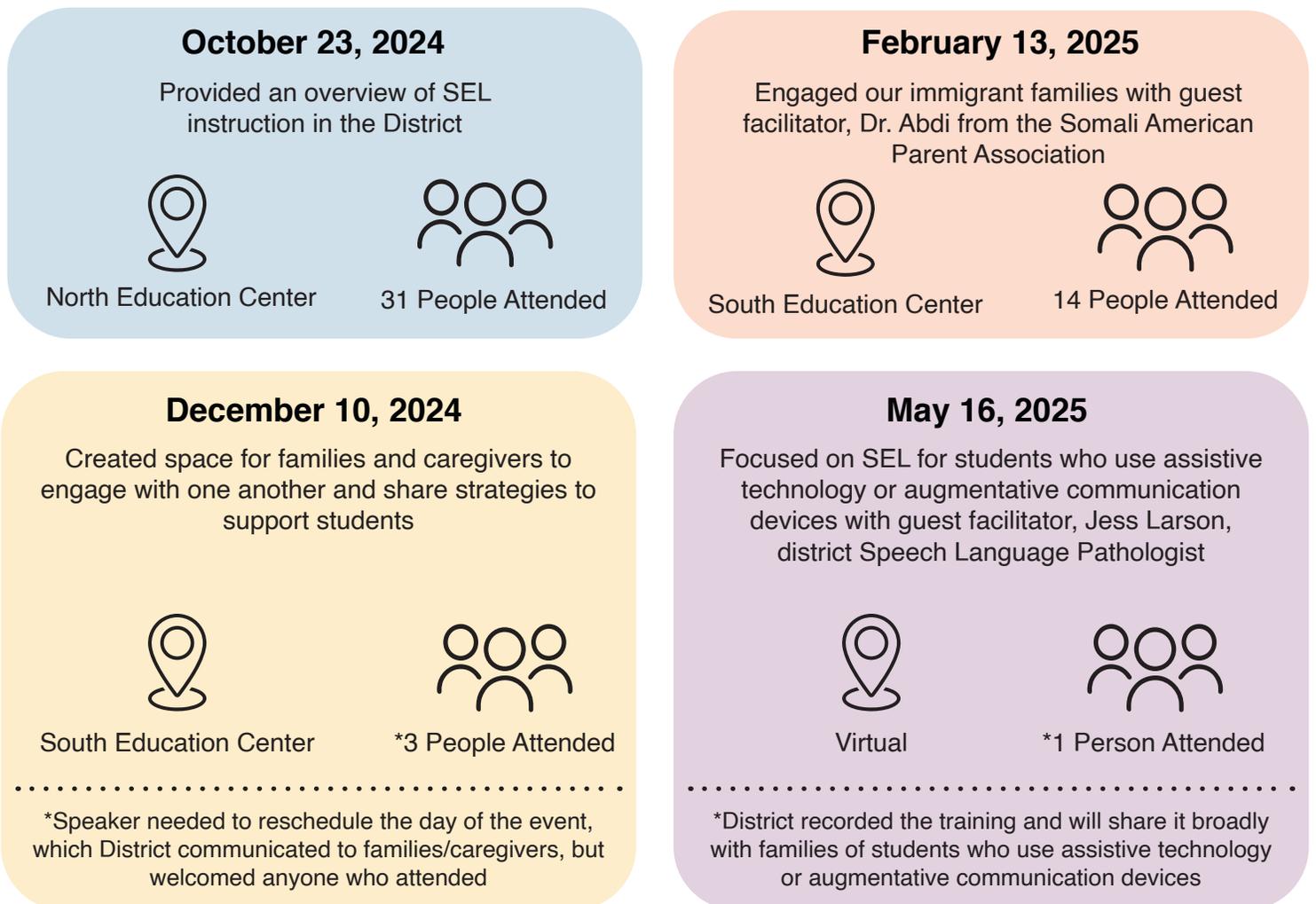


Figure 5. SEL events focused on various topics at different locations throughout the year.



Acknowledgements

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





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 @district287  @isd_287  @intermediate-district-287

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: August 28, 2025

TO: Intermediate School District 287 School Board

FROM: Marcy Doud, Superintendent

RE: Proposed Superintendent Goal for the 2025-2026 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, 2026, the 2025-2026 goals of the Strategic Plan will be 100% completed, and the goals for the 2026-2027 school year will be developed and shared with board members, staff, students, and families.

Action Steps to Achieve Goal Include:

- Complete classroom walk throughs to observe implementation
- Attend weekly Director's meeting to provide direction and coaching on implementation
- Attend monthly Strategic Implementation Plan (SIP) meetings to monitor implementation and problem solve barriers to implementation
- Attend Focus Area Work Group (FAWG) meeting, which gathers input from staff on implementation and the development of the 2026-2027 goals
- Review and meet with leaders on implementation data
- Provide Strategic Plan updates at Instructional and Operational Leadership (IOL) Meetings



Language Access Plan

Purpose

Meaningful Access

to District's educational programs, services, and activities.

Federal & State Mandates

require timely and effective language support services.

Review & Approve

by the School Board every 2 years

Interpretation & Translation

01

Core Services

Spoken or American Sign Language (ASL)
Interpretation & written translation options

02

Prohibited Practices

No untrained interpreters or unauthorized AI or machine translation tools

03

Best Practices

Guidelines for sensitive contexts to support clear communication

Identifying Language Needs

- Minnesota Language Survey
- Requested by staff or families/caregivers
- “Point to your Language” signs



PLEASE POINT TO THE LANGUAGE YOU UNDERSTAND

Albanian	👉 Ju lutemi, tregoni cilën gjuhë kuptoni.
Amharic	👉 አባትን ወደሚያውቁት ቋንቋ ይጠቁሙ።
Arabic	👉 الرجاء الإشارة إلى اللغة التي تفهمها.
Armenian	👉 Մողրում էեք Աշխ Այն Ազգոսն, որը Պար Շատկանում էք:
Bosnian	👉 Molimo pokažite na jezik koji razumijete.
Cambodian	👉 តើអ្នកចង់ប្រាប់ពីភាសាណាមួយទេ?
Chinese	👉 請表明您熟悉的語言。
French	👉 Veuillez pointer sur la langue que vous comprenez.
German	👉 Auf die gewünschte Sprache zeigen.
Gujarati	👉 તમે જે ભાષા સમજાવી શકો તે ભાષા ઢાંચો.
Haitian Creole	👉 Tanpri Lonje Dwèt ou sou Lang Ou Konprann nan.
Hebrew	👉 אנא הצבע על השפה שאתה מבין.
Hmong	👉 Thov Taw rau Hom Lus Koj To Taub.
Japanese	👉 理解できる言語を示してください。
Korean	👉 이해하는 언어를 선택하십시오.
Lao	👉 ກະລຸນາສະແດງສາຍຕໍ່ພາສາທີ່ເຂົາເຈົ້າເຂົ້າໃຈ.
Portuguese	👉 Aponte para o idioma que você entende.
Punjabi	👉 ਕਿਰਪਾ ਕਰਕੇ ਤੁਹਾਡੇ ਸਾਝ ਅਉਣ ਵਾਲੀ ਭਾਸ਼ਾ ਦਲ ਚਿਸਲ ਕਰੋ
Russian	👉 Укажите язык, который Вы понимаете.
Somali	👉 Fadlan Tilmaan Luqadda Aad Fahantid.
Spanish	👉 Señale el idioma que usted comprende.
Tagalog	👉 Mangyaring Ituro ang Wika na Naiintindihan Mo.
Thai	👉 โปรดชี้ไปยังภาษาที่ท่านสามารถเข้าใจ
Tigrinya	👉 በጽኑም ነገ አትርጎም ቋንቋ ብሊጅኩም ልብሩ።
Urdu	👉 براہے مہربانی اس زبان کی طرف اشارہ کریں جو آپ سمجھتے ہوں
Vietnamese	👉 Vui lòng trỏ vào ngôn ngữ mà quý vị hiểu.

How Services are Delivered



01

In-person, phone, or virtual

Interpretation & translation provided free of charge to all families/caregivers.

02

Translation tools

Automatic translation tools for the District website and 2-way communication software with families/caregivers

Roles & Support

Multilingual Program Coordinator and Family & Community Engagement Specialists play a key role in directly supporting families and equipping schools to better meet the needs of multilingual communities.

Click to add text

Click to add text

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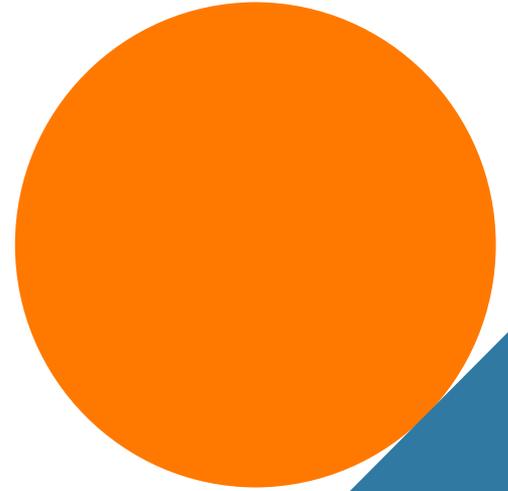


Photo of multilingual teacher group?

Click to add title

I'm Rain, and I'll be sharing with you my beautiful ideas. Follow me at @reallygreatsite to learn more.

PLACEHOLDER

PLACEHOLDER



Click to add title

Elaborate on what
you want to discuss.

Click to add title

01

Add a main point

Briefly elaborate on what you want to discuss.

02

Add a main point

Briefly elaborate on what you want to discuss.

03

Add a main point

Briefly elaborate on what you want to discuss.

Click to add title



01

Add a main point

Briefly elaborate on what you want to discuss.

02

Add a main point

Briefly elaborate on what you want to discuss.

Click to add title

Add a main point

Briefly elaborate on what you want to discuss.

Add a main point

Briefly elaborate on what you want to discuss.

Add a main point

Briefly elaborate on what you want to discuss.

Write Your Topic or Idea



Add a main point

Briefly elaborate on what you want to discuss.



Add a main point

Briefly elaborate on what you want to discuss.



Add a main point

Briefly elaborate on what you want to discuss.



Add a main point

Briefly elaborate on what you want to discuss.



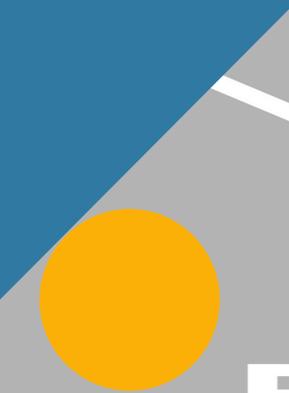
Add a main point

Briefly elaborate on what you want to discuss.



Add a main point

Briefly elaborate on what you want to discuss.



PLACEHOLDER

Click to add title

PLACEHOLDER

PLACEHOLDER

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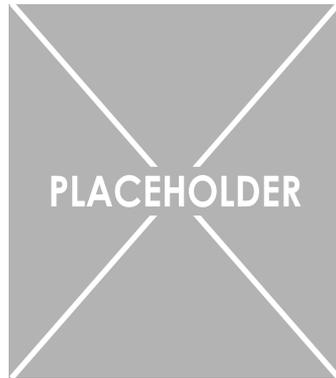
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Elaborate on what you want to discuss.



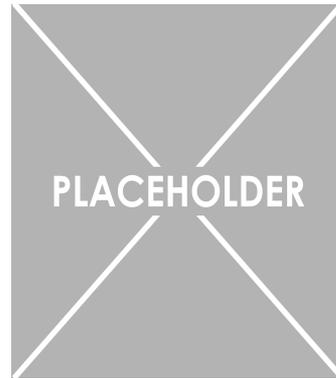
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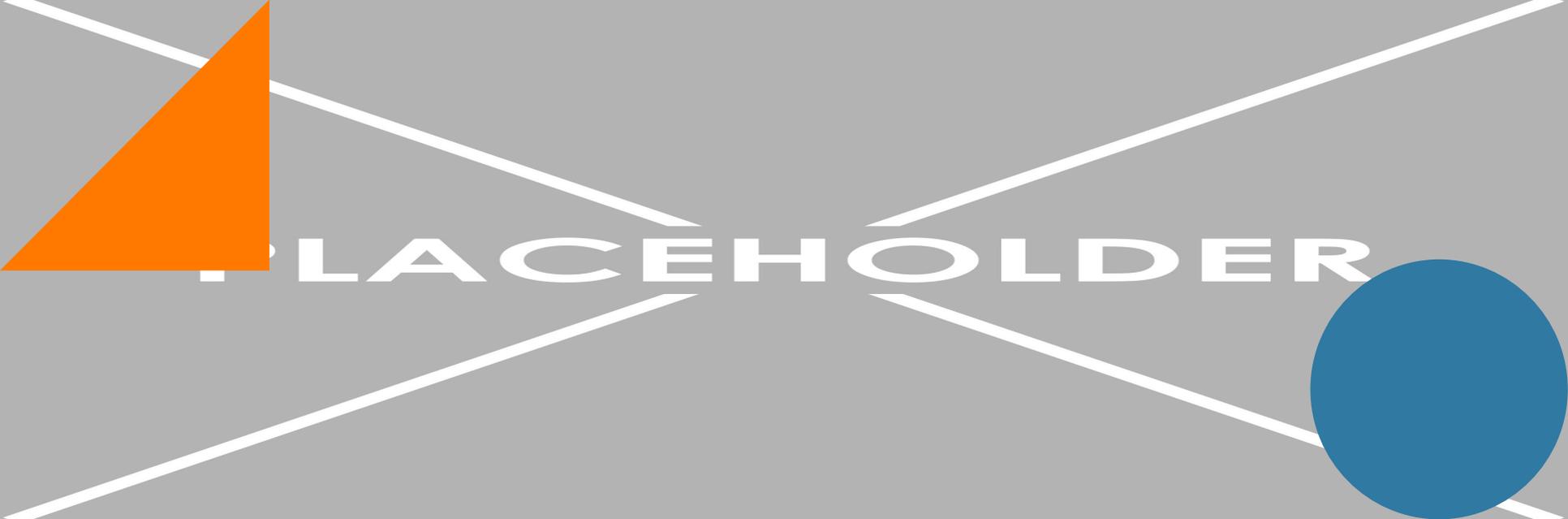
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Name

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PLACEHOLDER

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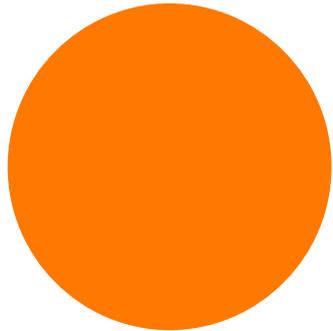


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Thank you!

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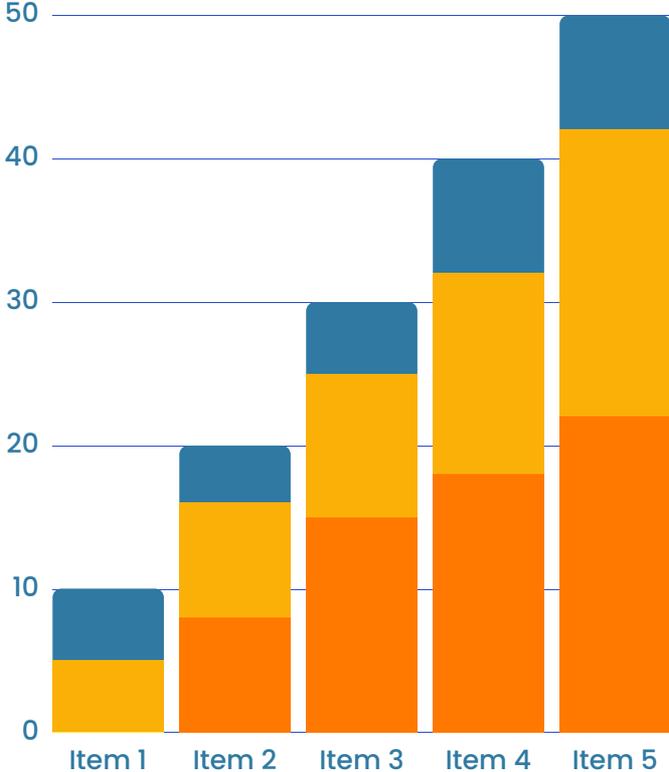
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2025-2027



Intermediate District 287

LANGUAGE ACCESS PLAN

district287.org/LanguageAccess

INTERMEDIATE DISTRICT 287 LANGUAGE ACCESS PLAN

Introduction

The Language Access Plan for Intermediate District 287 is designed for all families, caregivers, and students to fully access educational programs, services, and activities, regardless of their language proficiency. The plan details the processes to render effective language assistance (interpretation, translation, or any additional assistance due to a disability) to meet the diverse language needs of the community. Its primary goal is to support clear, effective communication between staff, families, and caregivers, promoting meaningful involvement in the educational process. These services are in place to ensure that every family has the opportunity to participate in and understand their child's educational experience.

Purpose and Authority

District 287's Language Access Plan is grounded in federal and state laws, including [Title VI of the Civil Rights Act of 1964](#), [Executive Order 13166](#), and [Minn. Stat. 123B.32](#). These laws require the district to provide timely and effective language assistance services to all students and their families or caregivers. Upholding inclusion as a core value, District 287 is committed to removing language barriers preventing individuals from being fully informed and engaged in their child's education. The plan provides clear guidelines and processes to ensure equitable access and participation. To maintain its effectiveness, the plan will be reviewed and updated every two years by the District 287's school board, ensuring it adapts to the evolving needs of the community.

Summary of the Plan

The Language Access Plan provides a clear framework for offering interpretation services, including spoken language and American Sign Language (ASL), as well as translation services. It includes guidelines for initiating services, considerations for service delivery, and standards for how staff are expected to work with interpreters. The plan also specifies the steps for requesting services, both for planned and urgent needs, and emphasizes the importance of accessibility to all educational and administrative activities.

Key components of the plan include the following:

- **Interpretation Service Request:** Families or caregivers may request an interpreter directly, indicate a language preference during online registration, or staff may initiate services when necessary.
- **Service Provision:** District 287 offers free interpretation services for spoken language and ASL. These services are available both onsite and virtually (via phone or video), and are provided for a wide range of educational and support activities.
- **Urgent or Unplanned Services:** The plan includes guidelines for on-demand services, offering immediate spoken language and ASL interpretation as needed, so communication continues smoothly even in urgent situations.
- **Prohibited Practices:** To uphold the highest standards of service and privacy, students, staff, or children under 18 are prohibited from acting as interpreters unless they have been trained by District 287 or the Minnesota Department of Education. Additionally, staff should not use machine translation, artificial intelligence tools, or unqualified personnel to translate or interpret. However, AI-powered translations integrated in approved district communication tools (TalkingPoints) may be used.
- **Interpreter Best Practices:** The plan includes guidance for working effectively with interpreters, including pre-meeting preparation, clear communication guidelines, and maintaining cultural sensitivity during interactions. Specific advice for interpreting during due process meetings, such as IEPs, is also provided to ensure accurate and respectful communication.

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DEFINITIONS

Bilingual Staff are fluent in multiple languages but may not be trained interpreters. They can assist with simple tasks (helping with forms/re-laying basic messages) but should not interpret or be pulled from primary duties.

English Language Development (ELD) is a program in District 287 that provides academic English language support to multilingual learners.

Interpretation is rendering a spoken or signed communication from one language into another.

Language Access Plan is a written document that describes how our district will provide services, processes and procedures to render effective language assistance to students and families who prefer to communicate in a language other than English.

Language Services refer to various services and resources facilitating communication between speakers who communicate in a language other than English, in a timely and meaningful way.

Multilingual Learner (MLL) is any language learner who regularly interacts in languages in addition to English. These students may also be English Learners.

Preferred Language is the language in which parents or guardians request services, resources, and communications from schools and the district.

Qualified Interpreters are trained professionals who follow the National Code of Ethics and Standards to facilitate communication between individuals who do not share a common language.

Translation is converting written text from one language into written text in another, maintaining the original material's intended meaning. For languages that rely on an oral tradition (i.e., Somali), an oral interpretation may be used in place of written translation.

Vital Documents refer to materials essential to a family's/caregiver's ability to access District 287 services.

LANGUAGE IDENTIFICATION

Parents/Guardians: Preferred Language

During enrollment, parents and guardians specify their preferred language, which is recorded in their profile within the district's student information system. This enables schools to identify families who need language assistance and provide appropriate language services. Families can update their preferred language at any time by contacting their school.

Students: Multilingual Learner (MLL) Identification

All families complete the Minnesota Language Survey during enrollment, which identifies a student's language experiences through parent or guardian responses. If the survey indicates a potential Multilingual Learner, District 287 obtains evidence of recent qualifying scores or administers a state-approved language proficiency assessment to determine whether English language development services are needed and identify the student with MLL status. Families are notified in the required timeline if their child qualifies for ELD services using the District's Parent Notification Form. The notification includes the amount of time and type of ELD service the child receives and shares the right to refuse service. Detailed information about ELD services in District 287 can be found in our Language Instruction Education Program.

NOTICE OF LANGUAGE SERVICES

District 287 is proud to provide language services. Families are informed of language services through school newsletters, printed flyer, district website, and the student handbook. Examples include the following:



PLEASE POINT TO THE LANGUAGE YOU UNDERSTAND

Albanian	🗣️ Ju lutemi, tregoni cilën gjuhë kuptoni.
Amharic	🗣️ ለሌሎች ወይም ለሌሎች ቋንቋ ይጠቀሙ።
Arabic	🗣️ الرجاء الإشارة إلى اللغة التي تفهمها.
Armenian	🗣️ խնդրում ենք նշել Այն Լեզուն, որը Դուք Հասկանում եք:
Bosnian	🗣️ Molimo pokazite na jezik koji razumijete.
Cambodian	🗣️ សូមប្រាប់/បង្ហាញឱ្យយើងដឹង។
Chinese	🗣️ 請表明您熟悉的語言。
French	🗣️ Veuillez pointer sur la langue que vous comprenez.
German	🗣️ Auf die gewünschte Sprache zeigen.
Gujarati	🗣️ તમે જે ભાષા સમજતાં છો તે ભાષા યાદ દે.
Haitian Creole	🗣️ Tanpri Lonje Dwèt ou sou Lang Ou Konprann nan.
Hebrew	🗣️ אנא הצבע על השפה שהינה מובן.
Hmong	🗣️ Thov Taw rau Hom Lus Koj To Taub.
Japanese	🗣️ 理解できる言語を示してください。
Korean	🗣️ 이해하는 언어를 선택하십시오.
Lao	🗣️ ກະລຸນາລະບົບພາສາທີ່ທ່ານເຂົ້າໃຈ.
Portuguese	🗣️ Aponte para o idioma que você entende.
Punjabi	🗣️ ਕਿਰਪਾ ਕਰਕੇ ਡਰਾਊ ਸਮਝ ਆਉਣ ਵਾਲੀ ਭਾਸ਼ਾ ਵੱਲ ਇਸ਼ਾਰਾ ਕਰੋ
Russian	🗣️ Укажите язык, который Вы понимаете.
Somali	🗣️ Fadlan Tilmaan Luqadda Aad Fahantid.
Spanish	🗣️ Señale el idioma que usted comprende.
Tagalog	🗣️ Mangyaring Ituro ang Wika na Naiintindihan Mo.
Thai	🗣️ โปรดชี้ไปยังภาษาที่ท่านเข้าใจ
Tigrigna	🗣️ በደንብ ነገ ለትርጉም ቋንቋ ብሏል/ትም ላብሩ።
Urdu	🗣️ براہے میری کسی زبان کی طرف اشارہ کریں جو آپ سمجھتے ہوں
Vietnamese	🗣️ Vui lòng trỏ vào ngôn ngữ mà quý vị hiểu.

Point To Your Language Signs

Posters at each school's front desk also allow individuals to indicate their language, enabling staff to arrange appropriate language services.

English Language Development Program Webpage

Find information about Multilingual Learning identification, entrance and exit procedures, and other frequently asked questions.


☰

English Language Development Program

The mission of the District 287 Multilingual Program is to support our unique learners in a way that ensures each student is seen, valued, and supported in the academic modalities available to them. We are committed to innovative, trauma-informed, responsive multilingual student instruction rooted in equity, academic celebration, and the very best educational practices for language acquisition instruction for students with the most unique learning needs.

Our Approach

Our K-12 multilingual instructional model emphasizes the uniqueness of each learner and supports language communication through content. Multilingual teachers use a variety of innovative teaching models and instructional resources to support individualized student goals in continuing to build a foundation of content knowledge, academic skills, and language proficiency. This foundation helps multilingual learners (MLs) access academic language and content in their courses. Multilingual teachers, Special Education teachers, and content area teachers collaborate and coordinate curriculum to reinforce content and language taught to our multilingual students.

- + How We Serve Our Multilingual Students
- + Curriculum and English Language Development Standards
- + Who Is Eligible for Services?

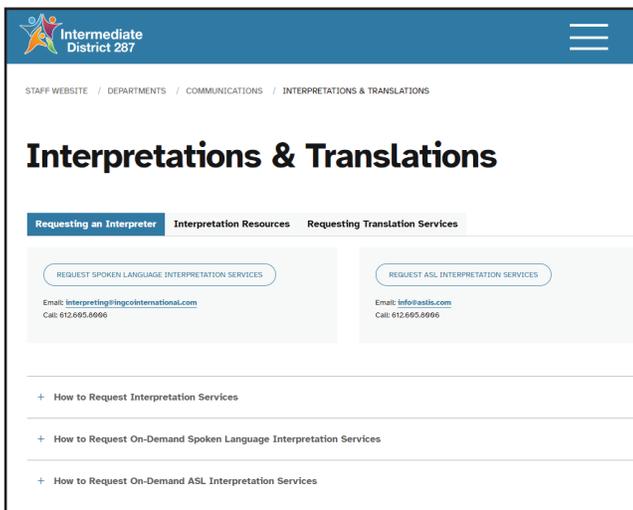
INTERPRETATION

Interpretation from qualified interpreters is available for communications related to academic outcomes, progress, determinations, and placement of students in specialized programs and services, as well as conferences, enrollment, informational meetings, and more.

District 287 offers three options for interpretation: Over-the-phone interpreting (OPI), scheduled or on-demand video remote interpreting (VRI), and in-person interpreting (spoken and/or ASL).

Family/Caregiver Access to Interpretation Services

Families/caregivers may request interpretation services in-person or through their principal, assistant principal, teacher or case manager.



Staff Access to Interpretation Services

The Staff Website includes the following:

- Step-by-step instructions for booking/using interpretation services
- A list of qualified freelance interpreters and approved local interpreting companies

IMPORTANT GUIDANCE

Reliance on untrained students, siblings, friends, or staff to interpret is not acceptable.

Students and untrained adults should not act as intermediaries in parent/guardian communication, as it may lead to misunderstandings.

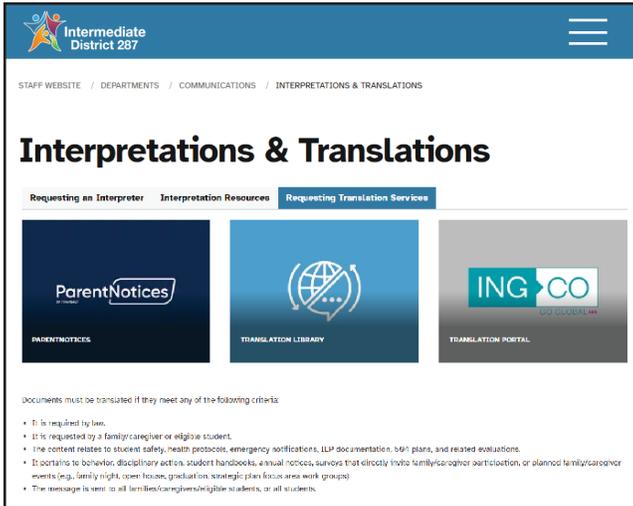
It is not recommended to use on-demand phone or video interpretation services for Individualized Education Program (IEP) or student behavior meetings. To ensure accuracy and clarity, in-person interpreters or scheduled video calls with interpreters from our approved interpretation providers should be used.

TRANSLATION

Translation services are available for requested documents in most languages. District 287 also proactively translates many vital documents into Spanish, Somali and Hmong, including the student handbook.

Family/Caregiver Access to Translation Services

Families/Caregivers may request translation services by contacting their student's school or emailing info@district287.org.



Website Translation

Families/Caregivers can view the district website in their preferred language by selecting the “select language” option on the home page.

Digital communication translation

District 287 uses email and texting services which:

- Send information in family's/caregiver's preferred languages (via email and text).
- Allow families/caregivers to choose their preferred language for viewing communications.
- Enables staff to send and receive text messages in the family's/caregiver's preferred language.

Staff Access to Translation Services

The Staff Website includes the following:

- A platform that provides staff with hundreds of legally reviewed, federally compliant, and translated family/caregiver engagement communication requirements available in multiple languages
- A library of District 287 specific translated forms and documents
- Step-by-step instructions for requesting translation services

IMPORTANT GUIDANCE

Reliance on unapproved automated translation tools (such as Google Translate) is prohibited.

Staff must include a disclaimer on messages when translation is not possible due to time constraints.

Please email info@district287.org or call 763.559.3535 regarding translation requests for districtwide communications.

STAFF ROLES

District 287 staff are responsible for meaningful and timely access to information in individuals' preferred languages. This includes principals, assistant principals, teachers, office staff, counselors, family engagement staff, school nurses, district staff, and all other personnel.

Professional Development

- In-person workshops
- Step-by-step guides
- New staff onboarding

SUPPORT FOR FAMILIES/CAREGIVERS AND STUDENTS

Multilingual Program Coordinator

Contact Ann Peruzzi at anndick@district287.org for more information.

- Implement Language Instructional Education Program (LIEP)
- Manage processes for Multilingual Learner Program entrance and exit, testing and progress monitoring
- Manage Bilingual Seals process
- Provide training to teachers and staff in best practices for teaching Multilingual Learners identified as English Learners

Multilingual Learner Professionals

Highly qualified, English as a Second Language licensed teachers provide Multilingual Learners instruction in English language development to ensure students can access grade-level content knowledge. Contact Ann Peruzzi at anndick@district287.org for more information. Comprehensive support includes the following:

- **Specialized Instruction:** Teach targeted lessons to strengthen multilingual learners' English skills in listening, speaking, reading, and writing.
- **Progress Monitoring:** Monitor and report students' language development and academic growth, ensuring their progress receives support and recognition.
- **Family Support:** Help multilingual families navigate the school system by offering resources and guidance to reinforce learning at home.

Family and Community Engagement Specialists

District 287 employs a Family and Community Engagement Specialist to support our diverse community, helping families feel included and empowered to engage in their student's education. Please contact Brenna MacDonald, Senior Manager of School and Community Outreach, at blmacdonald@district287.org for more information. Their work includes the following:

- **Facilitating Communication:** Acting as a vital link between families and school staff, FACEs ensure important information is shared effectively in the family's preferred language.
- **Supporting Multilingual Families:** FACEs partner with schools to support the needs of multilingual families. FACEs foster a welcoming and inclusive environment where all families feel supported and connected.
- **Promoting Cultural Understanding:** By educating school staff about the cultural backgrounds and unique experiences of multilingual families, Full Service Community Schools help create a more inclusive and culturally responsive school community.

LANGUAGE ACCESS COMMUNICATION

District 287 actively shares the Language Access Plan to ensure families/caregivers and staff are aware and have the training and resources to use it effectively.

- **Families/Caregivers:** Language services are offered to families who indicate a preferred language other than English. Information about Language Services is shared with all families through back to school information, school newsletters, emails, the District 287 website, and in the student handbook.
- **Staff:** All staff receive training through professional development sessions and a detailed step-by-step guide.
- **Public:** The Language Access Plan is available on the District 287 website.

LANGUAGE ACCESS REVIEW

District 287 regularly assesses and reviews the Language Access Plan to continually address the needs of our diverse community.

We gather feedback from families and staff via surveys, focus groups, and meetings, which offer valuable insights to improve the plan. The plan will be evaluated and updated by the District 287 School Board every two years.

We welcome your input on our language access services and are dedicated to delivering high-quality support. If you have any feedback, suggestions for improvement, or face challenges accessing services, please reach out to us via email at info@district287.org or by mail at District 287 District Office, 1820 Xenium LN N, Plymouth, MN 55441.





June 2025 Financials Quarterly Board Report

August 28, 2025



Revenues & Expenditures - June 2025

Revenues*	
Total	\$103,446,110
% Of Budget	80.3%
Compare to 2 Prior Years	Slightly Below 

Expenditures*	
Total	\$121,107,628
% Of Budget	95.9%
Compare to 2 Prior Years	Similar 

* Without Construction Funds

Investments



Regular Investments

Prior Month Total	\$24,317,284
Interest/Dividend Earned	91,041
Add/(reduction) to Investments	(5,000,000)
June End Total	\$19,408,325

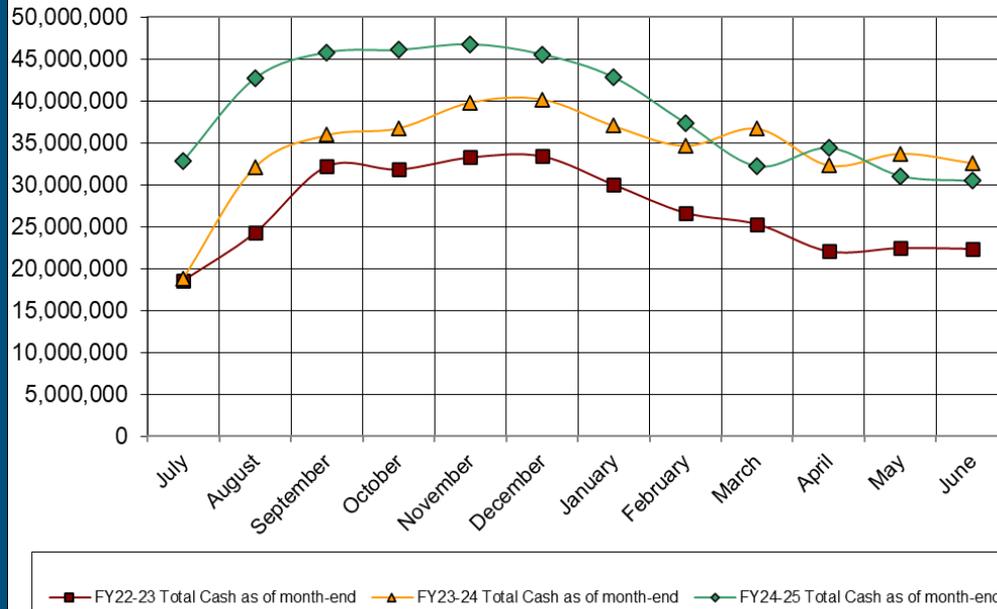
LTFM Construction Investments

Prior Month Total	\$2,773,810
Interest Earned	18,341
Construction Draws	(89,675)
June End Total	\$2,702,476

Cash Flow



CASH POSITION
Total Cash as of Month-End



Disbursements & Receipts

Disbursements

Accounts Payable	\$4,970,628
Payroll	3,835,463
Total Disbursements	\$8,806,091

Receipts

- \$8,157,508



Average Daily Membership - Compare to Prior Year

Program	June ADM	Prior Year Comparison
Alternative Learning Centers	254	+17
Northern Star Online	1,142	+236
Career & Technical	96	+29

Program	June ADM	Prior Year Comparison
Special Education	531	+46
Care & Treatment	98	+7



Questions
Questions

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



Regular Meeting – August 28, 2025

AGENDA SECTION: BUSINESS SERVICES REPORT

ITEM: Approval of Routine Monthly Finance Report

PRESENTED BY: Brian Schultz, Exec. Dir. of Business Services & Operations

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 \$103,446,110, or 80.3% of the Revenue Budget of \$128,874,184. Including Funds 06 & 11 year-to-date revenue in all funds total \$103,647,905, or 80.4% of the Revenue Budget of \$128,954,184. The District’s monthly revenue will continue to be based upon the cash payments we receive from MDE Special Education Uniform Tuition system and other state aids. Revenue will be made whole at the end of each fiscal year as we calculate all of our receivables and recognize the revenue receivable as part of the audit.

Year-to-date expenditures in all funds (excluding Funds 06 & 11) total \$121,107,628, or 95.9% of the Expenditure Budget of \$126,244,416. Including Funds 06 & 11 year-to-date expenditures in all funds total \$121,664,513, or 95.9% of the Expenditure Budget of \$126,824,193.

The amounts shown for 2024-25 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

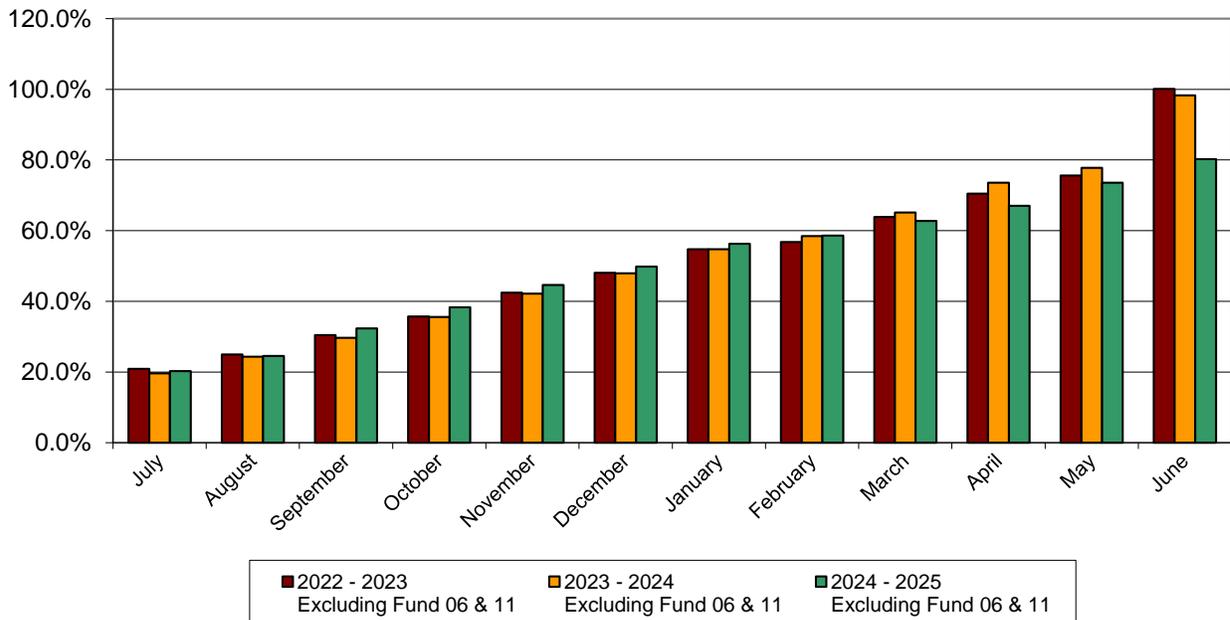
Month	2022 - 2023		2023 - 2024		2024 - 2025		2024 - 2025	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	23,192,942	20.9%	23,454,555	19.7% ²	26,130,396	20.3% ³	26,122,849	20.3%
August	4,486,051	25.0%	5,555,759	24.3% ²	5,533,085	24.6% ³	5,576,799	24.6%
September	6,032,596	30.4%	6,418,580	29.7% ²	9,995,943	32.3% ³	10,029,936	32.4%
October	5,841,372	35.7%	7,033,514	35.6% ²	7,739,129	38.3% ³	7,747,211	38.4%
November	7,490,646	42.4% ¹	7,853,633	42.2% ²	8,106,095	44.6% ³	8,113,520	44.7%
December	6,260,247	48.1% ¹	6,852,360	47.9% ²	6,680,616	49.8% ³	6,691,605	49.8%
January	7,338,783	54.7% ¹	8,090,580	54.7% ²	8,380,272	56.3% ³	8,391,118	56.4%
February	2,303,833	56.8% ¹	4,501,636	58.5% ²	3,006,126	58.6% ³	3,012,514	58.7%
March	7,885,058	63.9% ¹	7,937,907	65.2% ²	5,324,721	62.8% ³	5,331,650	62.8%
April	7,250,156	70.4% ¹	10,002,641	73.5% ²	5,535,964	67.1% ³	5,542,315	67.1%
May	5,714,807	75.6% ¹	5,089,254	77.8% ²	8,400,980	73.6% ³	8,457,265	73.7%
June	27,134,282	100.1% ¹	24,442,780	98.3% ²	8,612,783	80.3% ³	8,631,124	80.4%
TOTAL	110,930,774	100.1%	117,233,200	98.3%	103,446,110	80.3%	103,647,905	80.4%
BUDGET	110,842,085 ¹		119,257,057 ²		128,874,184 ³		128,954,184	

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

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

³ excludes Funds 06 & 11 budgeted revenue of \$80,000

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



Board- Revenue/Expense Summary by Fund Report

June	2024-2025	Intermediate District No. 287				
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,089,211.39	19,471,075.00	491,223.01	7,618,386.82	39.13%	11,852,688.18
02 - FOOD SERVICE FUND	842,491.85	953,594.00	92,682.37	541,355.53	56.77%	412,238.47
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,985,736.82	9,062,376.00	989,105.01	8,009,218.78	88.38%	1,053,157.22
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	5,044.29	5,356.00	0.00	95.00	1.77%	5,261.00
11 - LTFM BOND FUND	179,035.62	80,000.00	18,340.95	201,794.61	252.24%	-121,794.61
12 - ALC - ACADEMIC FUND	12,675,002.28	13,738,044.00	961,283.67	9,111,969.26	66.33%	4,626,074.74
13 - CAREER & TECH FUND	1,757,142.13	2,830,115.00	229,770.35	1,758,773.29	62.14%	1,071,341.71
14 - SPECIAL EDUCATION FUND	60,438,643.50	68,156,974.00	4,932,444.44	60,996,484.84	89.49%	7,160,489.16
20 - INTERNAL SERVICE FUND	603,475.41	686,700.00	47,829.97	740,820.21	107.88%	-54,120.21
21 - SELF HEALTH INSURANCE FUND	13,821,779.96	13,962,865.00	868,097.93	14,662,574.40	105.01%	-699,709.40
51 - STUDENT CLUB FUND	14,672.50	7,085.00	346.02	6,432.32	90.79%	652.68
Total Revenue	117,412,235.75	128,954,184.00	8,631,123.72	103,647,905.06	80.38%	25,306,278.94

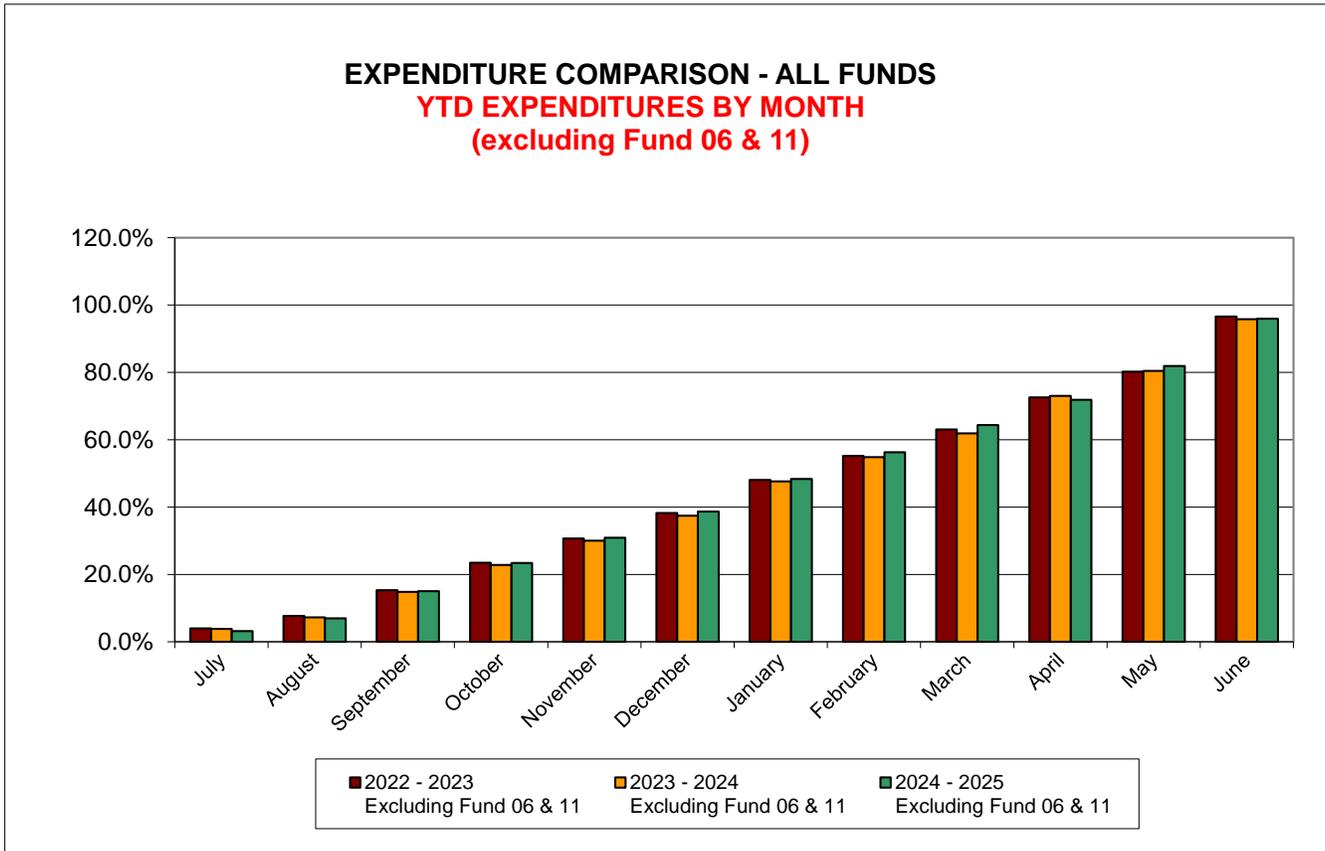
DISTRICT 287
EXPENDITURE COMPARISON

Month	2022 - 2023		2023 - 2024		2024 - 2025		2024 - 2025	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
	Amount	of Budget	Amount	of Budget	Amount	of Budget	Amount	of Budget
July	4,329,606	3.9%	4,424,027	3.8% ²	4,013,490	3.2% ³	3,844,417	3.0%
August	4,135,827	7.7%	3,954,604	7.3% ²	4,735,735	6.9% ³	4,738,018	6.8%
September	8,396,694	15.3%	8,668,867	14.8% ²	10,198,405	15.0% ³	10,377,104	14.9%
October	9,015,517	23.5%	9,257,161	22.8% ²	10,581,202	23.4% ³	10,581,966	23.3%
November	7,908,978	30.7% ¹	8,286,923	30.0% ²	9,450,008	30.9% ³	9,491,250	30.8%
December	8,310,856	38.2% ¹	8,555,529	37.4% ²	9,876,304	38.7% ³	9,878,304	38.6%
January	10,876,386	48.1% ¹	11,690,319	47.6% ²	12,191,878	48.4% ³	12,191,878	48.2%
February	7,802,263	55.2% ¹	8,340,543	54.8% ²	9,973,096	56.3% ³	10,023,077	56.1%
March	8,659,691	63.0% ¹	8,148,996	61.9% ²	10,233,010	64.4% ³	10,346,928	64.2%
April	10,529,808	72.6% ¹	12,848,626	73.0% ²	9,483,133	71.9% ³	9,565,260	71.8%
May	8,408,779	80.2% ¹	8,498,201	80.4% ²	12,673,417	81.9% ³	12,680,965	81.8%
June	18,041,489	96.6% ¹	17,696,852	95.8% ²	17,697,951	95.9% ³	17,945,346	95.9%
TOTAL	106,415,894	96.6%	110,370,648	95.8%	121,107,628	95.9%	121,664,513	95.9%
BUDGET	110,162,497 ¹		115,244,351 ²		126,244,416 ³		126,824,193	

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

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

³ excludes Funds 06 & 11 budgeted expenditures of \$579,777



_Board- Revenue/Expense Summary by Fund Report

June	2024-2025		Intermediate District No. 287			
Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	17,295,445.57	19,740,638.00	1,520,123.65	17,902,174.05	90.69%	1,838,463.95
02 - FOOD SERVICE FUND	829,028.85	967,057.00	100,379.75	884,130.36	91.42%	82,926.64
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,884,236.11	6,882,410.00	6,700.00	6,890,043.50	100.11%	-7,633.50
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	3,341.66	12,526.00	0.00	1,500.00	11.98%	11,026.00
11 - LTFM BOND FUND	1,196,106.77	579,777.00	247,395.90	556,885.23	96.05%	22,891.77
12 - ALC - ACADEMIC FUND	12,500,087.52	13,693,016.00	2,780,230.41	14,590,304.24	106.55%	-897,288.24
13 - CAREER & TECH FUND	1,848,757.33	2,473,519.00	376,645.98	2,047,916.94	82.79%	425,602.06
14 - SPECIAL EDUCATION FUND	58,619,231.50	68,487,304.00	11,524,765.78	66,427,402.16	96.99%	2,059,901.84
20 - INTERNAL SERVICE FUND	695,304.72	748,500.00	121,248.38	697,656.17	93.21%	50,843.83
21 - SELF HEALTH INSURANCE FUND	11,679,535.12	13,230,500.00	1,265,938.13	11,659,869.42	88.13%	1,570,630.58
51 - STUDENT CLUB FUND	15,679.35	8,946.00	1,918.42	6,631.18	74.12%	2,314.82
Total Expenses	111,566,754.50	126,824,193.00	17,945,346.40	121,664,513.25	95.93%	5,159,679.75

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **August 13, 2025**

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 2025	Totaling	\$	<u>4,970,628.07</u>
a) Check #'s 115602 - 115679, 115716, 115724 and Wire Transfers - #'s 4000002311 - 4000002335, 4000002356 - 4000002361, 4000002379 9000008340 - 9000008530			
2. Bond payments for: June 2025	Totaling	\$	<u>-</u>
a) Wire Transfers - #'s			
3. Payroll payments for: June 2025	Totaling	\$	<u>3,835,462.96</u>
a) Check #'s b) Direct Deposit #'s 9000158295 - 9000160258, 9000162519			
4. Receipts for: June 2025	Totaling	\$	<u>8,157,507.83</u>
a) Receipt #'s 20251292 - 20251384			
5. Invest. at end of mo. June 2025			
a) Fund 01 - General Fund		\$	19,408,325.03
b) Fund 11 - 2022A LTFM Bond (Construction Costs)		\$	<u>2,702,476.07</u>
		\$	<u>22,110,801.10</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 2025

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.201			9,649.22
PMA - MNTrust SDA - Nexbank, SSB - ICS, TX	4.270			2,037,357.69
PMA - MNTrust SDA - Bell Bank, MN	4.270			70,101.61
PMA - MNTrust SDA - Bank of China, NY	4.350			6,504,332.34
PMA - MNTrust CD - NexBank, TX	4.739			238,600.00
PMA - MNTrust CD - Capital Credit Union, ND	4.437			239,300.00
PMA - MNTrust CD - COREBANK, OK	4.396			239,400.00
PMA - MNTrust CD - UNITED HERITAGE CREDIT UNION, TX	4.596			238,900.00
PMA - MNTrust CD - Bank Of Clarke, VA	4.333			239,500.00
PMA - MNTrust CD - Western Alliance Bank, CA	4.175			239,900.00
PMA - MNTrust CD - BOM Bank, LA	4.438			239,300.00
PMA - MNTrust CD - Omb Bank, MO	4.000			240,300.00
PMA - MNTrust CD - Grand Ridge National Bank, IL	4.168			239,900.00
PMA - MNTrust CD - North American Banking Company, MN	4.201			239,800.00
PMA - MNTrust CD - T Bank, National Association, TX	4.204			239,800.00
PMA - MNTrust CD - GBank, NV	4.206			239,800.00
PMA - MNTrust CD - TruStone Financial Credit Union, MN	4.160			2,550,000.00
PMA - MNTrust CD - First Internet Bank of Indiana, IN	4.007			237,200.00
PMA - MNTrust CD - The Western State Bank, KS	4.136			235,300.00
PMA - MNTrust DTC - OAKSTAR BANK NA, 67389LAZ6	3.996			248,194.15
PMA - MNTrust CD - TruStone Financial Credit Union, MN	4.090			1,500,000.00
PMA - MNTrust DTC - VALLEY NATL BK WAYNE, 919853NZ0	3.898			244,241.86
PMA - MNTrust DTC - AMERICAN EXPR NATL BK, 02589AFD9	3.805			244,209.54
PMA - MNTrust DTC - MORGAN STANLEY PVT BANK, 61776NDI	3.905			244,209.29
PMA - MNTrust DTC - ALLY BANK, 02007G3P6	3.905			244,209.84
PMA - MNTrust DTC - FIRST PREMIER BANK, 33610RVS9	3.797			244,246.82
PMA - MNTrust DTC - FIRST BANK/HAMILTON NJ, 319137CN3	3.505			244,675.82
PMA - MNTrust CD - American Plus Bank, N.A., CA	3.600			233,000.00
PMA - MNTrust CD - Farmers Bank & Trust, KS	3.500			233,500.00
PMA - MNTrust CD - KS StateBank, KS	3.650			232,600.00
PMA - MNTrust DTC - PREMIER COMMUNITY BK WI, 74048CBK	3.504			248,699.31
PMA - MNTrust DTC - BUSINESS FIRST BANK, 098079BZ8	3.504			248,698.59
PMA - MNTrust DTC - ALL IN FEDERAL CREDIT UN, 01664MAM	3.554			248,698.95
PMA - MNTrust CD - Freedom Northwest Credit Union , ID	4.071			230,700.00
Total PMA - MNTrust Investments on Books				19,408,325.03

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	24,317,284.37
Current Month Activity	
Deposits	-
Withdrawals	(5,000,000.00)
Interest Earned - Recorded	90,228.77
Dividends Earned	811.89
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	19,408,325.03

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

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.201			2,458,579.59
PMA - MNTrust CD Account Balance				-
PMA - MNTrust SEC Account Balance	4.001			243,896.48
Total PMA - MNTrust Investments on Books for Fund 11				<u>2,702,476.07</u>
ACTIVITY DETAIL:				
Investments on our Book at End of Prior Month				2,773,810.32
Current Month Activity:				
Deposits				
Distributions/Repemptions				(89,675.20)
Interest/Dividends/Purchases Earned - Recorded				18,340.95
Adjustments - move funds not used for closing costs to construction (from Fund 07)				
Interest/Dividends Earned - To Be Recorded in Next Month				
Total Investments at End of Month & Un-recorded Interest				<u>2,702,476.07</u>
Total 2022A LTFM Investments (Fund 11) at End of Month				<u>2,702,476.07</u>

INTERMEDIATE DISTRICT 287
INVESTMENT ACTIVITY - 2022A LTFM BOND

June 2025

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

MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Nov-22	11/22/22	Proceeds from 2022A LTFM Bond	4,740,596.00
Nov-22	11/30/22	Interest/Dividends	4,282.32
Dec-22	12/30/22	Distributions/Construction Draws	-45,645.18
Jan-23	01/01/23	Interest/Dividends	687.30
Feb-23	02/07/23	Distributions/Construction Draws	-15,000.00
Feb-23	02/28/23	Interest/Dividends (for Jan & Feb '23)	19,146.93
Mar-23	03/31/23	Interest/Dividends	5,534.59
Apr-23	04/28/23	Distributions/Construction Draws	-165,570.33
Apr-23	04/30/23	Interest/Dividends	5,018.40
May-23	05/31/23	Distributions/Construction Draws	-39,431.25
May-23	05/31/23	Interest/Dividends	5,132.72
Jun-23	06/30/23	Interest/Dividends	8,599.22
Jul-23	07/31/23	Distributions/Construction Draws	-172,551.00
Jul-23	07/31/23	Interest/Dividends	9,456.04
Aug-23	08/31/23	Interest/Dividends	17,655.68
Sep-23	09/30/23	Interest/Dividends	5,613.71
Sep-23	09/30/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	01/31/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
Mar-24	04/01/24	Interest/Dividends	4,290.91
Apr-24	04/30/24	Distributions/Construction Draws	-90,040.61
Apr-24	04/30/24	Interest/Dividends	4,057.92
May-24	05/31/24	Distributions/Construction Draws	-15,421.57
May-24	05/31/24	Interest/Dividends	3,871.68
Jun-24	06/30/24	Distributions/Construction Draws	-114,204.33
Jun-24	06/30/24	Interest/Dividends	39,989.94
Jul-24	07/31/24	Distributions/Construction Draws	-205,158.46
Jul-24	07/31/24	Interest/Dividends	41,419.43
Aug-24	08/31/24	Distributions/Construction Draws	-243,211.97
Aug-24	08/31/24	Interest/Dividends	43,713.97
Sep-24	09/30/24	Distributions/Construction Draws	-242,331.43
Sep-24	09/30/24	Interest/Dividends	33,992.84
Oct-24	10/31/24	Distributions/Construction Draws	-178,698.47
Oct-24	10/31/24	Interest/Dividends	8,081.63
Nov-24	11/30/24	Interest/Dividends	7,424.07
Dec-25	12/31/24	Distributions/Construction Draws	-42,006.59
Dec-25	12/31/24	Interest/Dividends	10,988.86
Jan-25	01/31/25	Interest/Dividends	10,845.93
Feb-25	02/28/25	Interest/Dividends	6,387.66
Mar-25	03/31/25	Distributions/Construction Draws	-51,981.58
Mar-25	03/31/25	Interest/Dividends	6,929.06
Apr-25	04/30/25	Distributions/Construction Draws	-113,917.93

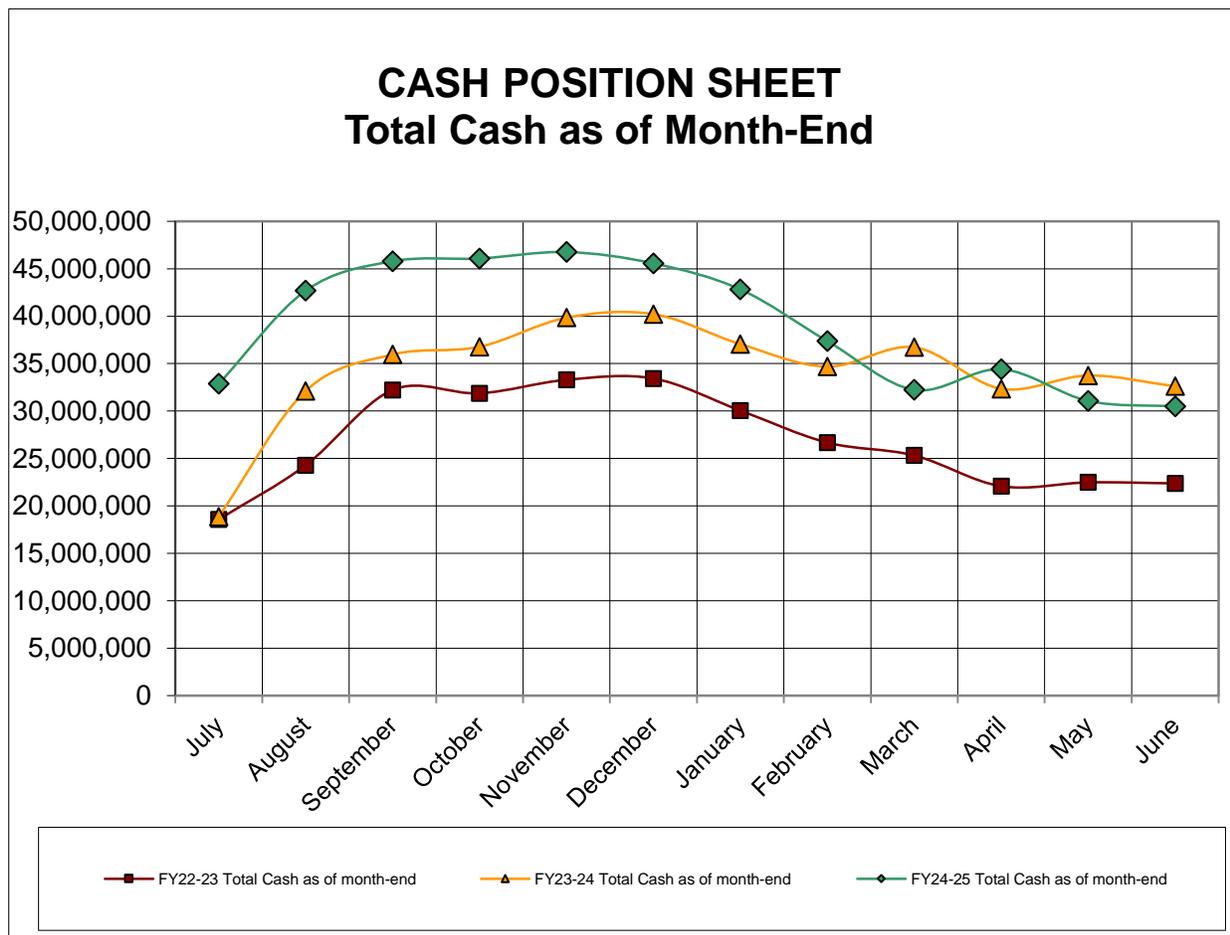
MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Apr-25	04/30/25	Interest/Dividends	6,350.81
May-25	05/31/25	Interest/Dividends	56,285.56
Jun-25	06/30/25	Distributions/Construction Draws	-89,675.20
Jun-25	06/30/25	Interest/Dividends	18,340.95
2022A LTFM Bond Investments - Balance as of End of Month			<u>2,702,476.07</u>

Intermediate District 287

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

<u>Date</u>	<u>FY22-23 Total Cash as of month-end</u>	<u>FY23-24 Total Cash as of month-end</u>	<u>FY24-25 Total Cash as of month-end</u>
July	18,572,017	18,858,236	32,864,612
August	24,288,930	32,119,813	42,689,540
September	32,223,695	35,958,742	45,793,738
October	31,867,127	36,774,908	46,084,518
November	33,293,625	39,840,981	46,762,578
December	33,430,295	40,212,901	45,567,325
January	30,048,503	37,055,362	42,825,007
February	26,677,119	34,683,875	37,375,272
March	25,316,842	36,722,274	32,232,314
April	22,075,795	32,345,881	34,409,724
May	22,481,243	33,746,144	31,065,481
June	22,374,821	32,610,936	30,485,742

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

JUNE 2025 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
6/3/2025	MSDLAF	MN DEPT OF EDUCATION-034	20251356	15,873.47	GYO ADULT
6/4/2025	MSDLAF	EAGLE RIDGE ACADEMY #4122	20251357	20,475.00	NSO TUITION
6/4/2025	MSDLAF	MN STATE MMB	20251358	54,909.82	MA 3RD PARTY BILLINGS
6/6/2025	MSDLAF	2022A LTFM BOND	20251359	89,675.20	LTFM REIMBURSEMENT REQUEST
6/10/2025	MSDLAF	MN DEPT OF EDUCATION-034	20251360	5,614.36	GYO STUDENT
6/18/2025	MSDLAF	MN STATE MMB-FNS	20251361	15,255.97	CHILD NUTRITION MAY - ABEC
6/18/2025	MSDLAF	MN STATE MMB-FNS	20251362	29,128.58	CHILD NUTRITION MAY - NEC
6/18/2025	MSDLAF	MN STATE MMB-FNS	20251363	17,861.36	CHILD NUTRITION MAY - SEC
6/18/2025	MSDLAF	MN STATE MMB-FNS	20251364	7,466.35	CHILD NUTRITION MAY - WEC
6/18/2025	MSDLAF	MN STATE MMB-FNS	20251365	4,566.85	CHILD NUTRITION MAY - YOUABLE
6/18/2025	MSDLAF	MN DEPT OF EDUCATION-034	20251366	16,175.70	NSLP EQUIPMENT GRANT
6/18/2025	MSDLAF	MN STATE MMB	20251367	759,765.16	MA 3RD PARTY BILLINGS
6/20/2025	MSDLAF	MN STATE MMB	20251368	4,048,716.10	IDEAS SPED, SPED SITES/PRGM, INDIAN ED
6/23/2025	MSDLAF	PERPICH SCHOOL OF THE ARTS (STATE	20251369	1,185.00	NSO TUITION
6/25/2025	MSDLAF	ST CLOUD STATE UNIVERSITY	20251370	262.00	STUDENT TEACHER HONORARIUM PAY
6/26/2025	MSDLAF	BENEFIT RESOURCE INC	20251371	15,740.06	COBRA PAYMENTS
6/30/2025	MSDLAF	BRAINTREE	20251372	317,794.59	JUN TUITION
6/30/2025	MSDLAF	MSDLAF	20251373	32,352.64	INTEREST EARNED JUN 2025
6/30/2025	MSDLAF	PAYBEE	20251374	346.02	ITINERANT METRO DINING CLUB CARD FUNDRAIS
6/30/2025	MSDLAF	PAYPAL	20251375	3,532.71	JUN TUITION
6/30/2025	MSDLAF	SCHOOLCAFE - ABEC	20251376	28.55	STUDENT DEFERRED REVENUE
6/30/2025	MSDLAF	SCHOOLCAFE - NEC	20251377	20.00	STUDENT DEFERRED REVENUE
6/30/2025	MSDLAF	SCHOOLCAFE - SEC	20251378	94.50	STUDENT DEFERRED REVENUE
6/30/2025	MSDLAF	SCHOOLCAFE - WEC	20251379	20.00	STUDENT DEFERRED REVENUE
6/30/2025	MSDLAF	SQUARE - BREMER BEAN SHOP ABEC	20251380	424.28	JUN STORE SALES
6/30/2025	MSDLAF	SQUARE - HENNEPIN TEA & COFFEE HTC	20251381	72.97	JUN STORE SALES
6/30/2025	MSDLAF	SQUARE - JITTERBUG NEC	20251382	658.79	JUN STORE SALES
6/30/2025	MSDLAF	SQUARE - COMMON GROUNDS SEC	20251383	325.55	JUN STORE SALES
6/30/2025	MSDLAF	SQUARE - SNACK SHACK WEC	20251384	307.75	JUN STORE SALES
MTD TOTALS				5,458,649.33	

INTERMEDIATE DISTRICT 287

JUNE 2025 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
6/30/2025	MSDLAF	LOFFLER	20250436	23,000.00	ADJUST VOIDED CHECK
6/30/2025	MSDLAF	BURNS, RETHA	20250437	307.47	ADJUST VOIDED STAFF REIMBURSEMENT
6/30/2025	MSDLAF	CITY OF PLYMOUTH	20250464	(1,111.31)	ADJUST POSTED WIRE
6/2/2025	MSDLAF	HEALTH PARTNERS	4000002311	212,002.48	HPAI CLAIMS
6/4/2025	MSDLAF	SUBURBAN WASTE MN	4000002312	4,815.33	UTILITY BILL
6/9/2025	MSDLAF	HEALTH PARTNERS	4000002313	157,060.17	HPAI CLAIMS
6/5/2025	MSDLAF	BANK OF MONTREAL	4000002314	65,849.68	P-CARD EXPENSE
6/13/2025	MSDLAF	BPAS	4000002315	53,615.31	VEBA
6/13/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002316	99,133.27	403B RETIREMENT
6/13/2025	MSDLAF	MN DEPT OF REVENUE	4000002317	606.45	STATE TAXES
6/13/2025	MSDLAF	MN DEPT OF REVENUE	4000002318	100,949.23	STATE TAXES
6/13/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002319	145,819.13	PERA
6/13/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002320	268,533.47	TRA
6/13/2025	MSDLAF	US BANK	4000002321	605,081.82	FEDERAL TAXES
6/10/2025	MSDLAF	PITNEY BOWES	4000002322	468.87	POSTAGE MACHINE LEASE
6/9/2025	MSDLAF	CENTERPOINT ENERGY	4000002323	8,368.14	UTILITY BILL
6/16/2025	MSDLAF	HEALTH PARTNERS	4000002324	713.20	FREQUENT FITNESS
6/16/2025	MSDLAF	HEALTH PARTNERS	4000002325	339,894.98	HPAI CLAIMS
6/16/2025	MSDLAF	PITNEY BOWES	4000002326	1,000.00	POSTAGE REFILL
6/12/2025	MSDLAF	PITNEY BOWES	4000002327	25.00	ACCESS & SHIPPING W/O HW OR METER
6/13/2025	MSDLAF	US BANK	4000002328	188.63	CASH MANAGEMENT SERVICES
6/30/2025	MSDLAF	BPAS	4000002329	10,347.47	VEBA
6/30/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002330	89,744.82	403B RETIREMENT
6/30/2025	MSDLAF	MN DEPT OF REVENUE	4000002331	669.92	STATE TAXES
6/30/2025	MSDLAF	MN DEPT OF REVENUE	4000002332	124,517.82	STATE TAXES
6/30/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002333	109,889.62	PERA
6/30/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002334	317,739.00	TRA
6/30/2025	MSDLAF	US BANK	4000002335	708,042.27	FEDERAL TAXES
6/26/2025	MSDLAF	CITY OF MINNETONKA	4000002356	1,147.49	UTILITY BILL
6/23/2025	MSDLAF	HEALTH PARTNERS	4000002357	196,164.66	HPAI CLAIMS
6/23/2025	MSDLAF	CITY OF NEW HOPE	4000002358	2,425.42	UTILITY BILL
6/23/2025	MSDLAF	CITY OF PLYMOUTH	4000002359	580.63	UTILITY BILL
6/30/2025	MSDLAF	BENEFIT RESOURCES INC	4000002360	7,029.20	FLEX SPENDING MONTHLY INVOICE
6/30/2025	MSDLAF	BENEFIT RESOURCES INC	4000002360	33,343.38	FLEX SPENDING ACCOUNT PAYMENTS
6/30/2025	MSDLAF	HEALTH PARTNERS	4000002361	200,351.29	HPAI CLAIMS
6/30/2025	MSDLAF	CITY OF PLYMOUTH	4000002379	1,111.31	UTILITY BILL TO ADJUST
6/10/2025	MSDLAF	US BANK	9000008409	33,840.69	AP ACH PAYMENTS
6/30/2025	MSDLAF	US BANK	9000008503	(307.47)	STAFF REIMBURSEMENTS VOID
6/30/2025	MSDLAF	US BANK	9000160001	(2,352.29)	PAYROLL RETURN
6/30/2025	MSDLAF	US BANK	9000162519	2,352.29	PAYROLL REISSUE
6/5/2025	MSDLAF	US BANK	9000008340-9000008365	214,759.93	AP ACH PAYMENTS
6/13/2025	MSDLAF	US BANK	9000008366-9000008408	19,747.91	STAFF REIMBURSEMENTS
6/12/2025	MSDLAF	US BANK	9000008410-9000008429	203,645.72	AP ACH PAYMENTS

INTERMEDIATE DISTRICT 287

JUNE 2025 ACTIVITY

6/30/2025	MSDLAF US BANK	9000008430-9000008496	12,185.21	STAFF REIMBURSEMENTS
6/26/2025	MSDLAF US BANK	9000008497-9000008530	289,319.71	AP ACH PAYMENTS
6/13/2025	MSDLAF US BANK	9000158295-9000159359	1,829,184.61	PAYROLL
6/30/2025	MSDLAF US BANK	9000159360-9000160258	2,006,278.35	PAYROLL

MTD TOTALS

8,498,080.28

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

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
06/04/25	2009 KAWASAKI RS	JKAVN2C129A026690	\$4,500.00	GRADFORD, DARRELL	CTC - EP	OUTDOOR MOTOR SPORTS
TOTAL			\$4,500.00			

August 2025
Volume 22
Number 10

Osseo Area Schools Reimagines Leadership and Culture Through the Practice of Holding Space

August 22, 2025
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

September 5, 2025
Board of Directors Meeting
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

September 26, 2025
Executive/Legislative Committee Meeting
7:30 a.m. - 9 a.m.
Anderson Center
Bethel University
Arden Hills

October 3, 2025
Board of Directors Meeting
7 a.m. - 9 a.m.
Quora Education Center
NE Metro 916
Little Canada

Osseo Area Schools is striving to transform education by utilizing the simple yet powerful belief that every member of the community deserves to be seen, heard and valued. Under the leadership of Supt. Dr. Kim Hiel, the district has embraced holding space — a concept grounded in the work of Heather Plett — as both a leadership stance and a practical framework to cultivate a human-centered culture across its PreK–12 system.



Supt. Dr. Kim Hiel

While holding space may sound abstract at first, Osseo Area Schools has undertaken the work of making it real — anchoring the concept in shared language, leadership practices and organizational structures. Guided by the mantra *One Community for All*, the district has translated the philosophy into daily action for scholars, staff, families and community partners.

A leadership shift: From theory to districtwide application

Dr. Hiel's embrace of holding space has become a catalyst for district transformation, with three foundational pillars anchoring the efforts to cultivate a human-centered approach:

- **Self** - How we slow down, locate our feelings and stay grounded
- **Others** - How we show up for community members, colleagues and relationships
- **System** - How we cultivate a culture where all voices are respected, and leadership is practiced with humanity and trust

To guide application across contexts, Osseo Area Schools created the following guiding principles:

- Slow down and ground yourself
- Locate your feelings and triggers
- Clarify your offer to hold space

Continued on page 2

It is an honor to have the opportunity to serve as the chair of AMSD for the 2025-26 school year. I want to thank St. Anthony-New Brighton Board Member Laura Oksnevad for her service as chair over the past year. Laura provided tremendous leadership in raising awareness and building support for student-centered learning initiatives and advancing AMSD's priorities. We are in the process of gathering feedback from AMSD members and will soon begin the work of drafting the legislative platform for the 2026 session. Enjoy the rest of summer and I wish you a great start to the school year!

From the AMSD Chair, Jim DeMay, Mounds View Board Member

Districtwide Effort Centers Human Dignity and Belonging in Education

Continued from page 1

- Be fully present
- Listen without judgment or fixing
- Respect autonomy and offer closure

These principles have become central to professional learning and leadership development, empowering school board members, and district and school leaders to navigate everything from daily decisions to districtwide initiatives with greater empathy and clarity.

Navigating complexity with humanity

The impact of this framework was perhaps most visible during Osseo Area Schools' attendance boundary review process — historically one of the most polarizing issues a district can face. Anticipating community concern, the district intentionally prepared leaders to lead with compassion, not control.

At community forums, participants were introduced to the concept and practice of holding space before engaging in small group conversations. Feedback from participants overwhelmingly reflected appreciation for being part of something authentic and human-centered. "We saw people engage with respect," said Dr. Hiel. "They felt heard. And even when there wasn't agreement, there was trust in the process."

Leading through tension, building through trust

At the school level, the concept and practice of holding space is becoming a strategy for courageous, values-based leadership. When staffing changes at Oak View Elementary caused concern, Principal Ryan Gibbs gathered his leadership team and framed upcoming conversations with staff through the holding space lens. "These sessions were really impactful," Gibbs shared. "People were able to feel like they were heard, seen and supported. We were able to build trust, share our 'why,' and affirm that we're in this together." The process didn't just resolve tension — it strengthened the school's culture.

Extending the circle of care

What started as an internal leadership commitment has since extended far beyond the district. Osseo Area Schools has introduced holding space to local partners, including the Maple Grove Police Department, and collaborated with the Minnesota State High School League to support student-athletes across the state. "Dr. Hiel's leadership philosophy, grounded in holding space, complements our values at the Maple Grove Police Department," said Police Chief Eric Werner. "This work strengthens our commitment to respecting the dignity of all people we serve."

A culture where every voice matters

As the political landscape surrounding public education grows increasingly divided, Osseo Area Schools aims to offer a hopeful counter-narrative — one rooted in dignity, curiosity and connection. By investing in the slow, relational work of holding space, district leaders are creating the conditions for transformational change.

"We're not here to fix people," says Dr. Hiel. "We're here to walk alongside them, to build trust, and to shape spaces where every person — child, adult or community partner — can show up fully. This is our work. It's messy. It's human. And it's necessary."

Through holding space, Osseo Area Schools is not just improving practice — it's leading with heart. And in doing so, it is living into the promise of public education as a place where all can thrive.

This month's member feature was submitted by Kay Vilella, Executive Director of School/Community Relations, Osseo Area Schools.

Minnetonka Supt. David Law Begins Term as National AASA President



Supt. Law at the AASA Installation Ceremony

Minnetonka Supt. David Law was sworn in this July as the 2025-26 president of AASA, The School Superintendents Association, a national organization representing more than 13,000 school system leaders.

Since 2022, Law has been superintendent in Minnetonka Public Schools, after serving as superintendent with the Anoka-Hennepin Public School District for eight years. He also served as 2019-20 president of the Minnesota Association of School Administrators. He also serves on the AMSD Board of Directors and previously served a three-year term on the AMSD Executive Committee. In 2020, he was named Superintendent of the Year by the Minnesota Association of School Administrators.

Law, who holds a law degree from the Mitchell Hamline School of Law in Saint Paul, received his BA in mathematics from Hamline University and his K-12 principal and superintendent licenses from the University of Minnesota, Twin Cities. He has worked as an administrator or teacher in districts including Mounds View, Anoka-Hennepin and the White Bear Lake school districts, and is a graduate of Coon Rapids High School.

Q: Are you the first Minnesota superintendent to serve as the president of AASA? If so, that must feel special?

David Law: *As I understand it, I am the first AASA president from Minnesota. It does feel rewarding to represent our state in this role and to be selected for this opportunity.*

Q: What inspired you to run for this role — and what does a Minnesota perspective bring to this role?

David Law: *When I had the opportunity to serve as MASA president in 2019-2020, I learned how valuable an organization that supports school leaders can be. It was at our spring conference that a representative from MDE shared we would all need to make significant changes due to the pandemic. The need for statewide communication and support for leaders was critical. Since that time, I have become more involved at the national level and see that the need to learn together and support each other is equally as important. State associations in combination with AASA play a large role in ensuring superintendents have the tools they need to lead.*

Q: What's the biggest current challenge facing public schools in Minnesota and across the country?

David Law: *There are many different pressures impacting public education currently. At the forefront are budget shortfalls at the state and federal level that are forcing school districts to reprioritize and reduce programs and support. This is at a time when accountability is putting pressure on schools to perform, creating a situation that can feel unsurmountable. There is a nationwide shortage of licensed staff — specifically teachers — that continues to cause issues for providing the best possible education for our students. Schools are also working hard to meet the changing needs of our students, which will require some shifts to how we educate, measure, and communicate.*

Continued on page 4

School Districts Need Flexibility and Support to Provide Real-Life Experiences for Students

Continued from page 3

Q: As you look out over the landscape of schools across the country what stands out to you about Minnesota schools?

David Law: Minnesota has a long history of strong public schools. This comes from a public commitment to support our schools financially, as well as strong community support for local school districts. We have also been on the leading edge of educational innovation, being one of the first states to legislate public charter schools and school choice to allow parents the opportunity to seek the best opportunity for their children. The current push nationally for vouchers to create school choice seems like old news in a state with open enrollment and many publicly funded options.

Q: What will you focus on most as president of AASA? Do you have a theme and goals for your presidency?

David Law: AASA recently published The Public Education Promise, a document that outlines key priorities for school districts to consider when meeting the future needs of our students. Sharing this work across the country will be some of my most important work as the AASA president. I am also committed to sharing the amazing stories of success in public education across the country to increase public confidence in our schools and to reinforce the good work happening.

Q: Where do you see public education in 10 years? 20 years?

David Law: One of the lessons learned from the pandemic was the strong role schools play in our community. Parents and community members rely on our school systems for stability, support and student growth. In 10 years, I am confident that some of the changes we are making now with literacy instruction will have made a significant impact on student achievement and will have created more opportunities for students to explore a wide range of programming aligned to future careers. I am hopeful that our school districts are increasingly given the flexibility and support to provide more real-life experiences for students that are aligned to students' strengths and interests.

Q: What can educators and education professionals do right now to make a positive impact on the future of education?

David Law: This is a critical time to share the positive stories about public education. We have so many amazing students and staff, yet the narrative is always around struggling students or staff who have made poor decisions. Invite the community into school to see what is really happening. Every school has a great story to tell, and success breeds success.

Save the Date: Fall AMSD/BrightWorks Conference

Please mark your calendar for the annual AMSD/BrightWorks Policy Conference on Tuesday, Nov. 11 at the Marriott Northwest in Brooklyn Park.

The keynote speaker will be Dr. Dylan William, an international education expert who will examine how artificial intelligence will not only change how we educate young people but also change what education is for. Dr. William stresses the importance of investing in the existing teacher force to develop their practice of classroom formative assessment to improve student achievement. Dr. William has authored or co-authored numerous notable books including "[Creating the Schools Our Children Need](#)," and "[Making Room For Impact: A De-implementation Guide For Educators](#)."

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Board Calendar (Second & Fourth Thursday of the Month)

Start Time: 6:30 PM

TENTATIVE

January 2026 – December 2026	
January 22, 2026	
February 12, 2026	February 26, 2026
March 12, 2026	March 26, 2026 Conflict with Spring Break
April 9, 2026	April 23, 2026
May 14, 2026	May 28, 2026
June 11, 2026	June 25, 2026
No July Meeting	
August 27, 2026	
September 10, 2026	September 24, 2026
October 8, 2026	October 22, 2026
November 12, 2026	
December 10, 2026	

INTERMEDIATE DISTRICT 287
August 28, 2025
SCHOOL BOARD CALENDAR

August 2025

28	Thursday	School Board Work Session	4:00 PM	DSC
28	Thursday	General Meeting of the Board	6:30 PM	DSC

September 2025

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

October 2025

09	Thursday	School Board Retreat	4:30 PM	DSC
09	Thursday	General Meeting of the Board	6:30 PM	DSC
23	Thursday	General Meeting of the Board	6:30 PM	DSC

November 2025

13	Thursday	General Meeting of the Board	6:30 PM	DSC
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December 2025

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

January 2026

22	Thursday	General Meeting of the Board	6:30 PM	DSC
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February 2026

12	Thursday	School Board Retreat	4:30 PM	DSC
12	Thursday	General Meeting of the Board	6:30 PM	DSC
26	Thursday	General Meeting of the Board	6:30 PM	DSC

March 2026

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

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

May 2026

14	Thursday	District-wide Retirement Celebration	5:00 PM	DSC
14	Thursday	General Meeting of the Board	6:30 PM	DSC
28	Thursday	School Board Retreat	4:30 PM	DSC
28	Thursday	General Meeting of the Board	6:30 PM	DSC

June 2026

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

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

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Breakfast Schedule

2025-2026

Get on the Bus

Tuesday, October 28th

West Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, December 2nd

Ann Bremer Education Center

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, March 3rd

Care & Treatment

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Tuesday, April 14th

Itinerant – Community of Practice

Bus leaves 287 DSC @ 8:30 AM

_____	_____
_____	_____
_____	_____

Local 2209/Board Meeting

1:00 PM

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____