

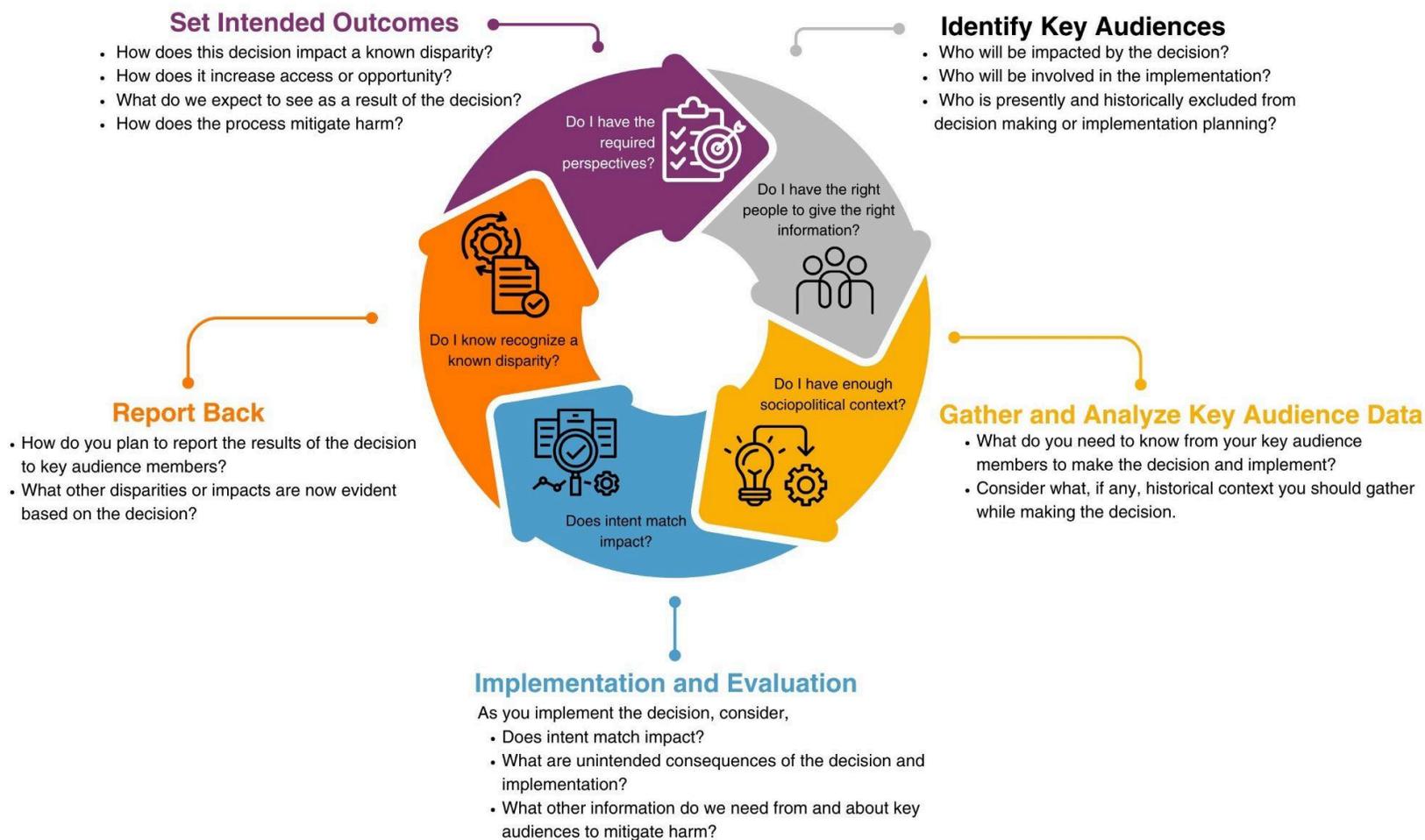
General Meeting of the Board
Thursday, December 11, 2025 6:30 PM

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 November 13, 2025
 - 4.2. Routine Human Resources Activities for December 11, 2025
 - 4.3. Monthly Financial Report for October 2025
 - 4.4. Approval of Authorization of Issuance of Individual Procurement Card(s) - (P-Cards)
5. **SHARE THE SUCCESS & RECOGNITION - (20 minutes)** (*Information*)
 - 5.1. Student Spotlight: Northern Star Online (NSO)
 - 5.2. Above & Beyond: Northern Star Online (NSO)
6. **SUPERINTENDENT'S REPORT - None**
7. **INSTRUCTIONAL REPORT - (30 minutes)** (*Information*)
 - 7.1. Student Supports Programs
8. **BUSINESS SERVICES & LABOR RELATIONS REPORT - None**
 - 8.1. Facilities Report - None
 - 8.2. Financial Report - None
 - 8.3. Human Resource Report - None
9. **BOARD BUSINESS - (10 minutes)** (*Information*)
 - 9.1. Policy Review & Revision (*Information*)
 - 9.1.1. 721 Uniform Grant Policy
 - 9.1.2. 512 School-Sponsored Publications and Activities Policy
 - 9.1.3. 606.5 Library Materials Policy
 - 9.2. Board Reports
 - 9.2.1. Chair Report - None
 - 9.2.2. AMSD Report
 - 9.2.2.1. December 2025 AMSD Connections Newsletter
 - 9.3. District News
 - 9.3.1. School Board Calendars
 - 9.3.2. December 11, 2025, Board Event Calendar
 - 9.3.3. 2025-2026 Get on the Bus & Local 2209/School Board Meeting Schedule
 - 9.4. Once Around the Table
10. **ADJOURNMENT**

Equity Decision Making Tool



DISTRICT 287 GENERAL MEETING OF THE BOARD
Intermediate District 287
November 13, 2025
MINUTES

1. CALL TO ORDER

Board Chair Casey called the general meeting to order at 6:30 PM in the District Service Center Boardroom and by the use of District 287 Teleconferencing. Dr. Elizabeth Lam signed Intermediate District 287 mission statement, and 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 9 member districts represented and the following Board members in attendance:

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

Absent: 76/Remucal

Guests: Maxine Kluckhohn

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

287 Staff Members: Tracy Moll, Lisa Carlson, Dr. Elizabeth Lam, Rebecca Carlson, Marquise Pruitt, Brent Dysart, Krista Machtmes, Tamra Tyler and Olena Zaslavska

2. APPROVAL OF GENERAL MEETING AGENDA

The general meeting agenda was presented for approval. *Motion by Crystal Brakke, seconded by Kieth Tate, to approve the meeting agenda. All in favor. No votes against. Motion carried.*

3. OPEN FORUM FOR COMMUNITY COMMENTS - None

4. APPROVAL OF CONSENT AGENDA

The Consent Agenda was presented for approval. The Consent Agenda included the general meeting minutes from October 23, 2025, Routine Human Resources Activities for November 13, 2025, Fund Balance Transfers, Cyber Security Grant from State of Minnesota – MN Department of Education, Grow Your Own Adult Path FY26 Grant from State of Minnesota – MN Department of Education, and FY26 Legislatively-named Special Education Apprenticeship Grant from State of Minnesota – MN Department of Education. *Motion by Karen Orcutt, seconded by Michael Birdman, to approve the Consent Agenda as presented. All in favor. Motion carried unanimously.*

5. SHARE THE SUCCESS & RECOGNITIONS

Tracy Moll, Senior Manager for Special Education and Itinerant Services, and Krista Machtmes, Instructor for the Deaf and Hard of Hearing in Itinerant Services, were excited to present this month's student spotlight.

Krista introduced Maxine Kluckhohn, a junior at Osseo Senior High School. Maxine shared her journey in the Itinerant Services Deaf and Hard of Hearing program and expressed her gratitude for the exceptional staff who have supported her along the way.

Tracy Moll also proudly announced that Rebecca Matsche has been named the November 2025 Above & Beyond winner. Rebecca, an audiologist in Itinerant Services, was nominated by her colleagues for her steadfast commitment to equity and inclusion and her inspiring determination to make meaningful change.

6. SUPERINTENDENT'S REPORT

Superintendent Doud introduced Scott LeSage, the new Director of Finance.

7. INSTRUCTIONAL REPORT - None

Kiarra Zackery, Director of Equity and Inclusion, Brent Dysart, Equity & Inclusion Coordinator, and Marquise Pruitt, Educational Support Professional, presented an overview of the Grow Your Own Student Pathway.

Dr. Tonya Allen, Assistant Superintendent, presented an update on the FY26 Enrollment report.

Dr. Jon Voss, Director of Teaching and Learning, presented and recommended approval of the FY25 Comprehensive Achievement and Civic Readiness Results and Goals. *Motion by Shannon Andreson, seconded by Crystal Brakke, to approve the FY25 Comprehensive Achievement and Civic Readiness Results as presented. All in favor. Motion carried unanimously.*

Motion by Shannon Andreson, seconded by Richard Zeck, to approve the FY25 Comprehensive Achievement and Civic Readiness Goals as presented. All in favor. Motion carried unanimously.

8. BUSINESS SERVICES & LABOR RELATIONS REPORTS

Facilities Report - None

Financial Report - None

Human Resources Report

Dr. Kevin Witherspoon presented and recommended approval of the Intermediate District 287 Principal Association Contract. *Motion by Michael Birdman, seconded by Crystal Brakke, to approve the Intermediate District 287 Principal Association Contract as presented. All in favor. Motion carried unanimously.*

9. BOARD BUSINESS

Policy Review - None

Chair Report

Chair Casey informed the Board of the School Board Officer Nomination Committee process.

AMSD Report

Once Around the Table

10. ADJOURNMENT

Motion was heard and seconded to adjourn the meeting. Meeting adjourned at 8:05 PM.

The next general meeting will be held on December 11, 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 December 11, 2025

New Hires					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Carey Seeley Dzierzak	Literacy Achievement Manager	Districtwide	Separation: N. Peterson	07/28/2025	1.0
Lucas Selman	DAPE Teacher	Ann Bremer Education Center	Separation: D. Anderson	08/25/2025	1.0
Akeelah Liggins	Educational Support Professional	North Education Center	Additional Enrollment	11/04/2025	.875
Arianna Barnes	Educational Support Professional	South Education Center	Additional Enrollment	11/18/2025	.875
Magdalene Caine	Educational support Professional	North Education Center	Additional Enrollment	11/18/2025	.875
Curtis Kokuloku	Educational Support Professional	Ann Bremer Education Center	Open Position	11/18/2025	.875
Abraham Kollie	Educational Support Professional	Ann Bremer Education Center	Separation: T. Hinton	11/18/2025	.875
Emmanuel Mulbah	Educational Support Professional	North Education Center	Open Position	11/18/2025	.875
William Schwietering	Educational Support Professional	South Education Center	Open Position	11/18/2025	.875
Ayantou Tawil	Educational Support Professional	North Education Center	Additional Enrollment	11/18/2025	.875
Zeph Tempest	Educational Support Professional	South Education Center	Additional Enrollment	12/02/2025	.875
Cara Villar	Educational Support Professional	North Education Center	Separation: D. Waskosky	12/02/2025	.875
Daisy Escobedo	Educational Support Professional	South Education Center	Additional Enrollment	12/02/2025	.875
Isaiah Davis	Educational Support Professional	South Education Center	Additional Enrollment	12/02/2025	.875
Charley Rivas-Watanabe	Educational Support Professional	South Education Center	Additional Enrollment	12/02/2025	.875

Ashari Cole	Student Safety Coach	Health & Safety	Separation: M. Whitlock	12/02/2025	1.0
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Temporary Hiring Agreement: Assignments				
Name	Position	Department or Site	Effective Date	End Date
Candace Leopold	Instructor Medical Careers	Career & Tech Center	12/03/2025	06/05/2026
Gloria Wilder	Administrator on Assignment	Finance Department	11/11/2025	03/31/2026
Jane Anderson	Administrative Support	Finance Department	12/01/2025	01/31/2026

Temporary Hiring Agreement: NSO/IS				
Name	Position	Department or Site	Effective Date	End Date
David Alves	ASL Teacher	Northern Star Online	11/17/2025	06/30/2026

Temporary Hiring Agreement: Out of Field Permissions					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Fully Licensed New Hires					
Jenny Wamsley	DAPE Teacher	South Education Center	Separation: R. Mestas	08/25/2025	1.0
Michael Vasich	ASD Teacher	South Education Center	Open Position	08/25/2025	1.0
Ivinilda Beal	ASD Teacher	Ann Bremer Education Center	Separation: C. Tomlinson	08/26/2025	1.0
Kayla Buchmann	PHD Teacher	Itinerant Services	Retirement: C. Kirchoff	08/25/2025	1.0
Corey Halls	EBD Teacher	North Education Center	Separation: C. Kegel	08/25/2025	1.0
Erik Lien	ASD Teacher	Ann Bremer Education Center	Open Position	08/25/2025	1.0
Susan Mackin	EBD Teacher	West Education Center	Open Position	08/25/2025	1.0
Fully Licensed Current Staff					
Melissa Casey	BVI Teacher	Itinerant Services	Temporary License	08/25/2025	1.0
Tier 2 New Hires					
Joshua Clausen	EBD Teacher	North Education Center	Temporary License	09/02/2025	1.0

Temporary Hiring Agreement: Tier 1 or Tier 2 Licenses					
Name	Position	Department or Site	Reason for Opening	Effective Date	FTE
Tier 1 Hires					
Eduardo Gomez	EBD Teacher	North Education Center	Temporary License	08/25/2025	1.0
Kayla Neys	ASD Teacher	Ann Bremer Education Center	Temporary License	08/25/2025	1.0
Tracy Cox	ASD Teacher	South Education Center	Temporary License	11/17/2025	1.0
Joseph Hoff, Jr.	EBD Teacher	North Education Center	Temporary License	11/18/2025	1.0
Aishah Musawwir	EBD Teacher	North Education Center	Temporary License	12/03/2025	1.0
Tier 2 Hires					
Olivia Kalthoff	ASD Teacher	North Education Center	Temporary License	09/09/2025	1.0
Francis Esslinger	DAPE Teacher	North Education Center	Temporary License	10/07/2025	1.0

Extended Leaves of Absence:					
Name	Position	Department or Site	Effective Date	End Date	FTE
Tracy Cox	Educational Support Professional to accept a temporary licensed position	South Education Center	11/17/2025	06/05/2026	.875

Separations: Dismissal			
Name	Position	Department/Site	Effective Date
Lydara Turner	Cook Assistant	Food Service Department	11/21/2025
Isolda Hurtado Hidalgo	Custodial Worker	Facilities Department	12/08/2025

Separations: Resignation				
Name	Position	Department or Site	Reason (if internal movement)	Effective Date
Samantha Stein	ASD Teacher	North Education Center	Personal Reasons	11/25/2025
Kayla Neys	ASD Teacher	Ann Bremer Education Center	Personal Reasons	01/09/2026

Andrew Ward	Social Studies Teacher	Northern Star Online	Personal Reasons	12/08/2025
Yanka Vankpana	Educational Support Professional / Temporary Teacher	Ann Bremer Education Center	Personal Reasons	11/25/2025
Sandra Agbeko Koami	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	11/17/2025
Ayantu Tawil	Educational Support Professional	North Education Center	Personal Reasons	11/21/2025
Tiffany Pillows	Educational Support Professional	North Education Center	Personal Reasons	12/12/2025
Abraham Kollie	Educational Support Professional	Ann Bremer Education Center	Personal Reasons	12/02/2025
Martini Ortiz	Custodial Worker	South Education Center	Personal Reasons	12/05/2025
Jane Anderson	Administrative Support IV	Finance Department	Personal Reasons	11/26/2025

Separations: Retirements (Regular/Disability)			
Name	Position	Department or Site	Effective Date
Michele Wolff	Administrative Support VI	Special Education	06/15/2026

Other:				
RECOMMEND the Board's approval to credit Nathaniel Garpue, Educational Support Professional at North Education Center, with three (3) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Donor Name Withheld by Request	Becky Aish	Kevin Kastle		
RECOMMEND the Board's approval to credit Millicent Campbell, Educational Support Professional at North Education Center, with four (4) days of additional sick leave. These days have been donated by the staff members listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
Kyle Pietsch	Patrick Pilla	Ryan Henderson	Donor Name Withheld by Request	
RECOMMEND the Board's approval to credit Erin Dilley-Jones, Behavior Intervention Specialist at Ann Bremer Education Center, with (1) day of additional sick leave. This day has been donated by the staff member listed below who have authorized the District to reduce their individual sick leave balances by one (1) day.				
David Ward				

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

October Monthly Financial Reports

December 11, 2025

Author

Dana Trattles, Business Services Administrative Support
Scott LeSage, Director of Finance

Summary

The October Budget to Actual Comparison and other financial Reports for Board approval

- Revenues are at 34.0% of budget, this is below the prior two years percentages.
- Expenditures are at 23.6% of budget, this is above the prior two years percentages.
- Monthly disbursements totaled \$10,641,872.06 (\$7,082,629.97 through Accounts Payable and \$3,559,242.09 through Payroll).
- Regular Investments totaled \$19,699,167.43 including earned interest and dividends totaling \$64,002.07.
- 2022A LTFM Bond Investments had a total balance of \$2,162,790.89 and the activity for the month was distribution for expenses of \$119,684.29 and interest earnings of \$7,515.83.
- Cash is in between the two prior year's level.
- Enrollment Reports – October 2025 Actual ADM compared to Budget Planning and Prior Year (October 2024):
 - ALC – 229.66 ADM which is 21.34 below budget and 34.28 ADM below prior year.
 - Career & Technical Pathways – 114.55 ADM which is 12.55 above budget and 18.11 ADM above prior year.
 - Special Education – 538.92 ADM which is 59.47 below budget and 1.39 ADM above prior year.
 - Care & Treatment – 84.24 ADM which is 26.52 below budget and 3.55 ADM above prior year.
- Donations – Cash \$500.00.

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.

Recommendation

The Board approve the October Monthly Financial Reports.

DISTRICT 287
REVENUE COMPARISON

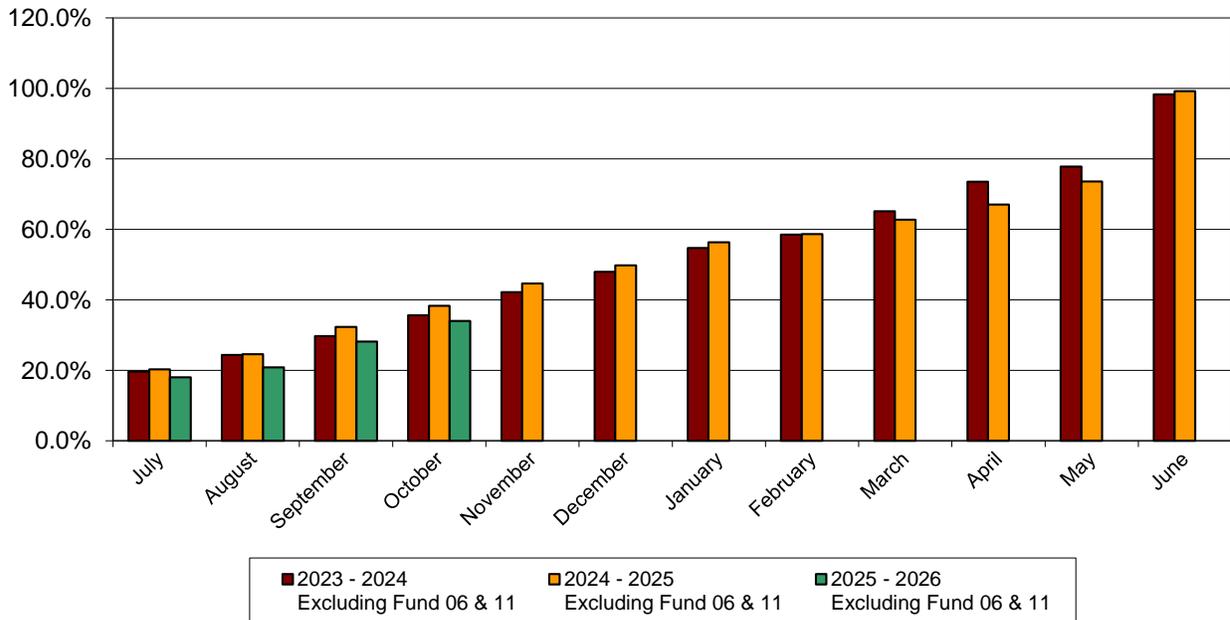
Month	2023 - 2024		2024 - 2025		2025 - 2026		2025 - 2026	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	23,454,555	19.7% ¹	26,130,396	20.3% ²	24,677,754	18.0% ³	24,690,806	18.0%
August	5,555,759	24.3% ¹	5,533,085	24.6% ²	3,833,160	20.9% ³	3,842,391	20.9%
September	6,418,580	29.7% ¹	9,995,943	32.3% ²	9,956,187	28.1% ³	9,964,274	28.1%
October	7,033,514	35.6% ¹	7,739,129	38.3% ²	8,013,576	34.0% ³	8,021,092	34.0%
November	7,853,633	42.2% ¹	8,106,095	44.6% ²				
December	6,852,360	47.9% ¹	6,680,616	49.8% ²				
January	8,090,580	54.7% ¹	8,380,272	56.3% ²				
February	4,501,636	58.5% ¹	3,006,126	58.6% ²				
March	7,937,907	65.2% ¹	5,324,721	62.8% ²				
April	10,002,641	73.5% ¹	5,535,964	67.1% ²				
May	5,089,254	77.8% ¹	8,400,980	73.6% ²				
June	24,442,780	98.3% ¹	33,031,125	99.2% ²				
TOTAL	117,233,200	98.3%	127,864,452	99.2%	46,480,677	34.0%	46,518,563	34.0%
BUDGET	119,257,057 ²		128,874,184 ³		136,724,139		136,799,139	

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

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

³ excludes Funds 06 & 11 budgeted revenue of \$75,000

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



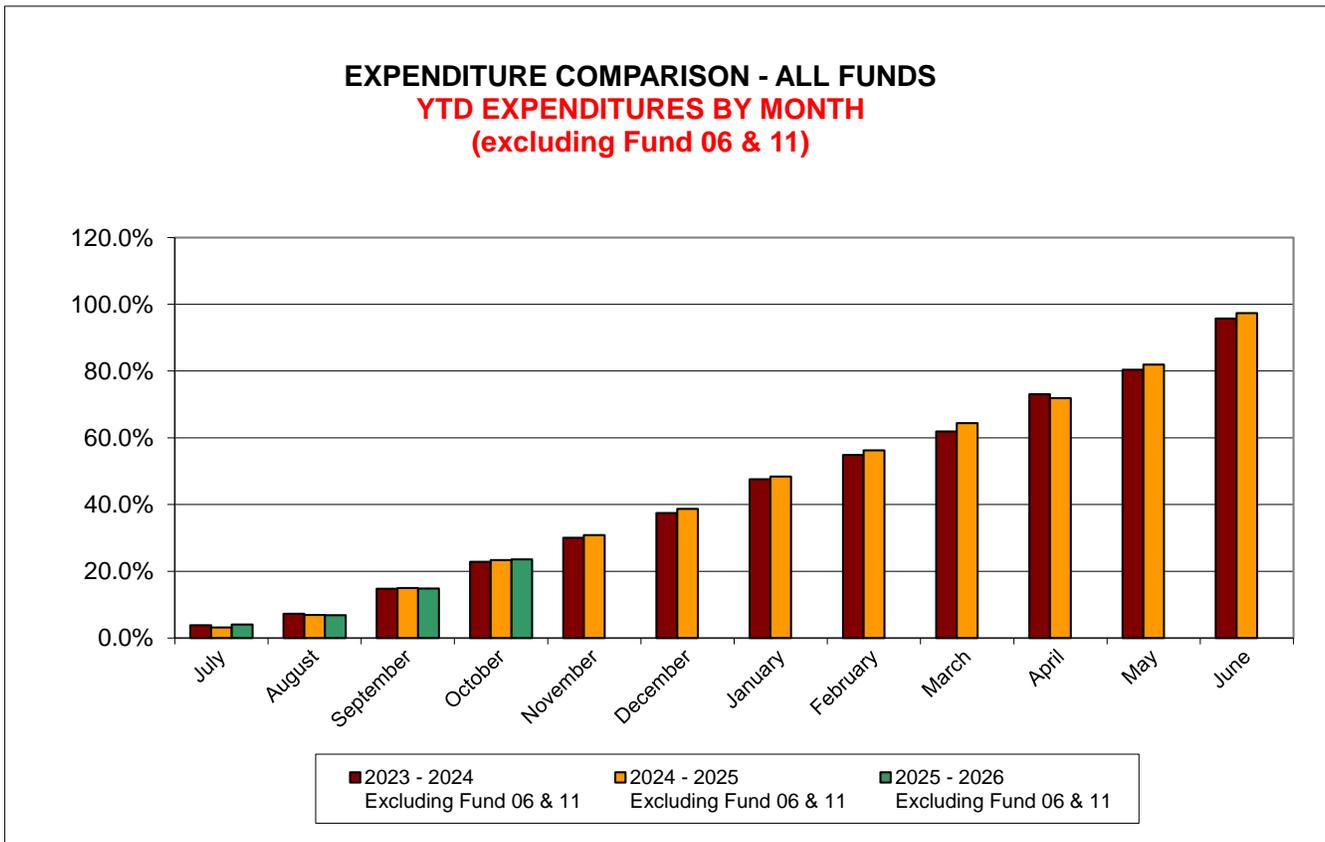
_Board- Revenue/Expense Summary by Fund Report

October	2025-2026	Intermediate District No. 287				
Revenue Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,208,043.02	20,634,817.00	765,910.24	4,271,689.39	20.70%	16,363,127.61
02 - FOOD SERVICE FUND	890,572.69	980,870.00	59,564.94	79,808.22	8.14%	901,061.78
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	8,737,575.72	9,054,572.00	0.00	5,972,742.10	65.96%	3,081,829.90
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	4,257.11	5,250.00	0.00	0.00	0.00%	5,250.00
11 - LTFM BOND FUND	207,764.75	75,000.00	7,515.83	37,886.12	50.51%	37,113.88
12 - ALC - ACADEMIC FUND	14,393,534.72	15,299,047.00	56,254.85	2,603,791.38	17.02%	12,695,255.62
13 - CAREER & TECH FUND	2,670,728.46	2,502,866.00	12,308.78	1,045,169.87	41.76%	1,457,696.13
14 - SPECIAL EDUCATION FUND	67,788,839.18	72,942,217.00	5,638,738.48	27,989,584.45	38.37%	44,952,632.55
20 - INTERNAL SERVICE FUND	715,750.80	761,000.00	72,691.96	226,145.11	29.72%	534,854.89
21 - SELF HEALTH INSURANCE FUND	14,448,347.69	14,538,000.00	1,407,606.94	4,289,788.08	29.51%	10,248,211.92
51 - STUDENT CLUB FUND	6,802.82	5,500.00	500.00	1,957.99	35.60%	3,542.01
Total Revenue	128,072,216.96	136,799,139.00	8,021,092.02	46,518,562.71	34.01%	90,280,576.29

DISTRICT 287
EXPENDITURE COMPARISON

Month	2023 - 2024		2024 - 2025		2025 - 2026		2025 - 2026	
	Excluding Fund 06 & 11		Excluding Fund 06 & 11		Excluding Fund 06 & 11		Including Fund 06 & 11	
	\$	%	\$	%	\$	%	\$	%
July	4,424,027	3.8% ¹	4,013,490	3.2% ²	5,412,095	4.0% ³	5,102,527	3.7%
August	3,954,604	7.3% ¹	4,735,735	6.9% ²	3,840,424	6.9% ³	4,025,200	6.7%
September	8,668,867	14.8% ¹	10,198,405	15.0% ²	10,725,461	14.8% ³	10,845,145	14.7%
October	9,257,161	22.8% ¹	10,581,202	23.4% ²	11,813,124	23.6% ³	12,110,163	23.6%
November	8,286,923	30.0% ¹	9,450,008	30.9% ²				
December	8,555,529	37.4% ¹	9,876,304	38.7% ²				
January	11,690,319	47.6% ¹	12,191,878	48.4% ²				
February	8,340,543	54.8% ¹	9,973,096	56.3% ²				
March	8,148,996	61.9% ¹	10,233,010	64.4% ²				
April	12,848,626	73.0% ¹	9,483,133	71.9% ²				
May	8,498,201	80.4% ¹	12,673,417	81.9% ²				
June	17,696,852	95.8% ¹	19,513,909	97.4% ²				
TOTAL	110,370,648	95.8%	122,923,587	97.4%	31,791,104	23.6%	32,083,036	23.6%
BUDGET	115,244,351 ²		126,244,416 ³		134,850,169		136,155,652	

¹ excludes Funds 06 & 11 budgeted expenditures of \$947,361
² excludes Funds 06 & 11 budgeted expenditures of \$579,777
³ excludes Funds 06 & 11 budgeted expenditures of \$1,305,483



_Board- Revenue/Expense Summary by Fund Report

October	2025-2026		Intermediate District No. 287			
Expenditure Fund	Prior YE Act	Budget	MTD Activity	YTD Activity	% Used	YTD Unrealized
01 - GENERAL FUND	18,333,424.63	20,980,687.00	1,736,003.09	7,182,073.94	34.23%	13,798,613.06
02 - FOOD SERVICE FUND	904,035.69	980,870.00	79,984.50	234,474.05	23.90%	746,395.95
04 - COMMUNITY SERVICE FUND	0.00	0.00	0.00	0.00		0.00
06 - BUILDING CONSTRUCTION FUND	0.00	0.00	0.00	0.00		0.00
07 - DEBT SERVICE FUND	6,890,043.50	6,922,887.00	390,285.00	1,541,331.25	22.26%	5,381,555.75
08 - TRUST FUND	0.00	0.00	0.00	0.00		0.00
09 - AGENCY FUND	0.00	0.00	0.00	0.00		0.00
10 - SCHOLARSHIP FUND	1,500.00	12,526.00	0.00	1,500.00	11.98%	11,026.00
11 - LTFM BOND FUND	898,138.78	1,305,483.00	297,039.71	291,931.70	22.36%	1,013,551.30
12 - ALC - ACADEMIC FUND	14,728,555.91	15,181,778.00	1,281,251.38	3,643,442.55	24.00%	11,538,335.45
13 - CAREER & TECH FUND	2,261,663.64	2,509,132.00	227,491.82	500,850.58	19.96%	2,008,281.42
14 - SPECIAL EDUCATION FUND	66,805,156.62	73,060,543.00	6,761,036.57	14,949,562.04	20.46%	58,110,980.96
20 - INTERNAL SERVICE FUND	709,428.09	760,300.00	45,970.99	167,670.15	22.05%	592,629.85
21 - SELF HEALTH INSURANCE FUND	12,283,147.63	14,432,500.00	1,291,100.37	3,570,199.62	24.74%	10,862,300.38
51 - STUDENT CLUB FUND	6,631.18	8,946.00	0.00	0.00	0.00%	8,946.00
Total Expenses	123,821,725.67	136,155,652.00	12,110,163.43	32,083,035.88	23.56%	104,072,616.12

Intermediate District 287

Responsive. Innovative. Solutions.

INTER-OFFICE MEMORANDUM

DATE: **November 18, 2025**

TO: Members of the School Board

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

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

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

1. A/P payments for: October 2025	Totaling	\$	<u>7,082,629.97</u>
a) Check #'s 116011 - 116133			
and Wire Transfers - #'s 4000002471 - 4000002502, 9000009135 - 9000009375			
2. Payroll payments for: October 2025	Totaling	\$	<u>3,559,242.09</u>
a) Check #'s			
b) Direct Deposit #'s 9000166760 - 9000168807			
3. Receipts for: October 2025	Totaling	\$	<u>8,987,115.98</u>
a) Receipt #'s 20260304 - 20260406, 20260435, 20260437			
4. Invest. at end of mo. October 2025			
a) Fund 01 - General Fund		\$	19,699,167.43
b) Fund 11 - 2022A LTFM Bond (Construction Costs)		\$	<u>2,162,790.89</u>
		\$	<u>21,861,958.32</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
OCTOBER 2025

#01-104-00 - Investments (General)

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.048			171,015.05
PMA - MNTrust SDA - Nexbank, SSB - ICS, TX	3.830			2,066,336.94
PMA - MNTrust SDA - Bell Bank, MN	3.830			71,100.11
PMA - MNTrust SDA - Bank of China, NY	3.900			6,598,231.16
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 CD - Financial Federal Bank, TN	3.800			240,800.00
PMA - MNTrust CD - Cornerstone Bank, NE	3.972			240,300.00
PMA - MNTrust CD - State Bank of Texas, TX	3.943			240,300.00
PMA - MNTrust CD - Solera Nation Bank, CO	3.872			240,500.00
PMA - MNTrust CD - NorthEast Community Bank, NY	3.969			240,300.00
PMA - MNTrust DTC - VALLEY NATL BK WAYNE, 919853NZ0	3.898			244,241.86
PMA - MNTrust DTC - AMERICAN EXPR NATL BK, 02589AFD9	3.805			244,209.54
PMA - MNTrust DTC - MORGAN STANLEY PVT BANK, 61776NDI	3.905			244,209.29
PMA - MNTrust DTC - ALLY BANK, 02007G3P6	3.905			244,209.84
PMA - MNTrust DTC - FIRST PREMIER BANK, 33610RVS9	3.797			244,246.82
PMA - MNTrust CD - Western Alliance Bank, CA	3.763			240,900.00
PMA - MNTrust CD - NexBank, TX	3.793			240,800.00
PMA - MNTrust CD - Farmers and Merchants Union Bank, WI	3.793			240,700.00
PMA - MNTrust CD - ServisFirst Bank, FL	3.769			240,800.00
PMA - MNTrust DTC - FIRST BANK/HAMILTON NJ, 319137CN3	3.505			244,675.82
PMA - MNTrust CD - American Plus Bank, N.A., CA	3.600			233,000.00
PMA - MNTrust CD - Farmers Bank & Trust, KS	3.500			233,500.00
PMA - MNTrust CD - KS StateBank, KS	3.650			232,600.00
PMA - MNTrust DTC - PREMIER COMMUNITY BK WI, 74048CBK	3.504			248,699.31
PMA - MNTrust DTC - BUSINESS FIRST BANK, 098079BZ8	3.504			248,698.59
PMA - MNTrust DTC - ALL IN FEDERAL CREDIT UN, 01664MAMH	3.554			248,698.95
PMA - MNTrust CD - First Guaranty Bank, LA	3.713			241,000.00
PMA - MNTrust CD - Freedom Northwest Credit Union	4.071			230,700.00
PMA - MNTrust CD - Bank of China, NY	3.826			236,400.00
PMA - MNTrust CD - Bank Hapoalim B.M., NY	3.550			237,300.00
Total PMA - MNTrust Investments on Books				<u>19,699,167.43</u>

ACTIVITY DETAIL:

Investments on our Book at End of Prior Month	19,635,165.36
Current Month Activity	
Deposits	-
Withdrawals	-
Interest Earned - Recorded	63,535.82
Dividends Earned	466.25
Interest/Dividends Earned - To Be Recorded in Next Month	-
Total Investments at End of Month & Un-recorded Interest	<u>19,699,167.43</u>

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

INSTITUTION	RATE OF RETURN (%)	DATE	ACTIVITY	AMOUNT INVESTED
PMA - MNTrust IS Account Balance	4.147			2,162,790.89
PMA - MNTrust CD Account Balance	-			-
PMA - MNTrust SEC Account Balance	-			-
Total PMA - MNTrust Investments on Books for Fund 11				<u>2,162,790.89</u>
ACTIVITY DETAIL:				
Investments on our Book at End of Prior Month				2,274,959.35
Current Month Activity:				
Deposits				
Distributions/Repemptions				(119,684.29)
Interest/Dividends/Purchases Earned - Recorded				7,515.83
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>2,162,790.89</u>
Total 2022A LTFM Investments (Fund 11) at End of Month				<u>2,162,790.89</u>

INTERMEDIATE DISTRICT 287
INVESTMENT ACTIVITY - 2022A LTFM BOND

October 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	09/29/23	Distributions/Construction Draws	-64,403.28
Oct-23	10/31/23	Interest/Dividends	14,867.49
Oct-23	10/31/23	Distributions/Construction Draws	-459,154.50
Nov-23	11/30/23	Interest/Dividends	4,587.09
Dec-23	12/28/23	Distributions/Construction Draws	-118,947.96
Dec-23	12/31/23	Interest/Dividends	8,053.03
Jan-24	02/08/24	Interest/Dividends - recorded in Feb.	8,951.48
Feb-24	02/29/24	Interest/Dividends	8,674.49
Mar-24	04/01/24	Interest/Dividends	4,290.91
Apr-24	04/30/24	Distributions/Construction Draws	-90,040.61
Apr-24	04/30/24	Interest/Dividends	4,057.92
May-24	05/31/24	Distributions/Construction Draws	-15,421.57
May-24	05/31/24	Interest/Dividends	3,871.68
Jun-24	06/30/24	Distributions/Construction Draws	-114,204.33
Jun-24	06/30/24	Interest/Dividends	39,989.94
Jul-24	07/31/24	Distributions/Construction Draws	-205,158.46
Jul-24	07/31/24	Interest/Dividends	41,419.43
Aug-24	08/30/24	Distributions/Construction Draws	-243,211.97
Aug-24	08/31/24	Interest/Dividends	43,713.97
Sep-24	09/30/24	Distributions/Construction Draws	-242,331.43
Sep-24	09/30/24	Interest/Dividends	33,992.84
Oct-24	10/31/24	Distributions/Construction Draws	-178,698.47
Oct-24	10/31/24	Interest/Dividends	8,081.63
Nov-24	11/30/24	Interest/Dividends	7,424.07
Dec-25	12/30/24	Distributions/Construction Draws	-42,006.59
Dec-25	12/31/24	Interest/Dividends	10,988.86
Jan-25	01/31/25	Interest/Dividends	10,845.93
Feb-25	02/28/25	Interest/Dividends	6,387.66
Mar-25	03/31/25	Distributions/Construction Draws	-51,981.58
Mar-25	03/31/25	Interest/Dividends	6,929.06
Apr-25	04/30/25	Distributions/Construction Draws	-113,917.93

MONTH POSTED	DATE	DESCRIPTION	AMOUNT
Apr-25	04/30/25	Interest/Dividends	6,350.81
May-25	05/31/25	Interest/Dividends	56,285.56
Jun-25	06/30/25	Distributions/Construction Draws	-89,675.20
Jun-25	06/30/25	Interest/Dividends	18,340.95
Jul-25	07/31/25	Distributions/Construction Draws	-63,930.00
Jul-25	07/31/25	Interest/Dividends	19,022.15
Aug-25	08/29/25	Distributions/Construction Draws	-215,050.90
Aug-25	08/31/25	Interest/Dividends	9,231.31
Sep-25	09/30/25	Distributions/Construction Draws	-184,876.25
Sep-25	09/30/25	Interest/Dividends	8,086.97
Oct-25	10/31/25	Distributions/Construction Draws	-119,684.29
Oct-25	10/31/25	Interest/Dividends	7,515.83

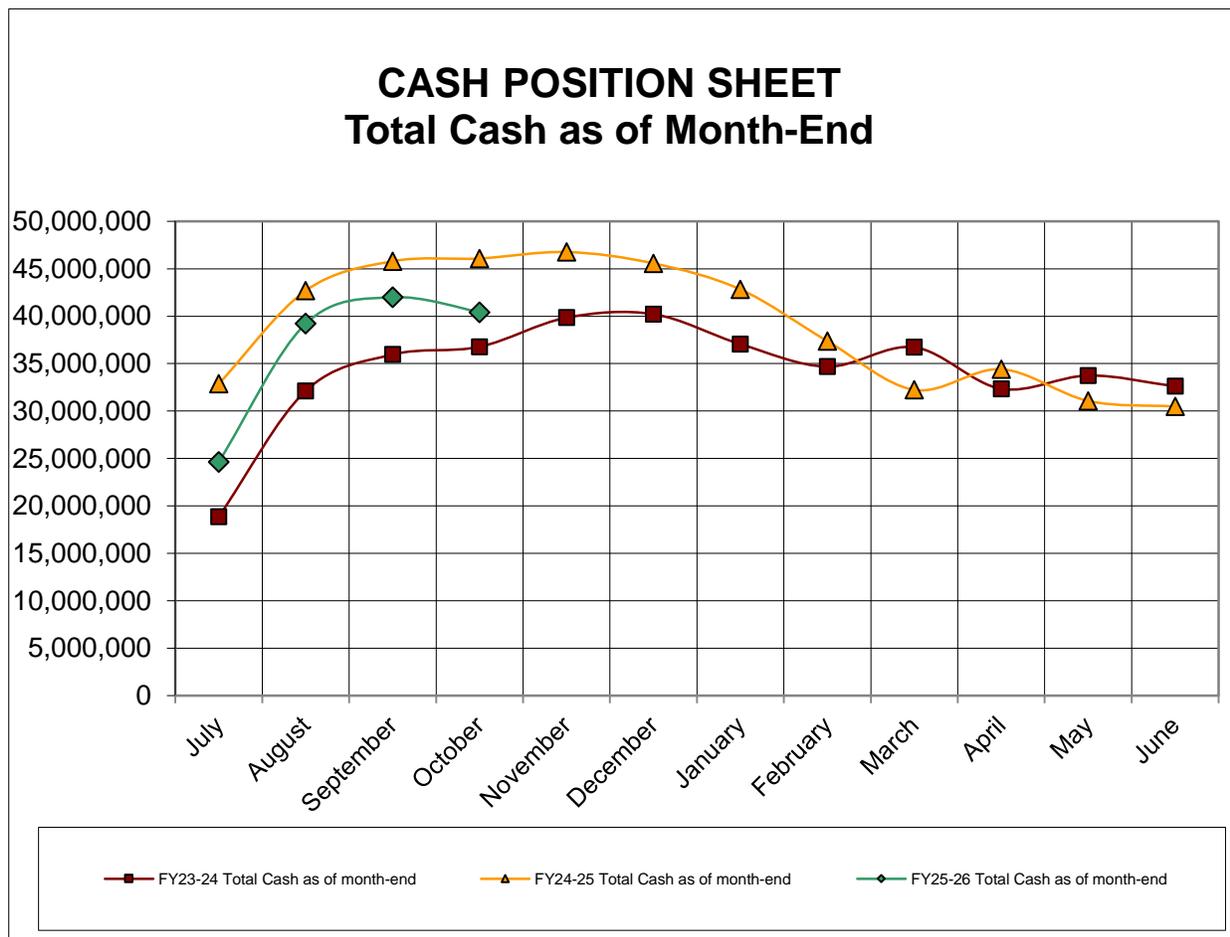
2022A LTFM Bond Investments - Balance as of End of Month 2,162,790.89

Intermediate District 287

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

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

- Includes Self-Funded Insurance Cash Balances.



INTERMEDIATE DISTRICT 287

OCTOBER 2025 ACTIVITY

ELECTRONIC TRANSFERS IN:

DATE	TO	AGENCY	RECEIPT #	AMOUNT	DESCRIPTION
10/3/2025	MSDLAF TWIN CITIES ACADEMY		20260377	8,592.00	NSO ENROLLMENTS
10/9/2025	MSDLAF 2022A LTFM BOND		20260378	119,684.29	LTFM REIMBURSEMENT REQUEST
10/7/2025	MSDLAF MN STATE MMB		20260379	24,004.51	MA 3RD PARTY BILLINGS
10/31/2025	MSDLAF SCHOOLCAFE - ABEC		20260380	10,540.91	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - WEC		20260381	7,071.89	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - SEC		20260382	14,633.44	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - YOUABLE		20260383	2,798.55	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - NEC		20260384	22,982.90	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF MN STATE MMB		20260385	3,907,802.10	IDEAS SPED
10/31/2025	MSDLAF AVIBEN		20260386	141.67	GENL- MISC REV
10/31/2025	MSDLAF MN STATE MMB		20260387	1,453.94	FARM TO SCHOOLS REV
10/31/2025	MSDLAF MN STATE MMB		20260388	26,067.43	MA 3RD PARTY BILLINGS
10/31/2025	MSDLAF LIONSGATE ACADEMY		20260389	745.12	SPED FINAL REV
10/31/2025	MSDLAF MN STATE MMB		20260390	218,235.69	PROJECT AWARE REV
10/31/2025	MSDLAF SCHOOLCAFE - ABEC		20260391	35.00	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - NEC		20260392	440.00	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - SEC		20260393	165.00	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF SCHOOLCAFE - WEC		20260394	163.00	STUDENT DEFERRED REVENUE
10/31/2025	MSDLAF BRAINTREE		20260395	5,384.13	OCT TUITION
10/31/2025	MSDLAF PAYPAL		20260396	95.53	OCT TUITION
10/31/2025	MSDLAF SQUARE - BREMER BEAN SHOP ABEC		20260397	2,113.04	OCT STORE SALES
10/31/2025	MSDLAF SQUARE - HENNEPIN TEA & COFFEE HTC		20260398	903.61	OCT STORE SALES
10/31/2025	MSDLAF SQUARE - JITTERBUG NEC		20260399	1,954.71	OCT STORE SALES
10/31/2025	MSDLAF SQUARE - COMMON GROUNDS SEC		20260400	2,582.36	OCT STORE SALES
10/31/2025	MSDLAF SQUARE - SNACK SHACK WEC		20260401	2,148.36	OCT STORE SALES
10/31/2025	MSDLAF N/A- ETNRY & RVRSL		20260402-20260403	-	N/A
10/31/2025	MSDLAF MN STATE MMB		20260404	1,716,409.24	IDEAS GEN ED, ONL LEARN, SPED, SPED SITES/P
10/31/2025	MSDLAF INVER GROVE HEIGHTS ISD 199		20260405	555.46	ALC FINAL BILLING
10/31/2025	MSDLAF BENEFIT RESOURCE INC		20260406	16,611.08	COBRA PAYMENTS
10/31/2025	MSDLAF MSDLAF		20260435	77,519.92	INTEREST EARNED OCT 2025
MTD TOTALS				6,191,834.88	

INTERMEDIATE DISTRICT 287

OCTOBER 2025 ACTIVITY

WIRE TRANSFERS OUT:

DATE	FROM	AGENCY	WIRE #	AMOUNT	DESCRIPTION
10/7/2025	MSDLAF	BANK OF MONTREAL	4000002471	68,169.72	P-CARD EXPENSE
10/6/2025	MSDLAF	HEALTH PARTNERS	4000002472	328,143.12	HPAI CLAIMS
10/8/2025	MSDLAF	CENTERPOINT ENERGY	4000002473	2,153.61	UTILITY BILL
10/16/2025	MSDLAF	BPAS	4000002474	69,675.33	VEBA
10/16/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002475	92,050.84	403B RETIREMENT
10/16/2025	MSDLAF	MN DEPT OF REVENUE	4000002476	1,094.86	STATE TAXES
10/16/2025	MSDLAF	MN DEPT OF REVENUE	4000002477	99,390.10	STATE TAXES
10/15/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002478	147,866.70	PERA
10/15/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002479	277,644.69	TRA
10/15/2025	MSDLAF	US BANK	4000002480	589,044.92	FEDERAL TAXES
10/3/2025	MSDLAF	SUBURBAN WASTE MN	4000002481	5,455.28	UTILITY BILL
10/14/2025	MSDLAF	HEALTH PARTNERS	4000002482	333,276.52	HPAI CLAIMS
10/15/2025	MSDLAF	HEALTH PARTNERS	4000002483	552.50	FREQUENT FITNESS
10/15/2025	MSDLAF	PITNEY BOWES	4000002484	25.00	ACCESS & SHIPPING W/O HW OR METER
10/16/2025	MSDLAF	US BANK	4000002485	257.42	CASH MANAGEMENT SERVICES
10/20/2025	MSDLAF	HEALTH PARTNERS	4000002486	265,926.53	HPAI CLAIMS
10/24/2025	MSDLAF	MN STATE RETIREMENT SYSTEM	4000002487	17,283.58	RETIREMENT CONTRIBUTION
10/23/2025	MSDLAF	CITY OF NEW HOPE	4000002488	1,410.97	UTILITY BILL
10/27/2025	MSDLAF	HEALTH PARTNERS	4000002489	202,284.62	HPAI CLAIMS
10/31/2025	MSDLAF	BPAS	4000002490	69,502.40	VEBA
10/31/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002491	90,954.94	403B RETIREMENT
10/31/2025	MSDLAF	MN DEPT OF REVENUE	4000002492	1,068.91	STATE TAXES
10/31/2025	MSDLAF	MN DEPT OF REVENUE	4000002493	100,154.84	STATE TAXES
10/31/2025	MSDLAF	PUBLIC EMPLOYEES RETIREMENT	4000002494	148,779.35	PERA
10/31/2025	MSDLAF	TEACHERS RETIREMENT ASSN	4000002495	277,881.42	TRA
10/31/2025	MSDLAF	US BANK	4000002496	589,955.63	FEDERAL TAXES
10/27/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002497	32,098.09	403B RETIREMENT
10/29/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002497	150.00	403B RETIREMENT
10/1/2025	MSDLAF	XCEL ENERGY	4000002498	24,251.53	UTILITY BILL
10/20/2025	MSDLAF	CITY OF PLYMOUTH	4000002499	667.44	UTILITY BILL
10/23/2025	MSDLAF	CITY OF MINNETONKA	4000002500	467.60	UTILITY BILL
10/31/2025	MSDLAF	EDUCATORS BENEFIT CONSULTANTS	4000002502	7,134.30	403B RETIREMENT
10/6/2025	MSDLAF	US BANK	9000009135-9000009157	216,856.89	AP ACH PAYMENTS
10/15/2025	MSDLAF	US BANK	9000009158-9000009170	1,272.78	AP ACH PAYMENTS
10/14/2025	MSDLAF	US BANK	9000009171-9000009204	575,855.45	AP ACH PAYMENTS
10/20/2025	MSDLAF	US BANK	9000009205-9000009238	363,712.76	AP ACH PAYMENTS
10/28/2025	MSDLAF	US BANK	9000009239-9000009262	166,445.15	AP ACH PAYMENTS
10/31/2025	MSDLAF	US BANK	9000009263-9000009355	17,730.04	AP ACH PAYMENTS
10/31/2025	MSDLAF	US BANK	9000009356-9000009374	68,442.25	AP ACH PAYMENTS
10/31/2025	MSDLAF	US BANK	9000009375	2,493.07	AP ACH PAYMENTS

MTD TOTALS

5,257,581.15

**DONATION REPORT
 INTERMEDIATE DISTRICT 287
 2025-2026
 OCTOBER 2025**

DONATION DATE	DESCRIPTION	VIN #	EST. VALUE	DONOR	CAMPUS	PROGRAM
10/01/25	CHECK		\$500.00	KOPP FAMILY FOUNDATION	WEC	W-ALT
	TOTAL		\$500.00			

CONSENT AGENDA - RECOMMENDATION

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.

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

December 02, 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:

- Martha Jackson Educational Support Ann Bremer Education Center

With the addition of this card, the district will have 58 active p-cards in operation.

Recommendation

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

Student Supports Department Update

December 11, 2025



**Intermediate
District 287**

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Agenda

Learn about the current progress of work within the Student Supports Department, including:

- Social-emotional learning
 - Universal curriculum
 - Student goal-setting
- Restorative practices
- Chemical health services
- Staff development

Social-Emotional Learning

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities,
- manage emotions
- achieve personal and collective goals,
- feel and show empathy for others,
- establish and maintain supportive relationships, and
- make responsible and caring decisions.



Tier 1 Curriculum

- All programs have a Tier 1 curriculum available in the 2025-2026 school year
- Weekly SEL instruction includes:
 - Direct SEL instruction
 - Community-building circle
 - Goal-setting, progress-monitoring, and reflection
 - Integration with academic content areas

Tier 1 Curriculum

Harmony SEL

- Tier 2 Elementary

We Do It 4 the Culture

- Tier 2 Middle School

Character Strong

- Tier 2 High School
- Tier 1 & 2 Transition
- ALCs

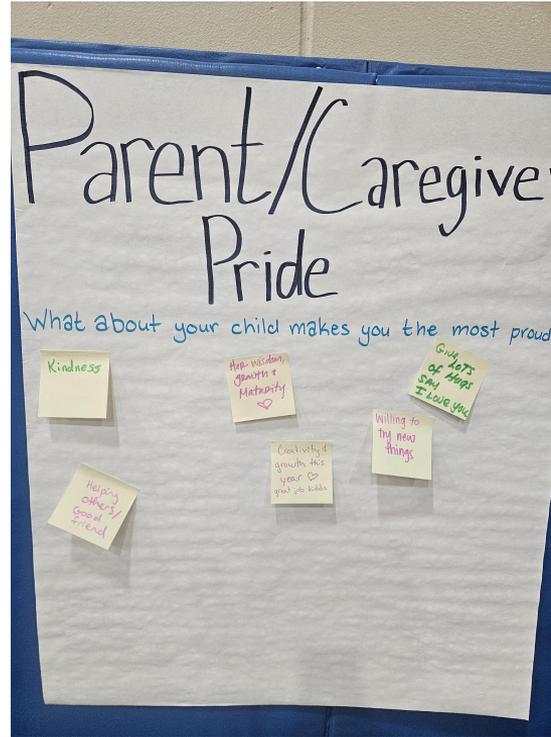
287 Tier 3 SEL

- Tier 3 Programs

Curriculum Rollout Highlights



Curriculum Rollout Highlights



Continuum of SEL Support

- Tiered interventions
- Evidence-based curriculum resources
- Focusing School Social Work services
- School-based mental health partnerships
 - Empower Therapeutic Support Services
 - People Incorporated
 - Wilder Foundation
 - Toneworks Music Therapy Services

Restorative Practices

- Community-building circles
- Restorative chats
- Harm repair circles
- Student and staff resources



Chemical Health Services



- Expanding team
- Enhanced referral process
- Family/caregiver engagement
- Professional development for staff
- Resource hub

Additional Department Work

- Services for students who are homeless, highly mobile, or in foster care placements
- Contracted services
- Staff development
 - 10-Steps to Create a Trauma-Informed Resilient School
 - PREPaRE School Safety and Crisis Preparedness
 - Restorative Practices
 - Sources of Strength
 - Threat assessment and suicide risk screening
 - New hire orientation

Questions?

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

Date: November 18, 2025

Policy Last Reviewed: June 18, 2024

Overview of Recommendations:

This policy needs to be reviewed annually because we use the MN limits on dollar amounts. The AdHoc committee is recommending continued approval of these limits.

Summary of Changes:

- Keeping the MN limits on dollar amounts identified in E. Procurement Methods.

Equity Impact:

The AdHoc discuss these questions:

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

The finance team reviewed and agreed to the continued use of the MN dollar limits.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: Business Operations

BOARD APPROVED:

REVISION DATE:

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

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

II. DEFINITIONS

A. Grants

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

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

C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:

1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or
- b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
 3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold, which is \$25,000.
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. “Procurement by noncompetitive proposals” is procurement through solicitation of a proposal from only one source.
- F. “Equipment” means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. “Compensation for personal services” includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations section 200.431 (Compensation - Fringe Benefits).
- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.

- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

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

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
 - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 - 3. Procurement by sealed bids (formal advertising).
 - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to

negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
 - a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.
- I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:
 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

V. **MANAGING EQUIPMENT AND SAFEGUARDING ASSETS**

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

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

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

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

VI. **FINANCIAL MANAGEMENT REQUIREMENTS**

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

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

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

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

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

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

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

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

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important

rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. “Omni Circular” or “2 Code of Federal Regulations Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

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

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

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

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

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

- a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.
- G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.
- 1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
 - 2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
 - 3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

- b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
 - 4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.
- H. Approved Plans, Budgets, and Special Conditions
 - 1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
 - 2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.
- I. Training
 - 1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
 - 2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.
- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

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

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

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

B. Compensation – Fringe Benefits

- 1. During leave.
The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and

other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.
- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of “direct cost” in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district’s reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district’s non-federally funded activities and in accordance with the school district’s reimbursement policies.

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

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

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

Legal References:

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

2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)

Cross References:

Policy 208 (Development, Adoption, and Implementation of Policies)
Policy 210 (Conflict of Interest – School Board Members)
Policy 210.1 (Conflict of Interest – Charter School Board Members)
Policy 412 (Expense Reimbursement)
Policy 701 (Establishment and Adoption of School District Budget)
Policy 701.1 (Modification of School District Budget)
Policy 702 (Accounting)
Policy 703 (Annual Audit)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Policy Summary

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES 606.5 LIBRARY MATERIALS

Date: November 18, 2025

Overview of Recommendations: Per legislative changes, this is now a mandated policy. The AdHoc reviewed the policy and recommends approval.

Summary of Changes:

Policy 512 School-Sponsored Student Publications and Activities

- No changes

Policy 606.5 Library Materials

- Added Caregiver next to parent
- V. Selection of Materials
 - A.3. Added gender identity

Equity Impact:

The AdHoc discuss these questions:

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

Policy 512

Students who attended the MAAP STARS training, students on the equity team, and administration reviewed the policy. There were no recommended changes to the policy. Students were encouraged and interested in a student publication. They were unaware that this was possible. Students were interested in making comics and having something physically printed. They also discuss making comics that represent their culture. Administration was pleased to have a guideline for advisory/teachers.

Policy 606.5

Students who attended the MAAP STARS training, students on the equity team, and administration reviewed the policy. There were no recommended changes to the policy, however, students would like more relevant magazines and audio books. The students felt the library should be reviewed to make sure all books are culturally appropriate, and feel we need more diverse books. Administration mourns the loss of a library specialist. Currently, ESPs, teachers, or volunteers support the library. They note a distinct lack of use of the library since there is not a specialist and not part of prep.

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: 500 Students

BOARD APPROVED:

REVISION DATE:

512 SCHOOL-SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES

I. PURPOSE

The purpose of this policy is to protect students' rights to free speech in production of school-sponsored media and activities while at the same time balancing the school district's role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- B. Students who believe their right to free expression has been unreasonably restricted in school-sponsored media or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing school-sponsored media and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media and activities shall be subject to the guidelines set forth below.
 - 2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.
- B. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- C. "Minor" means any person under the age of eighteen (18).
- D. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. "School activities" means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- F. "School-sponsored media" means material that is:
 - 1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
 - 2. distributed or generally made available to students in the school; and
 - 3. prepared by a student journalist under the supervision of a student media adviser.

School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.
- G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.
- H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

- A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student

journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.

- B. Student expression in school-sponsored media, a yearbook, or school sponsored activity is prohibited when the material:
1. is obscene to minors;
 2. is defamatory;
 3. is profane, harassing, threatening, or intimidating;
 4. constitutes an unwarranted invasion of privacy;
 5. violates federal or state law;
 6. causes a material and substantial disruption of school activities;
 7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
 8. advertises or promotes any product or service not permitted for minors by law;
 9. advocates sexual, racial, or religious harassment or violence or prejudice; or
 10. is distributed or displayed in violation of time, place, and manner regulations.
- C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.
- D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists. These professional standards may include, but are not limited to, the following:
1. assuring that participants learn whatever lessons the activity is designed to teach;
 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 3. assuring that the views of the individual speaker are not erroneously attributed to the school;
 4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
 5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
 6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
- E. Time, Place, and Manner of Distribution
Students shall be permitted to distribute written materials at school as follows:
- 1. Time**
Distribution shall be limited to the hours before the school day begins, during lunch hour, and after school is dismissed.

2. Place

Written materials may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entryways, and parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

3. Manner

No one shall induce or coerce a student or staff member to accept a student publication.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80, and post it on the district website.

Legal References:

U. S. Const., amend. I

Morse v. Frederick, 551 U.S. 393 (2007)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)

Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References:

Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)

Policy 506 (Student Discipline)

Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

DISTRICT POLICY

POLICY SERIES: 600 Education Programs

BOARD APPROVED:

REVISION DATE:

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians and caregivers have the right and the responsibility to determine their children's access to library materials.

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
 3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
 4. has technology and Internet access; and
 5. is served by a licensed school library media specialist or licensed school librarian.
- B. “Library collection” consists of the library materials made available to students.
- C. “Library materials” are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district’s professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents/caregiver, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist or Superintendent in absence of a media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
 2. an individual with a master’s degree in library science or library and information science; or
 3. a professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
 3. compliance with state or federal law.

V. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, gender identity, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.
- B. The library media specialist or Director of Teaching and Learning, shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials
- Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist or Principal. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian or caregiver may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian or caregiver of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- C. Informal Request for Reconsideration of Specific Library Material
 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and/or the library media specialist or Principal shall assume responsibility for processing the request on an informal basis.
 2. The building principal and/or the library media specialist or Principal shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.
 2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

- a. One member of the school district administration
 - b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration
 - f. Two student representatives (as appropriate to the specific request).
3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
 4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
 5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.
 6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;
- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 606 (Textbooks and Instructional Materials)

CONNECT NS

News from the Association of Metropolitan School Districts

December 2025

Volume 23

Number 3

Farmington High School's Tiger Vision: Where Passion Meets Possibility

December 5, 2025 Board of Directors Meeting

7 a.m. - 9 a.m.

Quora Education Center
NE Metro 916
Little Canada

December 19, 2025 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center
Bethel University
Arden Hills

January 9, 2026 Board of Directors Meeting

7 a.m. - 9 a.m.

Quora Education Center
NE Metro 916
Little Canada

January 30, 2026 Executive/Legislative Committee Meeting

7:30 a.m. - 9 a.m.

Anderson Center
Bethel University
Arden Hills

Like many districts across the state, Farmington Area Public Schools has faced significant budget challenges driven by rising costs associated with goods/services and state requirements not being fully funded or funded at all. This has resulted in significant budget reductions resulting in the loss of experiences and programs for students. The most heavily impacted areas have been experiences created in partnership with other districts. Loss can have a lasting impact if we allow it, but it also provides an opportunity to reevaluate and approach learning experiences differently.



Farmington High School is excited to have an Arts and Communication Pathway for learners interested exploring different opportunities within performing and visual arts.

At Farmington High School, this year marked the exciting beginning of our work to bring Tiger Vision, "Where passion meets possibility," to life in new and intentional ways. We launched a comprehensive effort to build career pathways from the ground up, with a focus on creating hands-on learning experiences that help students explore their interests, develop their strengths, and prepare for life after high school.

We know students learn best when they can apply their learning in real and relevant settings. Hands-on experiences allow them to "try on" potential

Continued on page 2

The AMSD Legislative Committee has approved the 2026 legislative platform, and it will be presented to the board of directors for adoption at its next meeting on Dec. 5. Thank you to all who provided input over the past several months and a special thanks to the legislative committee members for their work. Please mark your calendar for AMSD's Annual Session Preview where we will share the platform with our legislators. The preview will be held on Friday, Feb. 6 with the option to attend in person at the Quora Education Center or join virtually. In the meantime, I wish you a very happy holiday season!

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

Turning Student's Interests Into Meaningful Next Steps

Continued from page 1

careers, build confidence, and better understand the opportunities that await them after graduation, whether they choose college, technical training, the workforce, or military service. With that in mind, we set out this year to reimagine and strengthen how we support students in discovering what they are passionate about.

One of the major accomplishments of this first year was the development of the Tiger Vision Career Guide. This new tool maps out each of our pathways, highlights recommended course sequences, and outlines the hands-on opportunities available in every area. It was created to help students and families clearly see how their coursework connects to real-world skills and future careers in high-wage, high-skill, in-demand occupations. The guide provides a starting point for students to explore possibilities and understand how their interests can turn into meaningful next steps. Right now, we offer career pathways in 5 different areas:

- Health and Human Services
- Engineering/Technology/Manufacturing
- Arts and Communication
- Business and Marketing
- Animal, Plant and Environmental Studies

To support the development of these career pathways, we formed dedicated pathway teams. These groups, made up of teachers, counselors, administrators, and industry partners, are collaborating to shape curriculum, identify gaps, and strengthen course offerings around a specific career pathway. Their work ensures our pathways stay relevant and aligned with emerging industries and the needs of today's learners.

A key part of this year's progress has been the creation of new courses designed to fill those identified gaps. These classes offer students more opportunities to engage in authentic, hands-on learning. Whether in healthcare, communications, arts, business, engineering, trades, or education, these new courses give students access to tools, experiences, and environments that mirror the real world. They help students develop practical skills while exploring what excites them.

Although much of this work began only this year, it has already created strong momentum. We know the career pathway system will continue to grow, evolve, and strengthen over time, and we are committed to building on this foundation. Collaboration with staff, community partners, and industry experts will remain essential as we expand opportunities for students. Most importantly, our students' interests and voices will guide the direction of this work.

Tiger Vision represents our belief in what is possible for every learner. This year was just the start, laying the groundwork for pathways to careers that connect passions with possibilities in meaningful and transformative ways. We are proud of the progress made in this inaugural year and excited for the continued work ahead as we build even stronger opportunities for all students.



FHS student participating in Woodworking I which is a foundational class as part of the Engineering/Technology/Manufacturing Pathway.



FHS students taking part in the Certified Nursing Assistant program that is part of the Health and Human Services Pathway.

This month's member feature was submitted by Superintendent Jason Berg, Farmington Area Public Schools.

Teacher Recruitment and Retention Challenges Continue

Growth in the number of students of color continues to outpace the gains in Teachers of Color

Despite incremental increases in the number of Teachers of Color and American Indian Teachers (TOCAIT) across Minnesota, the state’s teacher workforce still falls far short of proportionally reflecting the diversity of the student population in Minnesota.

That’s just one of several findings from the recently released [2025 Teacher Supply and Demand Report](#) from the Professional Educator Licensing and Standards Board (PELSB).

PELSB, by direction of the Minnesota Legislature, must produce a biannual report on the state of the teacher workforce. The report was released annually in March until 2023, with the report now released every other year in November.

Table 14: Comparison of Teachers and Students for 2021-2022 to 2024-2025

Economic Development Region	2021-2022 Percent of TOCAIT	2024-2025 Percent of TOCAIT	2021-2022 Percentage of SOCAIS	2024-2025 Percentage of SOCAIS
01: Northwest	1.44%	2.19%	18.36%	19.40%
02: Headwaters	4.41%	5.52%	41.76%	44.12%
03: Arrowhead	3.10%	(2.95%)	17.65%	18.50%
04: West Central	2.01%	3.04%	18.87%	20.91%
05: North Central	1.73%	1.73%	15.40%	16.79%
06E: Southwest Central	1.10%	2.23%	30.13%	32.08%
06W: Upper Minnesota Valley	2.22%	(2.17%)	20.58%	24.31%
07E: East Central	1.33%	1.42%	13.39%	15.44%
07W: Central	2.10%	2.68%	20.74%	24.07%
08: Southwest	2.16%	3.17%	34.46%	36.97%
09: South Central	2.59%	3.15%	23.69%	25.90%
10: Southeast	2.41%	2.83%	29.35%	31.75%
11: 7-County Twin Cities	9.68%	11.09%	48.13%	51.18%
Statewide	6.24%	7.40%	36.91%	39.74%

According to the new 2025 report, teachers of color have increased by just more than 1 percent statewide since the 2023 report, while students of color in Minnesota outpaced that increase across all Economic Development Regions and by nearly 3 percent statewide. Overall statewide, as noted in Table 14, Teachers of Color represent less than 8 percent of teachers holding a tiered license, while the percentage of students of color is nearly 40 percent across the state.

There is, however, a sliver of good news in the demographic data: Candidates completing teacher preparation in Minnesota are more diverse than Minnesota’s existing teacher workforce. Teacher candidates of color comprised nearly 16 percent of candidates who completed teacher preparation in

Minnesota — and more than 4 percent higher than in 2023, when they comprised just 11 percent.

The report also notes an increase in the percentage of teaching assignments filled by teachers holding a Tier 1 or Tier 2 license, or out-of-field permission (OFP) — reflecting the teacher shortage in certain areas. In addition, new data shows that the number of teachers entering the profession has continued to incrementally drop year-over-year since 2022.

Overall Minnesota counted 110,254 teachers and related service providers holding 174,054 field specific licenses as of June 30 this year — an “extremely minimal increase” from 2023-2024 of only four (110,250) and a decrease of just more than 4,000 from 2022-2023 (114,312).

Equally concerning is the data showing that nearly one third of new teachers leave teaching within the first five years in the profession, despite recently boosted efforts to recruit and retain them. As the data

Continued on page 4

Multiple Pathways, Grant Programs Critical To Address Shortage Areas

Continued from page 3

in Table 42 shows, the attrition, combined with decreases in new teachers, “exacerbates demand,” the report notes.

Table 42: Teacher Attrition by Cohort³⁸

Cohort Year	Newly Licensed Teachers	Returned in 21-22		Returned in 22-23		Returned in 23-24		Returned in 24-25	
		Teachers	Difference	Teachers	Difference	Teachers	Difference	Teachers	Difference
20-21	1,696	1,464	(13.68%)	1,420	(16.27%)	1,298	(23.47%)	1,202	(29.13%)
21-22	1,838			1,514	(17.63%)	1,398	(23.94%)	1,268	(31.01%)
22-23	1,960					1,684	(14.08%)	1,534	(21.73%)
23-24	1,754							1,465	(16.48%)
24-25	1,738								

To address teacher shortages, the report concludes that state agencies and policymakers must continue supporting high-demand, low-supply geographic areas, focusing recruitment strategies on special education teachers and teachers of color.

Notably for special education, the report identifies the high number of underfilled positions and low supply of licensed teachers as particularly significant, even putting the state at risk of violating the Individuals with Disabilities Education Act (IDEA).

And data shows that increasing the number of teachers of color helps close the dramatic and persistent achievement gap between students of color and white students. [MNSPIRE](#), a survey of licensed teachers published by PELS in 2022, also showed that negative perceptions of the profession and unsupportive school climates led to teachers of color leaving the profession.

The 2025 Supply and Demand Report concludes that policy objectives that support the increased recruitment, preparation, and retention of these teachers — which have long been advocated by the AMSD, along with support for new teacher recruitment and teacher candidate grants (Table 24) — could have a significant increase in the supply of TOCAIT throughout Minnesota.

Table 24: Teacher Recruitment & Teacher Candidate Grants²⁷

Grant	Fiscal Year 2024 Funding	Fiscal Year 2025 Funding	FY24 Individuals Impacted
Grow Your Own Grant – Student Pathway	\$6.4 million	\$25 million	750
Concurrent Enrollment Intro to Teaching Grant	\$500k	\$500k	262 (76 TOCAIT)
Collaborative Urban and Greater Minnesota Educators of Color (CUGMEC) Grant	\$5.3 million	\$5.3 million	830
Underrepresented Student Teacher Grant	\$1.9 million	\$1.9 million	131
Grow Your Own Grant – Adult Pathway	\$6.4 million	\$25 million	276 (222 TOCAIT)
Minnesota American Indian Teacher Training Program	\$2.2 million	\$600k	38

- [LINK: View the 2025 Teacher Supply and Demand Report](#)
- [LINK: View the 2023 Teacher Supply and Demand Report](#)

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
December 11, 2025
SCHOOL BOARD CALENDAR

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
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12	Thursday	General Meeting of the Board	6:30 PM	DSC
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26	Thursday	General Meeting of the Board	6:30 PM	DSC
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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
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23	Thursday	General Meeting of the Board	6:30 PM	DSC
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May 2026

14	Thursday	District-wide Retirement Celebration	5:00 PM	DSC
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14	Thursday	General Meeting of the Board	6:30 PM	DSC
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28	Thursday	School Board Retreat	4:30 PM	DSC
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28	Thursday	General Meeting of the Board	6:30 PM	DSC
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June 2026

11	Thursday	General Meeting of the Board	6:30 PM	DSC
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25	Thursday	General Meeting of the Board	6:30 PM	DSC
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◆ General Board Meeting – Date Change

◆ New Event

◆ Event Date Change

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Get on the Bus & Local 2209 Meeting Schedule 2025-2026

Get on the Bus

~~Tuesday, October 28th~~

~~West Education Center~~

~~Bus leaves 287 DSC @ 8:30 AM~~

Richard Zeck	Anne Casey
Brian Roath	Kim Ross
_____	_____
_____	_____

~~Tuesday, December 2nd~~

~~Ann Bremer Education Center~~

~~Bus leaves 287 DSC @ 8:30 AM~~

Richard Zeck	Kim Ross
Anne Casey	_____
_____	_____
_____	_____

Tuesday, March 3rd

Care & Treatment

Bus leaves 287 DSC @ 8:30 AM

Richard Zeck	Michael Birdman
_____	_____
_____	_____
_____	_____

Tuesday, April 14th

Itinerant – Community of Practice

Bus leaves 287 DSC @ 8:30 AM

Richard Zeck	Michael Birdman
_____	_____
_____	_____
_____	_____

Local 2209/Board Meeting

1:00 PM

(Lunch will be provided)

~~Tuesday, October 21st~~

~~District Service Center~~

~~(3rd Floor – Room 316)~~

~~Richard Zeck~~

~~Keith Tate~~

~~Anne Casey~~

Tuesday, December 9th

District Service Center

(3rd Floor – Room 316)

Richard Zeck

Anne Casey

Brian Roath

Tuesday, March 10th

District Service Center

(3rd Floor – Room 316)

Richard Zeck

Tuesday, April 21st

District Service Center

(3rd Floor – Room 316)

Richard Zeck

Michael Birdman