

Finance Committee Meeting

Monday, March 9, 2026 7:30 AM

Faribault Public Schools District Office, 710 17th Street SW, Faribault, MN 55021

I. Business Items

I.A. Finance Committee Minutes from February 9, 2026

II. Contracts, Agreements, Bids and Grants for Review

II.A. Achievement and Integration Plan FY27-29 **Presenter:** Biz Daniels, Secondary Curriculum and Instruction Coordinator

II.B. Kids World Rate Increase - FY27 **Presenter:** Cassie Riopelle, Director of Community Education and Engagement

III. Financial Performance

III.A. Monthly Student Count - February

III.B. Monthly Investment Report - February

III.C. Monthly Comparative Financial Report - February

III.D. Monthly Analytical Report - February

IV. Financial Strategies

V. Next Meeting - Monday, April 13, 2026 at 7:30 a.m.

VI. Adjourn - **ACTION**

FINANCE COMMITTEE MINUTES

This meeting was held remotely via Google Meet
February 9, 2026 at 7:30 a.m.

Members in Attendance: John Bellingham, Ashley Benhart, Jamie Bente, Lynda Boudreau, Rob Dehnert, Dick Dotterweich, Jason Engbrecht, Stacy Fox, Meghan Knutson, Brett Martindale, Barbie Roessler, and Chad Wolff

Others in Attendance: Cassie Riopelle

Members Absent:

This meeting was called to order at 7:31 a.m.

I. Business Items

- a. Introduction of Dick Dotterweich, new committee member. Mr Wolff thanked Mr Dotterweich for all of his support and attendance of school board meetings in the past. Everyone in attendance introduced themselves.
- b. Approval of the previous meeting minutes: Motion to approve by Mr Bente and seconded by Ms Fox. Motion carried..

II. Contracts, Agreements, Bids and Grants for Review

- a. New Position Request Approval: Ms Riopelle, Director of Community Education presented a request for a new, full-time 230 days per year, College and Career Navigator position. This position would be prorated for FY26 and would work in the RISE room and act as a RISE mentor. This position would be grant funded, one third funded by the Student Grow Your Own grant and two third funded by the Adult Grow Your Own grant. This position would provide navigation for all the youth and adult students who plan to become teachers by providing one on one student meetings, preside over the Future Teacher club at the middle school and high school, and providing some active study sessions during the evenings for adult students. Mr Wolff asked about the potentiality of two ways to fund the position. Cassie responded that there is currently a Grow Your Own Coordinator who is currently running the program alone. Cassie split the job into two columns so that the positions will be easier to navigate for the students. Mr Wolff also wanted to confirm that no funds will be coming from the general fund. Lastly, Mr Wolff wanted to confirm what will happen long term. Cassie replied that these grants are through 2030 but also mentioned that if these grants were to end, this position would no longer be needed. Motion to approve by Mr Dehnert and seconded by Mr Bellingham. Motion Passed.
- b. New Position Request Approval: Mr Dehnert, Director of Special Education, requested that a new position for a Behavior Facilitator be approved. This position would help coach and mentor new teachers of students with behaviour

disabilities. The goal would be to help these new teachers develop the skills needed to handle behaviours proactively rather than reactively. This position would take effect in FY27 and would cost approximately \$150,590 annually. There are two different ways to pay for this cost, both out of federal funds. One would be a direct federal reimbursement or two, it could be a reimbursement into the general fund of about \$120,000. Motion to approve by Mr Wolff and seconded Ms Boudreau. Mr Wolff asked why this position is needed now and why not in the past. Mr Dehnert replied that there is an increased load of new students from outside districts and the work load for the current part-time person has been greatly increased. There is also some pressure nationally to no longer use suspension and physical restraints. Motion passed.

III. Financial Performance

- a. January Student Counts: Enrollment for January saw a decline, the most being in the middle school (10) and ALC (8). The average daily membership for January was 2962. The combined average over 5 months of this school year is 2,997 and adding in our projected tuition kids, we're looking at about 3,050 ADM and we budgeted for 3,057 students. It will be interesting to see how February shakes out because in January we did see a decline in students in our schools and if we see those 15 day drop students return in February. Mr Wolff: "Barbie, do you feel we have a good handle on students leaving our districts for other districts or leaving the country? Do we track that?" Ms Roessler stated that yes, we have ways to track students when they move to other schools or even other countries. However, if they simply stop coming to class, we don't necessarily know where they are at that time until they either come back to FPS or enroll in another district. Ms Boudreau asked about the 15 day drop and how are we keeping them on. Mr Bente replied that, at this time, we're allowed to keep them on our books if we're keeping in direct contact with the students/families. If they are a 15 day drop but we can't get into contact with them, we need to drop them. Ms Boudreau also had a question about deliveries or drops that we are providing to students and how that is justified to which Mr Bente replied that we'd need to look into this to get more information. Ms Riopelle mentioned that when we do have a student drop out, we have a system in place to get them back through a GED or Diploma program so that we don't lose them completely.
- b. January Investment Financial Report: We're seeing a slight decline in our investments but that is to be expected as we continue to spend down our construction expenses. We've also increased our expenses as we've settled contracts and costs continue to increase. Our investments are still in a good place and have plenty of liquidity in case of emergencies.
- c. January Comparative Financial Report: HVAC didn't have a bill at this time last year and we're seeing quite a hike in January of 2026. We had communication issues with meter reading at Roosevelt. When reviewing the bill for January, we noticed the meter readings weren't really making any sense and we have an

inquiry into Xcel to question this. Water is right in line with where we think we should be. Electricity is slightly up and we'll probably need to submit a revised budget to the school board towards the end of the year. We've seen more snow so far this year than last year at this time but we're still only at 45% of our total FY26 budget. Self-insured: Both employee and employer contributions are greater than last year due to our increased premiums. Medical claims are lower now compared to last year and overall year-to-date, our revenues exceed our expenses by \$143,000, helping to replenish our fund reserve.

- d. January Analytics: Nothing too exciting to report here. The general fund is pretty much on target at 47% for expenditures. Nothing unusual in Food Service or Community Ed. Construction, we've talked about this in the past, we've spent the majority of our expected expenditures in July, August and slowly now throughout the year. Debt Redemption: we made our big debt bond payment in January, for principal and interest. The rest of the funds are pretty much on par with where we think we should be. The multi-year comparison shows only the general fund and breaks it out by object code. All of these are looking good. The only real exception are capital expenditures which are trending slightly downward compared to last year.

IV. Financial Strategies

- a. FPS will be going out for four different RFPS: Food Service, Printers and Copiers, Phone system, and Auditing Services. We follow a timeline protocol to get proposals in, vendors to ask questions, etc. We use a rubric system to score them and choose the vendor based on the results. Ms Boudreau asked if there would be any changes to Food Service? Ms Roessler stated that we're still looking at a contracted service instead of bringing this in house. Mr Wolff had a follow up and thought we're going out for RFP one year early in our contract with our current contractor. Ms Roessler stated that we needed to provide them with a 60 day notice and she did provide that to them back in November. Mr Wolff also wondered what our timeline was for getting these RFPS out. Ms Roessler stated that those would be going out this week.

V. Next Meeting: March 9, 2026, at 7:30 am.

VI. Adjournment at 8:05 am: Motion to adjourn by Ms Benhart and seconded by Mr Bente. Motion carried.

Respectfully submitted by Brett Martindale

Achievement and Integration FY 2027 Budget Workbook

Use these instructions to create your district's annual Achievement and Integration (A&I) A&I budget. Please

Do not delete pages from this workbook. That will disable the formulas on the *Expenditure Summary* page

- Program and fiscal staff should work together to create this budget, drawing on your respective knowledge of
- **Proposed expenditures can be approved only for strategies included in a district's current MDE-approved A&I**
- Expenditures to fund strategies included in a racially identifiable school (RIS) plan must be listed in the RIS tabs
- **Use the separate tabs for direct student services, PD, and Admin costs as explained in the A&I Budget Guide.**
- **Add lines to a worksheet by inserting rows *before* a revenue total line.** The revenue total lines are linked to a
- Add a **budget narrative** for each line item to document how proposed expenditures will fund activities in your
- List proposed FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on the separate tabs
- Find your district's aid entitlement estimate for A&I revenue in the Minnesota Funding Reports (MFR) section
- **Admin costs include salary and benefits for support staff and administrators that do not provide direct**
- Payments to other districts or to vendors should be listed as line items in the corresponding Direct Student
- **The budget narratives for proposed salary expenditures should include the following: percentage FTE and the**
- Fringe benefits for positions that are part of the same plan strategy may be bundled by OBJ code. For example,
- Resubmit this workbook listing proposed and *actual* FY 2027 expenditures by December 1, 2027.
- Expenditure changes that increase total FIN code amounts and changes to the types of expenditures approved
- **Budgets are due to MDE by March 15, 2026. Board approval is optional. This means your board does not**

How to Submit Your Budget

- 1) Submit your district's proposed FY27 budget by March 15, 2026 to mde.integration@state.mn.us.
- 2) Submit your district's budget as an excel file. No PDF's please.
- 3) Please save your budget using the file name **FY26 [District Name] A&I budget**.

Questions about submitting your budget? Contact one of MDE's A&I staff or email mde.integration@state.mn.us.

Use this workbook to list proposed expenditures of FY 2027 Achievement Integration (A&I) revenue. Each worksheet has a column where you will explain how each line item fits into the district's MDE-approved A&I plan. For details on budget requirements, see the A&I Budget Instructions in the prior tab of this workbook.

District Name: Faribault Public Schools
District ISD Number: 656
Superintendent: Jamie Bente
Partnering Districts: Waterville-Elysian-Morristown, Northfield, Tri-City United

Fiscal and program staff should work together to complete this budget. Please list those staff members for whom more detail is needed for the budget to be approved.

Program Staff: Elizabeth Daniels
Phone: 507-333-6009
E-mail: edaniels@faribault.k12.mn.us

Fiscal Staff:
Phone:
Email:

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please provide details here.

Find the amount of Achievement and Integration (A&I) revenue your district may be eligible to receive in FY 2027 from the district's Integration Revenue Reports listed online in the Minnesota Funding Reports. These are estimates based on current enrollment. These estimates will be adjusted to reflect actual FY27 enrollment. Directions for finding Integration Revenue are provided in the A&I Budget Instructions.

Total Initial Revenue (FIN 313)
Total Incentive Revenue (FIN 318)
TOTAL A&I REVENUE

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the district's proposed FY 2027 Achievement and Integration budget as approved by the school board.

School Board Chair _____ **Board Approval Date** _____
Superintendent _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

FOR MDE USE ONLY

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____
MDE Approval: _____ **Date:** _____

Migration Revenue Worksheet

. All expenditures must support strategies in your
ne item is intended to fund a strategy. **Please use the**
lget Guide on the A&I webpage.

ners below. Both will be contacted if changes or

Barbie Roessler
507-333-6059
broessler@faribault.k12.mn.us

ase list those schools here:

27 and enter it below. See lines 12 and 13 in your
ed on enrollment projections and A&I funding formulas.
eports online are posted to the A&I website.

\$	704,920.00
\$	32,861.00
\$	737,781.00

and complete representation of the fiscal year 2027 Achievement &

Date _____

Date _____

enue: _____

District Number: 656

Proposed Budget		
		Proposed Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$610,641.20	82.90%
Professional Development may equal no more than 20% of total revenue	\$56,798.19	7.71%
Administrative/Indirect may equal no more than 10% of total revenue	\$69,192.79	9.39%
Total Proposed Revenue:	\$736,632.18	
Total Amount Proposed FIN 313	\$703,771.18	
Total Amount Proposed FIN 318	\$32,861.00	

Amending Line Items To amend line items in this budget after it's been approved by MDE, strike the the line you want to change (make sure the new row is above the total revenue line). Add a new dol with the color highlight function. Explain the change in the comments box at the bottom of the tab.

UFARS Corrections You do not need to submit an amended budget to MDE in order correct UFARS c Expenditure report. Add a note to explain the correction. See the A&I Gudget Guide for more detail:

Comments:



**Integration Budget
Summary**

District Name: Faribault Public Schools	
Actual Expenditures	
	Actual Budget Ratios
DSS At least 80% of total expenditures	\$0.00 #DIV/0!
Professional Development No more than 20% of total expenditures	\$0.00 #DIV/0!
Admin/Indirect No more than 10% of total expenditures	\$0.00 #DIV/0!
Total Revenue Expended:	\$0.00
Improvement Planning Expenditures	10% #DIV/0!
Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).	

Use the approved dollar amount and related budget narrative. Insert a row below the dollar amount and narrative to the row you just added. Then highlight both lines.

Use the correct codes. Instead, make UFARS corrections when you submit your Actuals on when to amend your MDE-approved budget.

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Improvement Funding Directions

Only districts that did not meet the goal of annual integration revenue to fund improvement

Step 1) Complete the DSS, PD and Admin tabs for FIN 313 and 318. Step 2) Copy and paste line items

- Copy line items totaling up to 20% of your total proposed revenue. That percentage will be capped at 20%.
- The line items you copy may be either FIN 313 or FIN 318 depending upon how you're funding the improvement.
- Please note that the amounts copied and pasted into this tab will **NOT** be reflected in the overall budget.

What is an improvement strategy? Strategies that were 1) not in your prior plan, or 2) strategies that are new to the improvement process like the one described in the A&I Improvement Planning Guide. The strategies should be those that increase the likelihood of meeting the goals in your district's current plan.

Line Item Description	UFARS Code Required				Budgeted Amt
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.

Direct Student Services

Professional Development

PDEV/Reg/Meals/Travel	005	605	313	366	\$40,000.00
Coord Salary	005	605	313	110	\$11,415.40
PDEV/FICA	005	605	313	210	\$873.28
PDEV/TRA	005	605	313	218	\$1,119.85
PDEV/MNPL	005	605	313	219	\$50.23
PDEV Coord Health	005	605	313	220	\$1,448.25
PDEV Coord Life	005	605	313	230	\$27.31
PDEV/LTD	005	605	313	240	\$20.54
PDEV Coord TSA Match	005	605	313	250	\$130.00
PDEV Coord HSA/VEBA	005	605	313	251	\$430.00
PDEV/WC	005	605	313	270	\$83.33
PD Supplies	005	605	313	430	\$500.00
PD Food	005	605	313	490	\$700.00

Administrative Costs

Coordinator Salary	005	605	313	110	\$5,707.70
FICA	005	605	313	210	\$436.64
TRA	005	605	313	218	\$559.93
MNPL	005	605	313	219	\$25.11
Health Ins	005	605	313	220	\$724.13
Life Ins	005	605	313	230	\$13.66

LTD	005	605	313	240	\$10.27
TSA Match	005	605	313	250	\$65.00
HSA	005	605	313	251	\$215.00
Work Comp	005	605	313	270	\$41.67
Video Contractor	005	605	313	305	\$2,000.00
Advertising	005	605	313	321	\$4,000.00
Travel/Meals/Registration	005	605	313	366	\$800.00

Total Improvement Funding:				\$71,397.30
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Comments:

ies in their last plan after three years should complete this tab. If you didn't meet your goals, you must
 ovement strategies.

ine items that will fund improvement strategies into one of the sections below.

alculated for you on the Expenditures Summary tab.

ng your improvement strategies.

erall expenditure summary.

gies that you've adjusted and kept in your current A&I plan, and 3) strategies developed using an equity-
 be different from the ones in your prior plan because they are either new to your A&I work or have been

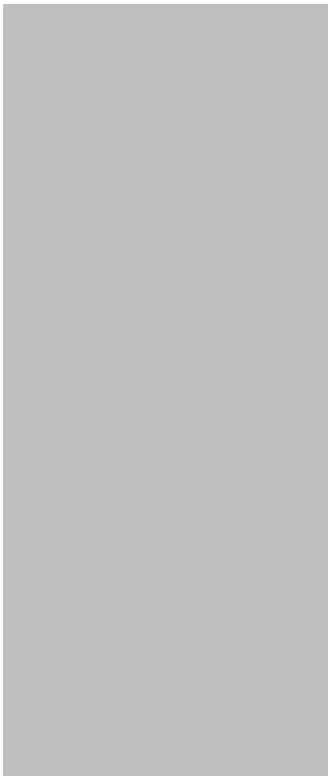
Actual Amount	Budget Narrative - Which strategy in you're A&I plan does each line item	
Resubmit this workbook with actual FY27 expenditures by 12/1/27.	Describe what will be purchased, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement a strategy. Do not copy the strategy description from your plan.	Goal #

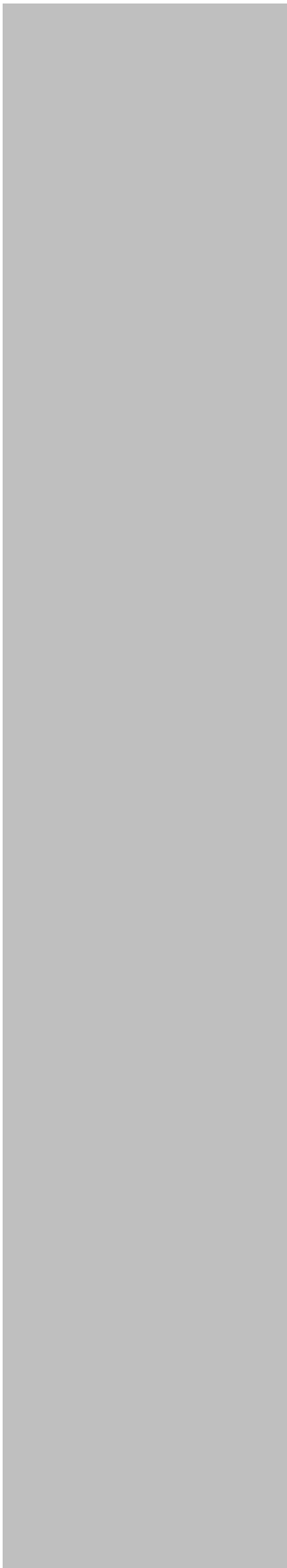
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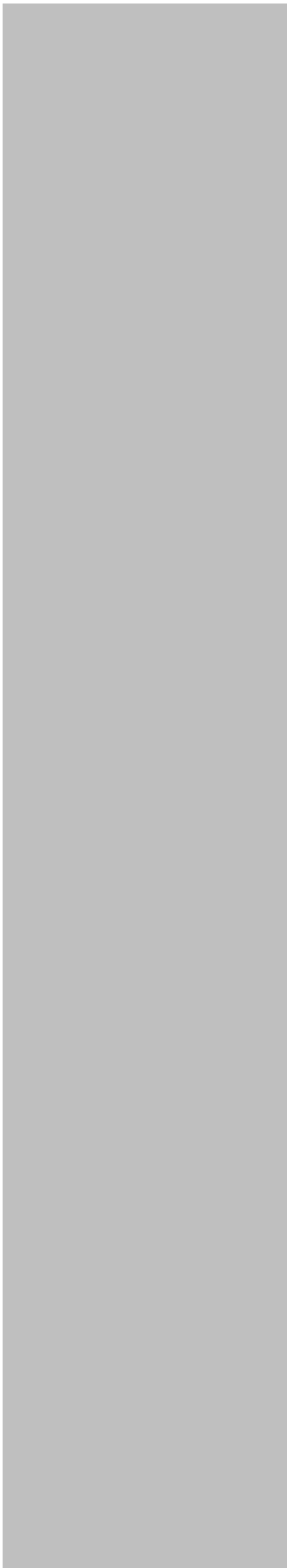
	Covers registration costs for AVID workshops throughout the	1,2,3
	Coordinator will be facilitating AVID training modules within the	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Supplies for training opportunities, including in-district AVID	1,2,3
	Food/Light snacks for training opportunities, including in-district	1,2,3

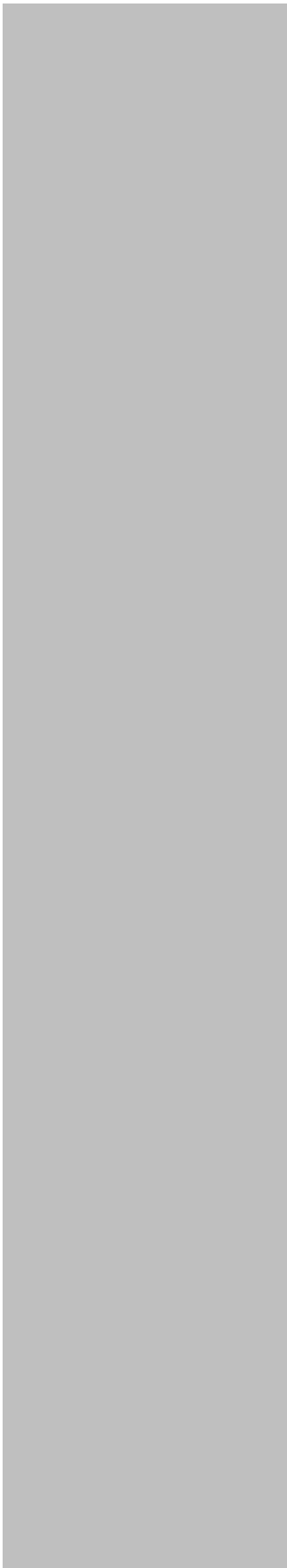
	This represents the coordinator's work on targeted advertising	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3

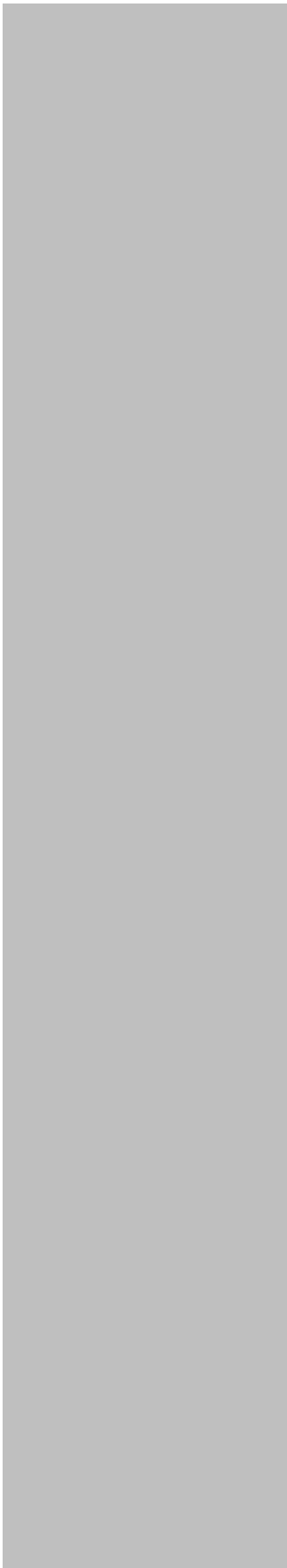
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	This represents the cost of the contract for planning and filming	3
	This represents the funds dedicated to physical and digital	3
	Provides travel reimbursement and meals for staff traveling to	3
\$0.00		

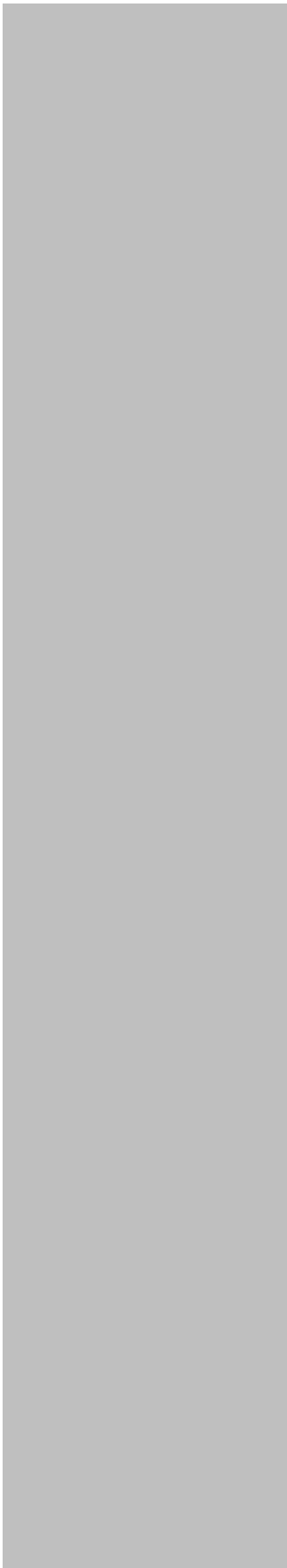




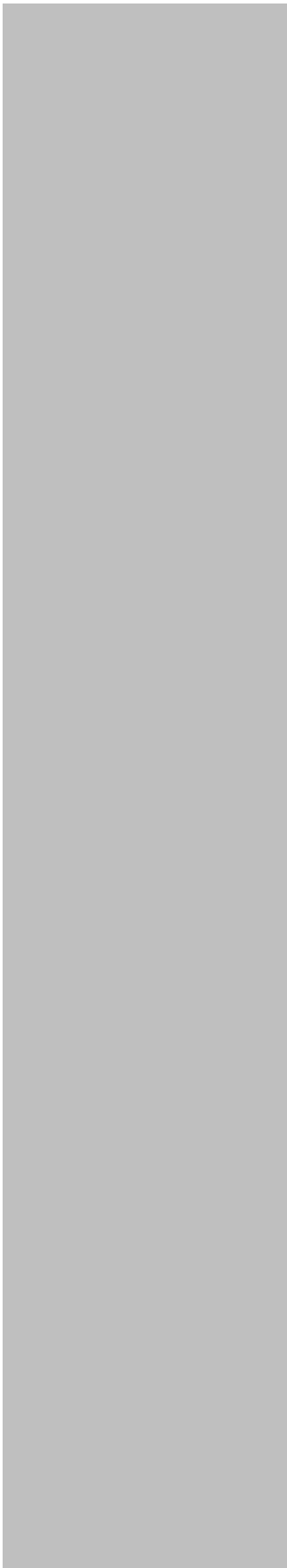


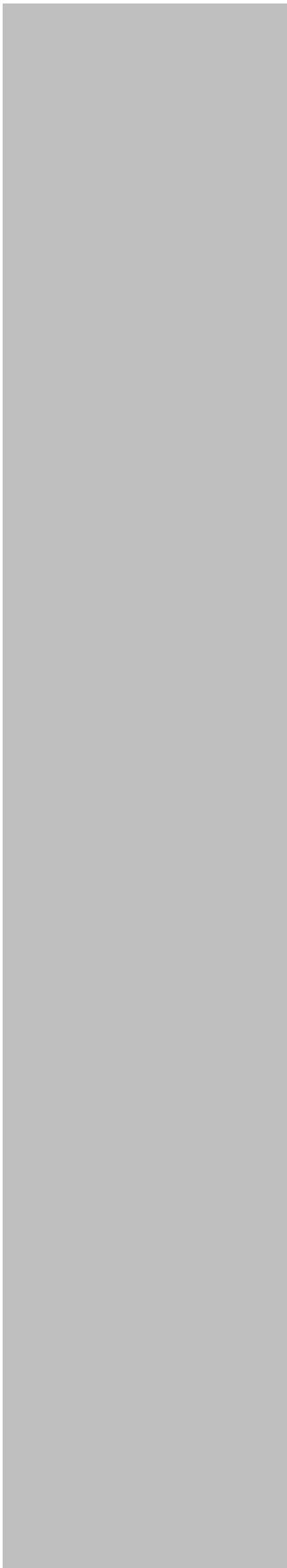




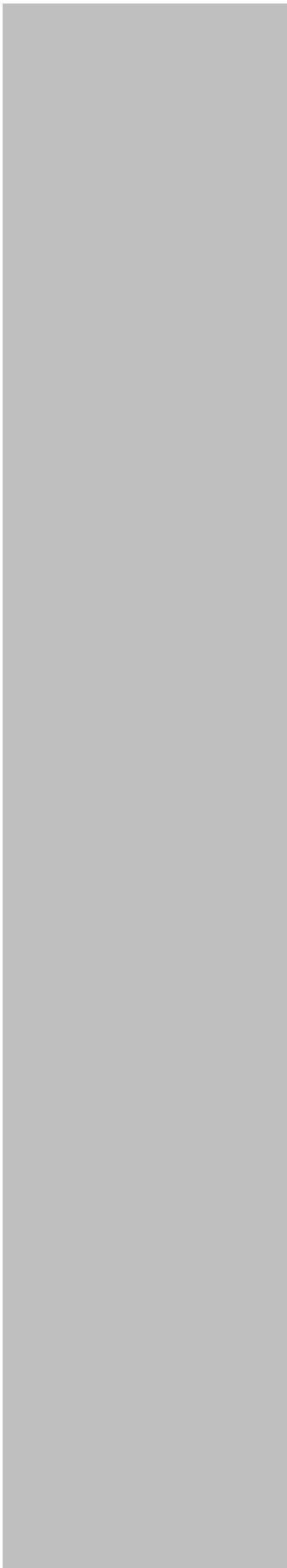


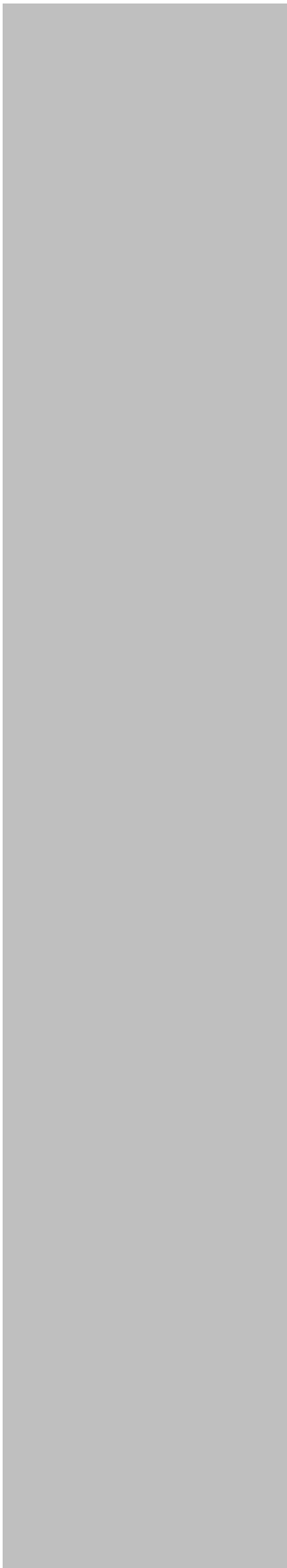


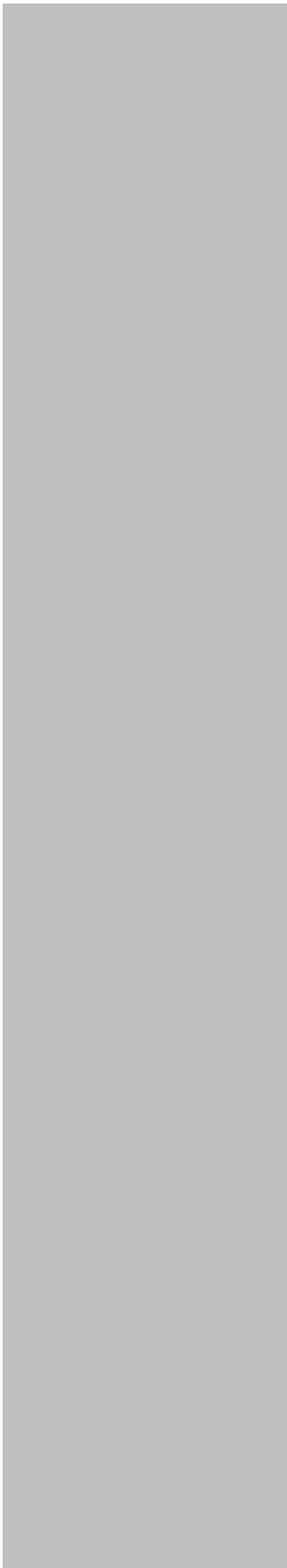


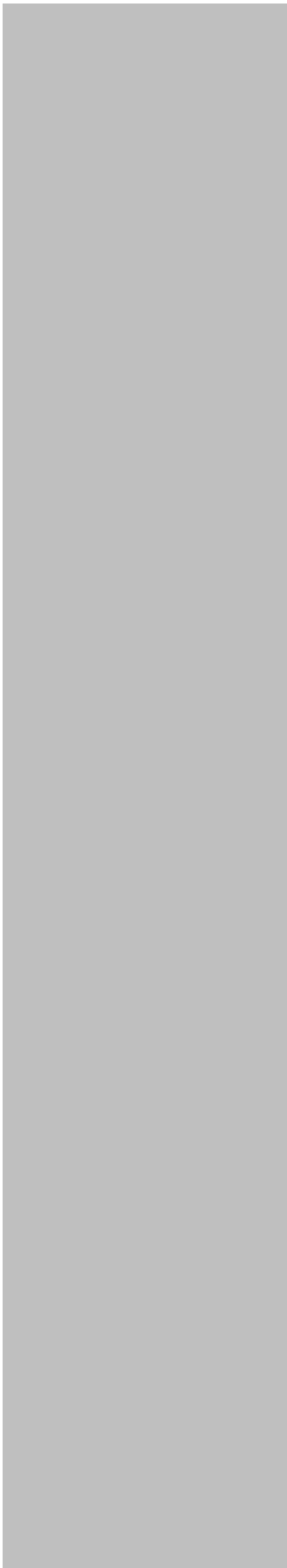


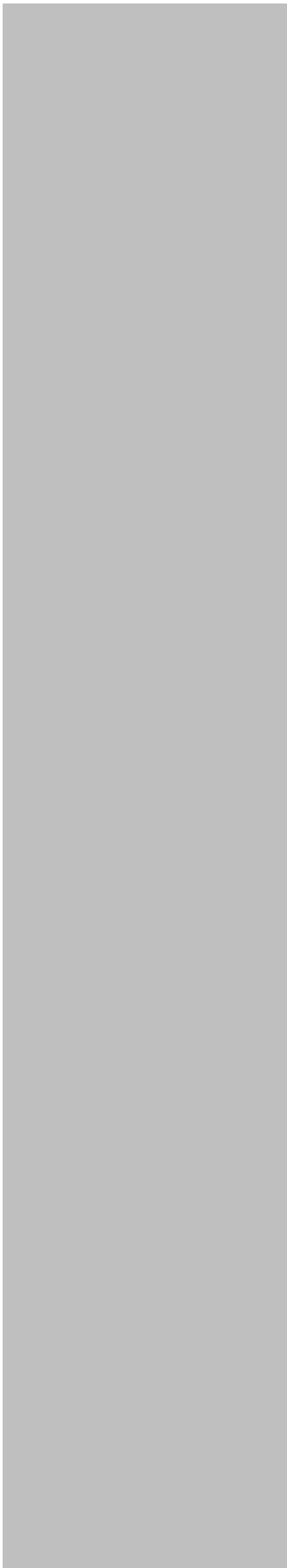


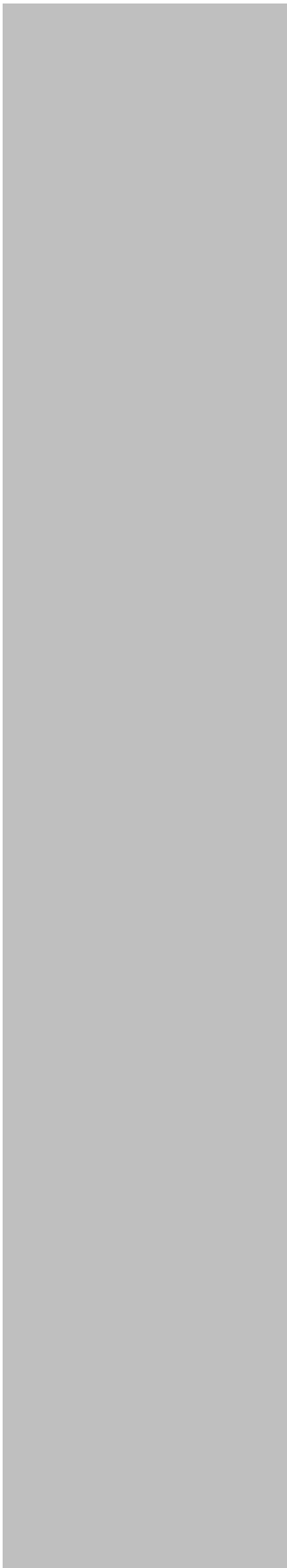


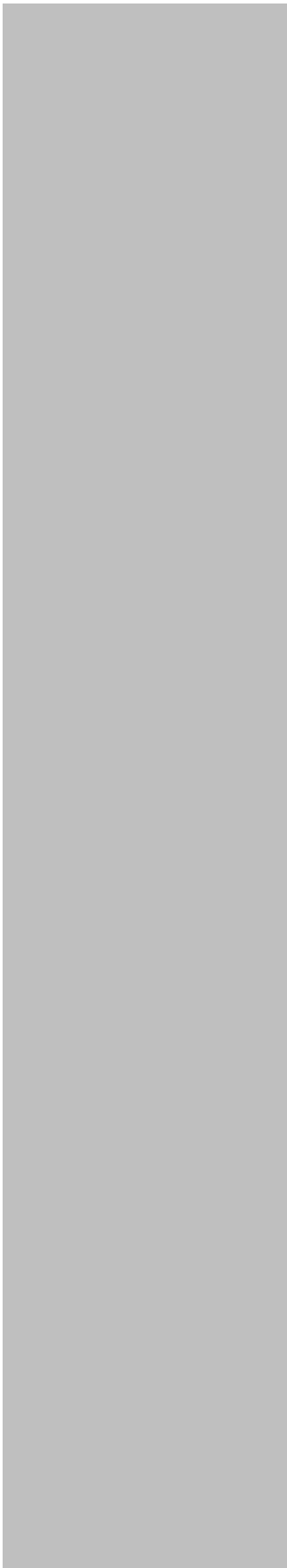


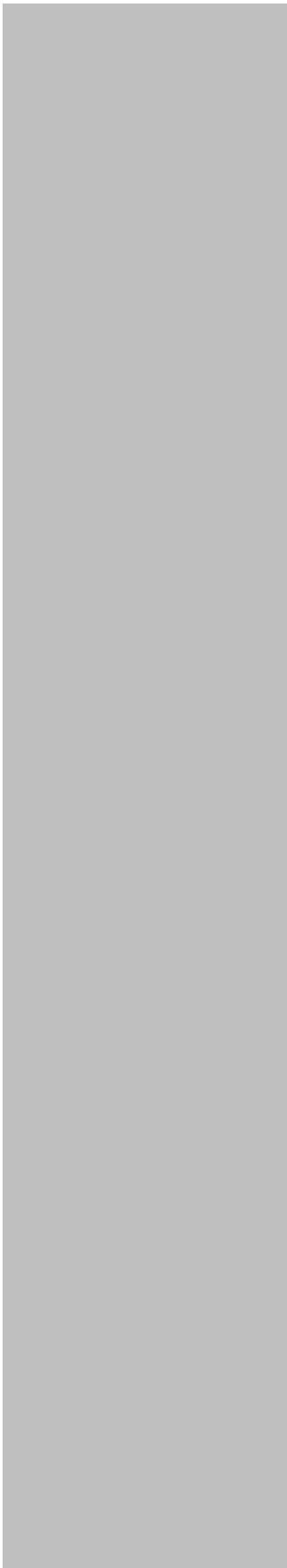


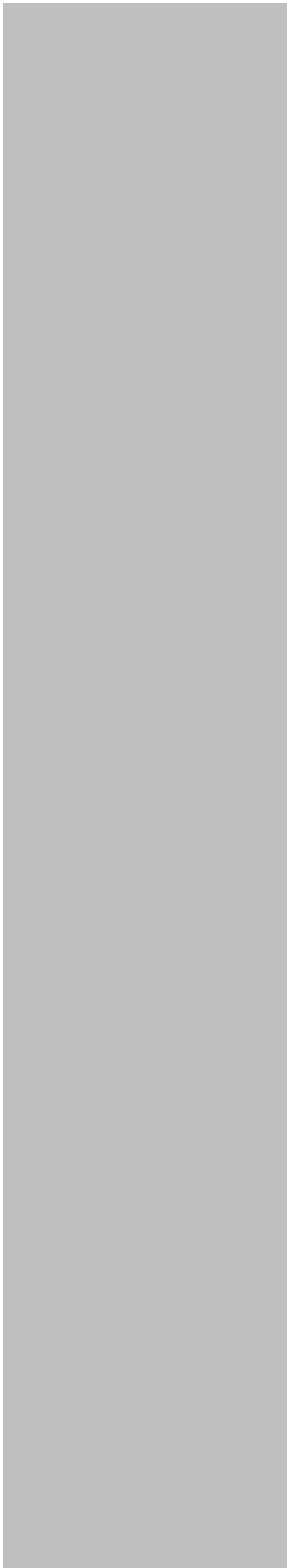


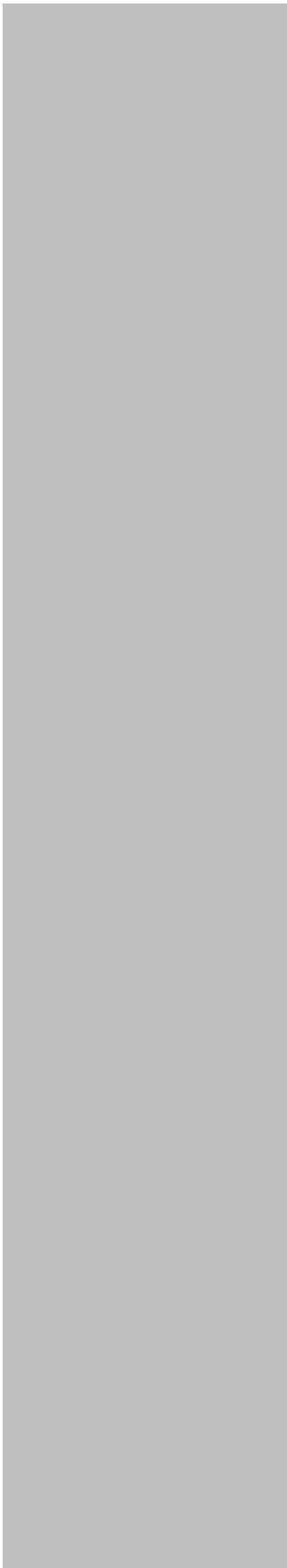














use up to 20% of your

-centered improvement
en changed in some way

n support and how?

Strategy # and Name

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

Supports the following

819- #9 Targeted

819- #9 Targeted

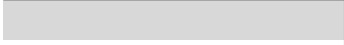
819- #9 Targeted

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819- #9 Targeted



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District Number:
District Name:
80% Direct Services to Students

 List proposed **FIN 313** expenditures for Direct Student Services below. **At least 80% of a district's MDE-approved A&I plan that provide direct services to students.** Read the A&I Budget Guide on

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from the UFARS manual to provide a short hand description of proposed expenditures.					List the total amount budgeted for this line item.
Coord Sal	005	605	313	110	\$11,415.40
FICA	005	605	313	210	\$873.28
TRA	005	605	313	218	\$1,119.85
MNPL	005	605	313	219	\$50.23
Health Ins	005	605	313	220	\$1,448.25
Life Ins	005	605	313	230	\$27.31
LTD	005	605	313	240	\$20.54
TSA Match	005	605	313	250	\$130.00
HSA/VEBA	005	605	313	251	\$430.00
Work Comp	005	605	313	270	\$83.33
Salary- Comm Coordinator	005	605	313	143	\$17,117.20
Salary - FACES 2FTE	005	605	313	175	\$102,112.00
FICA	005	605	313	210	\$9,121.03
PERA	005	605	313	214	\$8,942.19
MNPL	005	605	313	219	\$524.60
Health Ins	005	605	313	220	\$34,429.30
Life Ins	005	605	313	230	\$141.93
Dental	005	605	313	235	\$1,144.18
LTD	005	605	313	240	\$231.36
HSA/VEBA	005	605	313	251	\$3,720.00
Work Comp	005	605	313	270	\$870.37
Transportation	005	605	313	360	\$1,500.00
Supplies	005	605	313	430	\$2,000.00
Food	005	605	313	490	\$2,500.00
Coord Sal	005	605	313	110	\$28,538.50
Tutors	005	605	313	186	\$6,000.00
FICA	005	605	313	210	\$2,642.20

PERA	005	605	313	214	\$450.00
TRA	005	605	313	218	\$2,799.63
MNPL	005	605	313	219	\$151.97
Health Ins	005	605	313	220	\$3,620.63
Life Ins	005	605	313	230	\$68.28
Dental	005	605	313	235	\$0.00
LTD	005	605	313	240	\$51.36
TSA Match	005	605	313	250	\$325.00
HSA	005	605	313	251	\$1,075.00
Work Comp	005	605	313	270	\$208.33
AVID Curriculum	005	605	313	305	\$25,000.00
Transportation (field trip transp)	005	605	313	360	\$4,000.00
Food	005	605	313	490	\$2,000.00
Instructional supplies	030	605	313	430	\$7,000.00
Transportation	030	605	313	360	\$1,000.00
Teacher - 0.8 FTE	070	605	313	140	\$66,121.20
AVID Site Team Members	070	605	313	185	\$2,000.00
FICA	070	605	313	210	\$5,211.27
MNPL	070	605	313	219	\$299.93
TRA	070	605	313	218	\$6,684.49
Health Ins	070	605	313	220	\$11,075.22
Life Ins	070	605	313	230	\$40.32
LTD	070	605	313	240	\$121.94
TSA Match	070	605	313	250	\$625.00
HSA/VEBA	070	605	313	251	\$2,600.00
Work Comp	070	605	313	270	\$482.68
Instructional supplies	070	605	313	430	\$2,000.00
Standardized Testing	070	605	313	461	\$500.00
Teacher 1.0 FTE	080	605	313	140	\$65,714.40
AVID Site Team Members	080	605	313	185	\$2,000.00
FICA	080	605	313	210	\$5,180.15
TRA	080	605	313	218	\$6,644.58
MNPL	080	605	313	219	\$298.14
Health Ins	080	605	313	220	\$12,979.50
Life Ins	080	605	313	230	\$50.40
LTD	080	605	313	240	\$116.06
TSA Match	080	605	313	250	\$320.00
HSA/VEBA	080	605	313	251	\$3,250.00
Work Comp	080	605	313	270	\$479.72
Instructional supplies	080	605	313	430	\$1,500.00
Coordinator Salary	080	605	313	110	\$5,707.70
Teacher Salary-.7 FTE	080	605	313	140	\$46,795.60

FICA	080	605	313	210	\$4,016.50
TRA	080	605	313	218	\$5,150.57
MNPL	080	605	313	219	\$231.01
Health Ins	080	605	313	220	\$2,695.02
Life Ins	080	605	313	230	\$23.74
LTD	080	605	313	240	\$31.10
TSA Match	080	605	313	250	\$205.00
HSA/VEBA	080	605	313	251	\$865.00
Work Comp	080	605	313	270	\$383.27
Instructional supplies	080	605	313	430	\$1,200.00
Transportation	070	605	313	360	\$2,500.00
Supplies	070	605	313	430	\$500.00
Food	070	605	313	490	\$1,000.00
Coord Salary	005	605	313	110	\$11,415.40
Extended Contract	005	605	313	185	\$200.00
FICA	005	605	313	210	\$873.28
TRA	005	605	313	218	\$1,119.85
MNPL	005	605	313	219	\$50.23
Health Ins	005	605	313	220	\$1,448.25
Life Ins	005	605	313	230	\$27.31
LTD	005	605	313	240	\$20.54
TSA Match	005	605	313	250	\$130.00
HSA	005	605	313	251	\$430.00
Work Comp	005	605	313	270	\$83.33
Transportation	005	605	313	360	\$1,000.00
Student reg fees - field trips	005	605	313	369	\$1,000.00
Supplies	005	605	313	430	\$750.00
Food	005	605	313	490	\$2,500.00
Summer Camp Teachers	005	605	313	185	\$2,500.00
FICA	005	605	313	210	\$191.25
TRA	005	605	313	218	\$247.00
MNPL	005	605	313	219	\$11.00
Transportation	005	605	313	360	\$800.00
Instructional supplies	005	605	313	430	\$500.00
FIN 313 TOTAL					\$577,780.20

*Insert lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved*

Improvement Funding Copy line items for improvement strategies and paste them into the Direc

Comments:

Integration Budget

proposed expenditures must be used for strategies in a district's the MDE website for details.

Actual Amt	Budget Narrative - Which strategy in your A&I plan does	
Resubmit this budget with actual FY27 expenditures by 12/1/27.	Use this column to describe what will be purchased to implement your A&I strategies, i.e. food, transportation, salary costs, etc. Your brief description should make it clear how the expenditure will help implement the strategy. <i>Do not copy the strategy description from your plan.</i>	Goal #
	students, and community organizations during	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	Benefits	2&3
	community to increase family engagement (0.2	1
	community to increase family engagement	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	Benefits	1
	visits and community partnership events	1
	resources to send home with parents for use with	1
	events K-12	1
	Coord. spends working in the AVID classrooms K-	1,2,3
	11. The max student to tutor ratio is 7:1. This is	1,2,3
	Benefits	1,2,3

	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	Benefits	1&2
	and leader retreats, i.e. planners, binders, add'l	1&2
	opportunities for students throughout the year.	2
	Student supplies for Falcons for Change	2
	Covers light snacks and field trip meals	2
	leaders for the collaboration opportunities with	2
	Quarry Hill multi-district field trip and learning	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Benefits	2
	Transportation for all collaborative student	2
	Covers the cost of the Quarry Hill field trip in	2
	Student supplies for student leadership summits.	2
	Covers snacks and meals for the student	2
	Salary for teachers who instruct 2 weeks (8 full	1 & 2
	Benefits	1 & 2
	Benefits	1 & 2
	Benefits	1 & 2
	Transportation for summer career camp students	1 & 2
	Student supplies for summer career camps aimed	1 & 2
	\$0.00	

ed revenue totals.

at Student Services section of the Improvement Planning tab.

es each line item support and how?

Strategy # and Name

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

811- #1 Grow Your Own

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

812- #2 FACES (Family and Community

813 - #3 AVID

813 - #3 AVID

813 - #3 AVID

District Number:
District Name:
80% Direct Services to Students

List proposed **FIN 318** expenditures for Direct Student Services below. At least 80% of a district's direct services to students. **Incentive revenue may be used to fund strategies that decrease racial** Budget Guide on the MDE website for details.

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from the					List the total amount
Contracted Services	005	605	318	305	\$ 32,861.00
			318		
			318		
			318		
			318		
			318		
FIN 318 TOTAL					\$32,861.00

*Insert lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved*

Improvement Funding Copy line items for improvement strategies and paste them into the Dire

Comments:

Integration Budget

o Reduce Enrollment Disparities

proposed expenditures must be used for strategies included in the district's MDE-approved /
al and economic enrollment disparities in classes, schools, some programs, or between dis

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each how?	
Resubmit form with	Use this column to describe what will be purchased	Goal #
	Through a partnership with Healthy Community	1
\$0.00		

ed revenue totals.

ect Student Services section of the Improvement Planning tab.

District Number: n/a District Name:

20% Professional Development

List all proposed **FIN 313** expenditures for professional development below. **No more than 20%** of the district's MDE-approved A&I plan. Read the A&I Budget (

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	List the total amount
Add the UFARS Code title from					
PDEV/Reg/Meals/Travel	005	605	313	366	\$40,000.00
Coord Salary	005	605	313	110	\$11,415.40
PDEV/FICA	005	605	313	210	\$873.28
PDEV/TRA	005	605	313	218	\$1,119.85
PDEV/MNPL	005	605	313	219	\$50.23
PDEV Coord Health	005	605	313	220	\$1,448.25
PDEV Coord Life	005	605	313	230	\$27.31
PDEV/LTD	005	605	313	240	\$20.54
PDEV Coord TSA Match	005	605	313	250	\$130.00
PDEV Coord HSA/VEBA	005	605	313	251	\$430.00
PDEV/WC	005	605	313	270	\$83.33
PD Supplies	005	605	313	430	\$500.00
PD Food	005	605	313	490	\$700.00
FIN 313 TOTAL					\$56,798.19

Add lines above the FIN 313 TOTAL line to include those dollar amounts in proposed and approved

Improvement Funding Copy line items for improvement strategies and paste them into the P

Comments:

Integration Budget

sts

0% of this budget's total revenue may be proposed or used for these costs. All training fun
 Guide on the MDE website for details.

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each	
Resubmit form with actual	Use this column to describe what will be purchased	Goal #
	Covers registration costs for AVID workshops	1,2,3
	Coordinator will be facilitating AVID training	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Supplies for training opportunities, including in-	1,2,3
	Food/Light snacks for training opportunities,	1,2,3
\$0.00		

oved revenue totals.

Professional Development section of the Improvement Planning tab.

District Number:

District Name:

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures below. **No more than 10% of this**

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	List the total amount
Add the UFARS Code title from					
Coordinator Salary	005	605	313	110	\$ 39,953.90
FICA	005	605	313	210	\$ 3,056.47
TRA	005	605	313	218	\$ 3,919.48
MNPL	005	605	313	219	\$ 175.80
Health Insurance	005	605	313	220	\$ 5,068.88
Life Insurance	005	605	313	230	\$ 95.59
LTD	005	605	313	240	\$ 71.90
TSA Match	005	605	313	250	\$ 455.00
HSA	005	605	313	251	\$ 1,505.00
Work Comp	005	605	313	270	\$ 291.66
Coordinator Salary	005	605	313	110	\$5,707.70
FICA	005	605	313	210	\$436.64
TRA	005	605	313	218	\$559.93
MNPL	005	605	313	219	\$25.11
Health Ins	005	605	313	220	\$724.13
Life Ins	005	605	313	230	\$13.66
LTD	005	605	313	240	\$10.27
TSA Match	005	605	313	250	\$65.00
HSA	005	605	313	251	\$215.00
Work Comp	005	605	313	270	\$41.67
Video Contractor	005	605	313	305	\$2,000.00
Advertising	005	605	313	321	\$4,000.00
Travel/Meals/Registration	005	605	313	366	\$800.00
FIN 313 Total					\$69,192.79

Add lines **above** the FIN 313 TOTAL line to include those dollar amounts in proposed and approved.

Improvement Funding Copy line items for improvement strategies and paste them into the /

Comments:

Integration Budget

is

budget's total revenue may be proposed or used for administrative or indirect costs.

Actual Amount	Budget Narrative - Which strategy in your A&I plan do	Goal #
Resubmit form with	Use this column to describe what will be	
	Integration Coordinator Position - 35% FTE	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	Benefits	1,2,3
	This represents the coordinator's work on	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	Benefits	3
	This represents the cost of the contract for	3
	This represents the funds dedicated to physical	3
	Provides travel reimbursement and meals for	3
\$0.00		

proved revenue totals.

Admin/Indirect section of the Improvement Planning tab



**FY 2027 Achievement and Inter
Professional Development Costs to**

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development below. No more than 20
strategies that decrease racial and economic enrollment disparities in classes, schools, s

UFARS Title	UFARS Code Required				Budgeted Amt
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from			318		List the total amount
			318		
			318		
			318		
			318		
FIN 318 TOTAL					\$0.00

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and a

Improvement Funding. Copy line items for improvement strategies and paste them into t

Comments:

Migration Budget

Reduce Enrollment Disparities

0% of this budget's total revenue may be proposed or used for these costs. **Incentive revenue programs, or between districts.** Read the A&I Budget Guide on the MDE website for more information.

Actual Amt	Budget Narrative - Which strategy in your A&I plan does each item represent?	
Resubmit form with	Use this column to describe what will be purchased	Goal #
\$0.00		

Approved revenue totals.

the Professional Development section of the Improvement Planning tab

Revenue may be used to fund
more details.

Each line item support and

Strategy # and Name

--

District Number:

District Name:

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures below. **No more than 10% of this Incentive revenue may be used to fund strategies that decrease racial and economic enroll**

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from					List the total amount
			318		
			318		
			318		
			318		
			318		
FIN 318 Total					\$0.00

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and app

Improvement Funding Copy line items for improvement strategies and paste them into the

Comments:

Integrated Integration Budget

Strategies to Reduce Enrollment Disparities

This budget's total revenue may be proposed or used for administrative or indirect costs. ~~Address enrollment disparities in classes, schools, some programs, or between districts.~~ Read the A&I plan for more information.

Actual Amount	Budget Narrative - Which strategy in your A&I plan does e	
Resubmit form with	Use this column to describe what will be purchased	Goal#
\$0.00		

Approved revenue totals.

Admin/Indirect section of the Improvement Planning tab.



FY 2027 Achievement and Racially Identifiable Schools:

District Number:

District Name:

80% Direct Services to Students

List proposed **FIN 313** expenditures for Direct Student Services for your district's Racially Identifiable Schools.

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from the			313		List the total amount
			313		
			313		
			313		
			313		
			313		
			313		
			313		
			313		
FIN 313 TOTAL					\$0.00

Add lines *above* the **FIN 313 TOTAL** line to include those dollar amounts in proposed and approved.

Improvement Funding Copy line items for improvement strategies and paste them into the District

Comments:



**FY 2027 Achievement and Integ
Racially Identifiable Schools: Direct**

District Number:

District Name:

80% Direct Services to Students

List proposed FIN 318 expenditures for Direct Student Services for your Racially Identifiable Sch

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from the			318		List the total amount
			318		
			318		
			318		
			318		
FIN 318 TOTAL					\$0.00

Add lines *above* the FIN 318 TOTAL line to include those dollar amounts in proposed and approve

Improvement Funding Copy line items for improvement strategies and paste them into the Dir

Comments:

gration Budget

Student Service Costs to Reduce Enrollment Disparities

ool(s) below. At least 80% of a district's proposed expenditures must be used for strategies that provide direct

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and		
Resubmit form with	Use this column to describe what will be	Goal #	Strategy # and Name
\$0.00			

ed revenue totals.

ect Student Services section of the Improvement Planning tab.

Racially Identifiable Schools: Profess

District Number:

District Name:

20% Professional Development

On this worksheet list proposed FIN 313 expenditures for professional development for you

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from			313		List the total amount
			313		
			313		
			313		
			313		
			313		
			313		
			313		
FIN 313 TOTAL					\$0.00

Add lines *above* the FIN 313 TOTAL line to include those dollar amounts in proposed and app

Improvement Funding Copy line items for improvement strategies and paste them into the

Comments:

Integration Budget

Professional Development Costs

for district's Racially Identifiable School(s). **No more than 20% of a district's proposed expenditures may be used**

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and		
Resubmit form with	Use this column to describe what will be	Goal #	Strategy # and Name
\$0.00			

approved revenue totals.

Direct Student Services section of the Improvement Planning tab.



FY 2027 Achievement and Inteq
Racially Identifiable Schools: Profes

District Number:

District Name:

20% Professional Development

List proposed **FIN 318** expenditures for professional development for your district's Racially

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from			318		List the total amount
			318		
			318		
			318		
FIN 318 TOTAL					\$0.00

Add lines **above** the **FIN 318 TOTAL** line to include those dollar amounts in proposed and ap

Improvement Funding Copy line items for improvement strategies and paste them into th

Comments:

Enrollment Budget

Professional Development Costs to Reduce Enrollment Disparities

Identifiable School(s) below. No more than 20% of a district's total proposed expenditures.

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each	Goal #
Resubmit form with	Use this column to describe what will be purchased	
\$0.00		

Approved revenue totals.

See Direct Student Services section of the Improvement Planning tab

ures may be used for PD
ach line item support and
Strategy # and Name

--

District Number:

District Name:

10% Admin/Indirect Costs

List proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable Schools

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from			313		List the total amount
			313		
			313		
			313		
			313		
FIN 313 Total					\$0.00

Add lines *above* the FIN 313 TOTAL line to include those dollar amounts in proposed and approved

Improvement Funding Copy line items for improvement strategies and paste them into the

Comments:

and Integration Budget

: Adminstative/Indirect Costs

eligible School(s) below. No more than 10% of of your total revenue may be budgeted or used for			
Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item support and		
Resubmit form with	Use this column to describe what will be	Goal #	Strategy # and Name
\$0.00			

proved revenue totals.

Direct Student Services section of the Improvement Planning tab

District Number:

District Name:

10% Admin/Indirect Costs

List proposed **FIN 318** Administrative/Indirect expenditures for your district's Racially Identifiable Schools.

UFARS Title	UFARS Code Required				Budgeted Amount
	ORG	PROG	FIN	OBJ	
Add the UFARS Code title from			318		List the total amount
			318		
			318		
			318		
			318		
			318		
FIN 318 Total					\$0.00

Add lines **above** the FIN 318 TOTAL line to include those dollar amounts in proposed and approved.

Improvement Funding Copy line items for improvement strategies and paste them into the

Comments:

and Integration Budget

: Adminstative/Indirect Costs to Reduce Enrollment Disparities

table School(s) below. No more than 10% of of your total revenue may be budgeted or used for administ

Actual Amount	Budget Narrative - Which strategy in your A&I plan does each line item	Goal #
Resubmit form with	Use this column to describe what will be purchased to implement	
\$0.00		

roved revenue totals.

Direct Student Services section of the Improvement Planning tab.

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 656, Faribault Public Schools

District Integration Status: RI

Superintendent: Jamie Bente

Phone: 507-333-6000

Email: jbente@faribault.k12.mn.us

Plan submitted by: Biz Daniels

Title: Secondary Curriculum and Instruction Coordinator

Phone: 507-333-6009

Email: edaniels@faribault.k12.mn.us

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. Northfield Public Schools
2. Waterville-Elysian-Morristown Public Schools
3. Tri-City United Public Schools

Provide the name of your integration collaborative if you have one: N/A

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Jamie Bente**

Signature:

Date Signed: Enter date.

School Board Chair: **John Bellingham**

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Biz Daniels	Secondary Curriculum and Instruction Coordinator/A&I Lead	edaniels@faribault.k12.mn.us 507-333-6009
Jamie Bente	Superintendent	jbente@faribault.k12.mn.us 507-333-6000
Julie Hull	Director of Teaching and Learning	jhull@faribault.k12.mn.us 507-333-6008
Barbie Roessler	Director of Finance	broessler@faribault.k12.mn.us 507-333-6059
Katie Rotvold	Elementary Curriculum and Instruction Coordinator/DAC	krotvold@faribault.k12.mn.us 507-333-6012
Kim Goblirsch	Student Language Success Coordinator	kgoblirsch@faribault.k12.mn.us 507-333-6018
Cassie Ohnstad	Director of Community Education & Engagement	cohnstad@faribault.k12.mn.us 507-333-6033
Nate Molitor	High School Principal	nmolitor@faribault.k12.mn.us 507-333-6247
Stacy Fox	Middle School Principal	sfox@faribault.k12.mn.us 507-333-6310
Nick Jurrens	Jefferson Elementary Principal	njurrens@faribault.k12.mn.us 507-333-6547
Amy Bouma	Roosevelt Early Learning Center/Mentorship Prog. Coord.	abouma@faribault.k12.mn.us 507-333-6650
Ashley Benhart	Lincoln Elementary Principal	abenhart@faribault.k12.mn.us

		507-333-6739
Katelynn Beaupre	High School Teacher	kbeaupre@faribault.k12.mn.us 507-333-6128
Andrea Moyer	Middle School Teacher	amoyer@faribault.k12.mn.us 507-333-6373
Denise Mesta	Grow Your Own Coordinator & NAPAC Student and Family Advocate	dmesta@faribault.k12.mn.us 507-333-6091
Jared Kegler	CTE and Career Pathways Coordinator	jkegler@faribault.k12.mn.us 507-333-6220
Amanda Beckler	Youth Programs Coordinator	abeckler@faribault.k12.mn.us 507-333-6017
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Briefly describe council members’ recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

In our recent discussions and planning sessions, council members emphasized the importance of aligning our achievement and integration plan with other district goals to create a cohesive strategy. This alignment will ensure that our efforts are extremely purposeful and support broader district initiatives. Specifically, the professional development provided through AVID is highly supportive of our district goals to increase student achievement in reading and math, and ultimately increase student success, graduation rates, and our confidence in the preparedness of the students we graduate.

A key demographic identified for focused attention is our Hispanic population, as data shows these students face the most significant educational gaps in our system. By honing in on this group, we can tailor our support and resources to address their specific needs effectively. Our district NAPAC advocate was included in planning and encouraged strategies with an emphasis on graduation and integration, which align with the committee’s focus areas.

Additionally, the council highlighted the necessity for collaborative decision-making regarding our key progress indicators (KPIs). It is crucial that these KPIs are not only relevant but also easily measurable, allowing us to track our progress efficiently and make data-informed adjustments as needed.

There was much discussion about goal #3, since this is a goal we did not achieve in our last plan. Although we will always hire teachers we believe are the most qualified and best for our students regardless of race, we also understand the importance of employing teachers who our diverse student body can relate to. Historically, we struggle less with retaining teachers of color than we do getting them to apply for teaching positions in our district in the first place. We know that there are many qualified teacher candidates we are not reaching through our current recruitment efforts, and we have created some strategies to expand our reach.

Lastly, our goal #2 has been refined to contain a more targeted focus than our last plan cycle. We have shifted our emphasis to leadership and college and career readiness (rather than co-curricular or extra-curricular activities in general), recognizing this specificity as critical and more effective for equipping our students for future success.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Faribault Public Schools will increase the 4-year graduation rate of our Hispanic students from 51.6% at the end of the 2023-2024 school year to 65% in 2027-2028.

Goal type: Achievement Disparity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #2 Family, School, and Community Partnerships - Family and Community Engagement Specialists (FACES) (Goal 1)

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative Description: Family and Community Engagement Specialists will specialize in working directly with school, families, and communities to cultivate a generational learning experience that empowers educators, parents, and community stakeholders to sustain family engagement and improve student performance in their network. The FACE Specialists will represent FPS and implement cross-functional strategies in the areas of Family and Community Engagement, Teaching and Learning, and Student Achievement.

Essential functions will include: interacting with students and families to enhance and support the student's education experience and ensure success, arranges and makes home visits, participates and assists with development of programs to provide diversity training and awareness for students and staff, organize monthly meetings at building sites to provide parents with leadership skills to help improve student academics, attend community events/festivals/meetings/workshops facilitated by schools, community organizations, collaborate with FPS departments and external partners to provide content-based and research-based parent and family workshops, build relationships and establish ongoing communication with building leaders to help increase their school's parent and family engagement efforts and student achievement and identify and attend professional development opportunities.

Location of services: Faribault Public Schools District Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The number of families attending FASTT nights and other community events at the middle school will increase each year.	Establish Baseline at end of FY26	Increase by 10%	Increase by 10%
The FACES will increase the numbers of families reached through individual contact, as documented in the FACES contact logs.	Establish Baseline Fall 2027	Increase by 10%	Increase by 10%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #3 AVID -- Advancement Via Individual Determination (Goals 1,2,3)

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC

Narrative Description: AVID (Advancement Via Individual Determination) is a nationally recognized and researched system which focuses on challenging students in the ‘academic middle’ to be prepared for success in college and careers in our global society. Faribault Public Schools has AVID Elective classes in grades 6-12 with a focus on increasing the success of ALL our students, especially our Black and Hispanic students and our socioeconomically disadvantaged, and increasing the opportunity knowledge and agency of first generation college students. Students have access to college field trips, career exposure, ACT prep, and twice per week tutorial sessions with hired tutors and tutors from MSU Mankato who are in their teacher prep program.

The goal is to bring AVID to a school-wide approach where students who are not in the elective class have access to the same benefits as the AVID students, including engaging, rigorous instruction and support for post-secondary goals. Best teaching practices for all classes focus on WICOR (writing, inquiry, collaboration, organization, reading) and building relational capacity. At the elementary level, schools are creating college and career-going atmospheres, inviting guest speakers from a variety of backgrounds within the community, going on college field trips, collaborating with business and community partners in Faribault and implementing early vocabulary and concepts related to career and college readiness.

We continue to provide staff development support for all levels within our AVID system. This includes teachers, administrators, counselors, and support staff. We are working to ensure more staff in our system are trained on instructional best practices, which also support our district’s math and reading goals, and future-focused education.

Location of services: Faribault Public Schools District Wide

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of middle school classroom teachers and counselors who are trained in AVID. (37% in 2026)	45%	55%	65%
The number of AVID Elective classes completing a Xello portfolio will increase until all high school grades are included.	1 grade (12)	2 grades (11/12)	4 grades (9-12)
The average GPA of AVID elective students in grades 7-12 will increase each year.	Establish baseline Sp.2026	TBD	TBD

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #4 9th Grade Support + Peer Group Connections (PGC) (Goals 1+2)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative Description: Because of disparities in academic success for Hispanic students, additional attention will be given to supporting these students while they participate in 9th grade transition programming alongside their peers.

To support student success and increase on-time graduation rates, the district has designed a course called 9th Grade On Track. All 9th grade students will take this course in conjunction with the 9th Grade Career Exploration course, unless they are enrolled in the 9th grade AVID elective.

The 9th Grade On Track course provides students with the academic, social, and life skills needed to successfully transition into high school. Instruction focuses on time management, organization, study strategies, relationship building, learning strategies, and career awareness. The course incorporates AVID organizational systems and relational capacity strategies to help students develop the habits and skills necessary to thrive in rigorous high school coursework.

Students will take 9th Grade On Track alongside the 9th Grade Career Exploration course, which introduces students to a variety of career pathways. Through interactive lessons, hands-on activities, guest speakers, industry tours, and self-assessments, students explore their interests, develop professional skills, and learn about educational pathways connected to potential careers.

While in these courses, 9th grade students will receive peer support through the Peer Group Connections (PGC) program, an evidence-based mentoring program in which trained 11th and 12th grade students mentor incoming freshmen. Through weekly, structured, small-group sessions, PGC mentors support 9th graders in their transition to high school while strengthening social-emotional skills, student engagement, and school culture. Upperclassmen enrolled in the PGC leadership course develop mentoring and leadership skills while planning and facilitating lessons for freshmen. The program also expands leadership opportunities for students of color.

Location of services: Faribault High School

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The percent of BIPOC 9th grade students re-enrolling in 9th grade core classes (Int. Algebra, World History, English 9, and Int. Science) will decrease.	Est. Baseline Fall of 2026	TBD	TBD
The percent of 9th grade students completing all 3 Xello assessments will increase each year	50%	75%	100%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Strategy #5 (FIN318) RISE- Realizing Individual Student Excellence (Goal 1)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative Description: Realizing Individual Student Excellence (RISE) provides on-site, school-based mentoring and academic advising support for students in grades 9-12. RISE helps to ensure students remain on track for academic success, high school graduation, and postsecondary attendance. Program mentors also support students in identifying their areas of individual interest and then connecting to extracurricular activities (both school- and community-based) that match these. Although RISE will work with all demographics of students, they will provide services for at least 100 high school students each year who are students of color, from low-income households, and/or potential first-generation college attendees.

Key planned RISE activities include:

- Individualized, proactive and ongoing academic counseling (check-in's with participating youth at least every other week)
- Working towards daily tutoring available for RISE students in need of additional academic support
- At least four career and college exploration events offered annually
- At least three family connections per year for each student (including ideally at least one home visit)
- Assistance with identifying and applying for postsecondary scholarships & financial aid

Location of services: Faribault High School

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of RISE students who are ‘on-track’ to graduate based on credits will increase by 5% each year. (baseline established at the end of the 25-26 school year.)	Increase 5%	Increase 5%	Increase 5%
The percentage of RISE students reporting on the end-of-year SAYO survey that they believe they have the ability to “definitely graduate high school” will increase by 5% each year. Baseline established in Sp. 2026	Increase 5%	Increase 5%	Increase 5%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #8 Summer Career Academies (Goals 1+2)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative Description: Week-long summer career camps for middle school students are designed to introduce learners to some of the Faribault Public Schools Career Pathways while building early awareness of future opportunities. Each camp focuses on a specific career field, such as healthcare, MEC (manufacturing, engineering, and construction), business, Ag, and other trades, and provides students with engaging, hands-on learning experiences connected to real-world work. Throughout the week, students explore the day-to-day responsibilities of professionals in the field, learn about the wide range of related occupations, and gain insight into the skills, education, and training needed to pursue those careers.

Instruction is supported by guest speakers from local industries who share their experiences, career journeys, and advice for students considering similar paths. Camps also include a visit to a local business, organization, or company where students can observe the career in action and see how classroom learning connects to real workplaces. These career camps will run alongside the district’s existing summer STEAM programming, expanding opportunities and increasing student access to engaging summer learning experiences.

The camps are designed not only to build career awareness but also to help students begin thinking intentionally about their future goals. By learning about different pathways early, students can better understand how their interests and strengths align with potential careers as well as inform their course choices in high school. This increased exposure empowers students to set meaningful goals, make informed academic choices, and take greater ownership of their learning as they progress into high school.

Location of services: Faribault Middle School

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase BIPOC student enrollments in summer career camps.	Est. Baseline in Sum. '27	TBD	TBD
Improved summer camp student survey results related to career awareness and future goal-setting.	Est. Baseline in Sum. '27	TBD	TBD

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Faribault Public Schools will increase the Hispanic student participation in college and career readiness and leadership activities and events from 16% to 25% by the end of the 28-29 school year.

Goal type: Increasing racial and economic integration

Strategy #1 Grow Your Own (Goals 2+3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: The district is continuing to develop an Education & Human Services career pathway through a comprehensive **Grow Your Own (GYO)** model designed to intentionally increase the number of students entering the teaching profession.

Through the GYO pathway, students have the opportunity to earn college credit aligned to the Minnesota Transfer Curriculum, with guaranteed transfer within the Minnesota State system and applicable goal areas. Students also receive structured support through the Direct Admissions process at the end of their 11th grade year, ensuring early and equitable access to postsecondary opportunities.

This initiative directly addresses the underrepresentation of educators of color within our district and region. By intentionally building awareness, access, preparation, and financial navigation into the system, the district is reducing systemic barriers that disproportionately impact students of color pursuing careers in education. While the primary goal is to increase students of color entering the educator workforce, the pathway remains accessible to all students pursuing two- or four-year postsecondary options. Although it takes several years to see the effects of this programming in our own system, we believe in the long term impact GYO can have.

The key components of the Student GYO Pipeline include the following: Biweekly mentoring, Educational Exploration Club, Education-related work experiences, Teaching Assistant opportunities, Peer tutoring and service learning, Field experiences across grade levels, College exploration and summer educational camps, College application and financial aid navigation, PSEO and concurrent enrollment registration support, and Family engagement focused on postsecondary planning.

The key components of the Adult GYO Pipeline include the following: Early Childhood GYO programming (HCI partnership and Faribault driven), ParaPro FEC licensure support, Adult GYO connections to attend PELS-approved programs, Faribault Teaching Fellows, MEP GYO partnership (MSU), Financial aid navigation and GED support, and Connection to licensed teacher mentors.

Location of services: Faribault Public Schools District Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of GYO students accessing 3 or more GYO Student Pathway resources each year.	50%	60%	70%
Increase the number of students taking KSP150 Intro to Careers in Education each year. (14 students in 25/26)	16 students	20 students	24 students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #6 Falcons for Change (Comm. service program) (Goal 2)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative Description: Historically, a low number of our Black, Hispanic, and FRL students have participated in leadership opportunities at FMS. The goal is to increase the number of underrepresented students participating. This led to the formation of Falcons for Change. It is open to any student at FMS but school counselors, staff, and administration actively recruit Black, Hispanic, and FRL students to participate so that the roster more closely reflects our overall student population percentages. A goal is to break down barriers between students, help them understand each other, and facilitate their work together in a positive, safe environment while building their leadership and service-learning skills. Another goal of Falcons for Change is to provide volunteer service to those who need it in our school, in our community, and throughout the world and for students to feel agency in the impact they can have. Falcons for Change students have participated in the following activities: Jefferson Elementary School Walk-a-thon, FMS Book Sale with proceeds going to the purchase of books for newborns, sending cards created by FMS students to military members, running monthly activities at lunch, volunteering at local churches, animal shelters, early learning programs at the Faribault Education Center, and nursing homes.

Falcons for Change has grown immensely in the last few years with about 130 middle school students participating in the 25-26 school year.

Location of services: Faribault Middle School

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase survey results related to peer and community connection and feelings of agency in making a change.	Est. Baseline in Sp. 2026	TBD	TBD
Increase the percentage of Falcons for Change Hispanic participants by 5% each year. (7.5% in 25/26)	12.5%	17.5%	22.5%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #7 Multi-District Partnership (Goal 2)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative Description: With our A&I district partners, including TCU, WEM, and Northfield public schools, we will continue the implementation of our Student Leadership Summits. Two times each year, each district gathers and brings a diverse team of approximately 20 students to review, discuss, and plan around state, district, and school-level data. In the past few years, students have discussed various educational issues including but not limited to school attendance rates, bullying, technology use, mental health issues, and academic success. Students collaborate across districts to discuss data, hear differing perspectives, and brainstorm and develop strategies for student-driven change and improved achievement for all students.

Because of this partnership, FPS has established a District Youth Council which meets once per month to discuss the data and issues brought up at the Student Summit. They have also established student positions on the FPS Board of Education.

With our integration partner WEM, we will continue to combine our 5th grade students for the Quarry Hill trip with our elementaries. This partnership allows the students, specifically from WEM, the opportunity to learn about and interact with students with different cultural backgrounds. Additionally, the FHS Theater and Music departments offer events to the elementary schools students, including WEM, to showcase opportunities for students in the arts.

Location of services: Multi-District Collaboration – location varies

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

	Target 2027	Target 2028	Target 2029
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.			
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of Hispanic students participating in the Student Summits each year. (3/19 or 16% in 2026)	21%	25%	30%
Increase the percentage of students who report a greater understanding of our own and partnership districts, students, and their challenges as a result of Student summit collaboration.	Est. Baseline in Fall '26	TBD	TBD

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

***Additional Strategies for Goal 2 named under previous goals:**

- Strategy #3 AVID -- Advancement Via Individual Determination
- Strategy #4 9th Grade Support + Peer Group Connections (PGC)
- Strategy #8 Summer Career Academies

Goal #3: FPS will increase the number of Faribault’s teachers of color from 2.4% in 2025 to 4.8% by 2029.

Goal type: Teacher Equity

Strategy #9: New Recruitment + Marketing Campaign (Goal 3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: The district will implement a comprehensive advertising and marketing campaign to increase the number and diversity of teacher applicants. The district will use targeted digital advertising on social media, education networks, and job platforms to focus on regions with diverse educator communities. The district will also strengthen partnerships with surrounding colleges and universities to build relationships with future educators through career fairs and direct recruitment efforts.

In addition, the district will develop video resources that highlight the diversity of its students, families, and community, showcasing an inclusive and welcoming environment for educators. These videos will feature current staff and students sharing their experiences in the district and will be shared through digital advertising and a new district employment webpage. While the district will always hire the most qualified candidates regardless of race, these efforts reflect a commitment to ensuring that the educator workforce reflects and relates to the diverse student body it serves.

Location of services: Faribault Public Schools District Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase number of teacher applications in spring hiring cycle (March-June).	Est. baseline June '26	TBD	TBD
Increase number of recruitment partnerships/events (college and university collabs, career fairs, campus visits)	2 events	4 events	5 events

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy #10 Teacher Mentorship (New programming) (Goal 3)

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Narrative Description: Faribault's 3-year teacher mentorship program is designed to support new educators as they develop confidence, instructional skill, and professionalism within the district. The program is guided by a dedicated Mentorship Program Coordinator who oversees implementation, provides resources, and ensures consistent support for both mentors and mentees.

Each new teacher is paired with a trained one-on-one teacher mentor who has completed mentor training through the South Central Service Cooperative using New Teacher Center materials. These mentors provide individualized guidance, feedback, and encouragement as new teachers navigate the challenges of their first years in the classroom.

Throughout the program, participants engage in monthly professional learning and reflection focused on strengthening instructional practice and professional growth. Teachers also receive training on creating and sustaining an Optimal Learning Environment, helping them build classrooms that are structured, inclusive, and supportive of student success. In addition, building instructional coaches work closely with new teachers, providing ongoing coaching, modeling, and instructional support aligned with district goals, including those in math and reading.

Our mentorship program culminates in a Year 3 capstone project. This capstone highlights each teacher's professional journey during their first three years at FPS, including their growth as an educator, key successes and challenges, and reflections on their practice. Teachers also articulate their future goals, celebrating both their progress and their commitment to ongoing passion for teaching. The capstone project is part of the changes made to our mentorship program, with the goal of making probationary teachers feel proud of their early years in teaching and feel valued by Faribault Public Schools.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of teachers who complete a Year 3 capstone project. (10 capstones in 2025 pilot)	12	14	16
Increased percentage of probationary teachers reporting feeling highly supported through the year of teaching in end of year survey.	Est. Baseline in Sp. '26	60%	75%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5

*Additional Strategies for Goal 3 named under previous goals:

- Strategy #1 Grow Your Own
- Strategy #3 AVID -- Advancement Via Individual Determination

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

There were strong efforts made in the building of our Achievement and Integration plan to highly align the plan with current district goals so our strategies are more efficient. In the process, some strategies were removed or revised from our previous plan. In addition to this, Faribault Public Schools is currently working through an MnMTSS CNA with MDE to improve our student support structure. Part of this process is reviewing all district initiatives and their goals, collecting data, and evaluating levels of implementation and effectiveness. As we develop and grow through this process, the strategies within our Achievement and Integration plan will continue to be strengthened and modified as identified through our CNA and subsequent planning.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Enter text here.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.



TO: Finance Committee

RE: Kids World Program Fee Adjustment for FY27

Kids World is a Community Education School Age Childcare program serving families with children ages 33 months through 12 years. The program operates primarily on participant fees, and staff are employed under the Community Education bargaining agreement.

For FY27 (beginning Summer 2026), the Kids World program is proposing a fee adjustment ranging from 1.3% to 3.6%, depending on the care option selected. This modest increase is necessary to address ongoing inflationary pressures and to support adjustments to staff wages to remain competitive within the child care labor market.

All proposed rates will remain significantly below the Rice County Child Care Assistance Program (CCAP) Standard Maximum Rates, ensuring continued affordability and alignment with regional benchmarks.

If you have any questions, please contact either one of us. Thanks!

Tiffany Reuvers

Kids World Coordinator
Faribault Public Schools
treuvers@faribault.k12.mn.us
5070-333-6804

Cassie Riopelle

Director of Community Education & Engagement
Faribault Public Schools
criopelle@Faribault.k12.mn.us
507-333-6033



Request for Program/Budget Addition

Fiscal Year 2026-2027

Return to the Director of Finance & Operations

(attach additional documents if more room is needed)

Please detail the vision of your proposal below:

Kids World FY27 Rate Adjustment Rationale

The proposed FY27 Kids World fee adjustments are driven primarily by contractual wage increases and the program's fee-supported funding structure. In alignment with the Community Education bargaining agreement, Kids World staff wages increased by 2.5% in FY26 and will increase an additional 2.5% in FY27. Because Kids World is funded largely through participant fees rather than general fund support, modest annual rate adjustments are necessary to sustain program operations and maintain competitive staff compensation.

With the exception of select preschool rates adjusted due to program reorganization, Kids World did not implement a broad rate increase in FY26. The proposed FY27 adjustments therefore reflect both current cost pressures and the need to return to a sustainable annual increase cycle. Historically, Community Education guidance has supported annual adjustments of approximately 3.5% to maintain program stability and avoid larger future increases. The proposed FY27 range of a decrease to an increase of 1.3%–3.6% remains within this practice while intentionally minimizing impact to families, particularly in light of enrollment declines over the past two years.

Rate structures have also been simplified to reduce the number of school-year pricing variations across sites and schedules. At the same time, the program seeks



to encourage consistent attendance patterns by offering lower effective daily rates for families enrolled more days per week. Conversely, certain specialized options carry higher costs. For example, the Summer Friday-only rate is higher because Friday-only participants do not contribute proportionally to weekly field trip expenses (transportation, admissions, and additional staffing) that are distributed across full-week enrollment.

Even with the proposed adjustments, Kids World rates remain well below the Rice County Child Care Assistance Program (CCAP) maximum reimbursement levels and continue to align with regional market comparisons, including similarly sized districts and other Big 9 programs. Current hourly equivalents remain approximately \$4.50-\$6.00 per hour.

Finally, minor schedule refinements are reflected in the rate model. Full-day program rates remain unchanged, while program hours are reduced by 30 minutes in both the morning and afternoon to better align staffing with actual enrollment patterns. At the Roosevelt Early Learning Center (RELC), student arrival and departure trends similarly support reducing the program day by 30 minutes at each end, resulting in an updated hourly rate calculation consistent with actual service hours.

Overall, the FY27 Kids World rate adjustments balance fiscal sustainability, staff retention, and family affordability while maintaining alignment with regional benchmarks and assistance thresholds.

Overall Financial Philosophy:

- Increases are modest and targeted.
- Several categories remain unchanged.
- Some summer rates are reduced to reward consistency. (Consistency improves our program quality and staffing efficiency)
- New RELC rates align with updated hours.
- We continue offering greater flexibility than many comparable school-age care programs, which often require minimum weekly commitments.



Our goal remains to:

- Maintain high-quality programming
- Support working families
- Remain fiscally responsible
- Ensure long-term sustainability of Kids World

Rationale: How does this proposal align with our strategic plan?

The proposed FY27 Kids World rate adjustments align directly with the Faribault Public Schools mission to partner with families and the community to educate, elevate, and empower every student. Kids World provides safe, reliable, and enriching out-of-school-time care that enables families to remain engaged in work and school while ensuring children are supported in a structured, caring environment. By maintaining rates below CCAP maximums and comparable to regional programs, the district continues to prioritize access and affordability for families, reinforcing our commitment to serve *Every Falcon. Every Day.*

This proposal also reflects several core values and strategic priorities. The modest, data-informed adjustments demonstrate responsibility and integrity in stewarding financial resources while sustaining competitive wages necessary to recruit and retain quality staff. Schedule refinements and rate structure simplification reflect adaptability and continuous improvement based on enrollment patterns and family needs. Offering incentives for consistent attendance and maintaining affordable care options support family and community engagement, equitable access, and a positive school climate by providing stable, high-quality care environments for students beyond the school day. Collectively, the FY27 Kids World rate adjustments balance fiscal sustainability with the district's commitment to students, families, and staff.



Rate proposal:

Kids World Child Care Options	2024-25	2025-26	Proposed FY27*	Percent Increase
AM Session (Elementary)	\$7.00	\$7.00	\$7.25	3.6%
AM & PM ½ Session (RELC)	NA	NA	\$5.75	N/A
AM & PM Full Session (RELC)	NA	NA	\$11.00	N/A
PM ½ Session (Elementary)	\$7.00	\$7.00	\$7.25	3.6%
PM Full Session (Elementary)	\$12.00	\$12.00	\$12.15	1.3%
Full Day - NSD	\$40	\$40	\$40	0%
Full Day - Summer (Fridays Only)	NA	NA	\$55	0%
Full Day - Summer (1 day/wk M-TH)	\$45	\$46	\$48	4.3%
Full Day - Summer (2-4 days/wk)	\$45	\$46	\$46	0%
Full Day - Summer (5 days/wk)	\$39	\$41	\$40	-2.4%
1/2 Day	\$28	\$28	\$29	3.6%

*All rates still under the [Rice County Child Care Assistance Standard Maximum Rates](#) (as of 1/2025)

Submitted by Tiffany Reuvers Date 2/2/2026

Approved by Cassie Riopelle Date 2/2/2026

Supervisor Approval _____ Date _____

Send this completed form and any attachments to the Director of Finance & Operations.

**Faribault Public Schools
Enrollment Report by Building
FY 2025-2026**

February

	McKinley	Jefferson	Lincoln	Roosevelt	Middle	High	ALC	FOA - MS	FOA - HS	Allina PHP	Total Served @
Early Childhood	-			80							80
VPK	-			66							66
Kindergarten		-	-	184							184
1		87	102								189
2		86	100								186
3		93	118								211
4		85	106								191
5		79	89								168
6					203						203
7					198			6		1	205
8					207			8			215
9						208	-		12		220
10						204	30		19	1	254
11						211	48		30	2	291
12						179	51		45		275
Total	-	430.00	515.00	330.00	608.00	802.00	129.00	14.00	106.00	4.00	2,938
+/-over Last Month	-	(2)	(1)	(3)	(12)	(21)	5	7	1	2	(24)

**Faribault Public Schools
Enrollment Report by Month**

School Year 2025 - 2026

	<i>September</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>January</i>	<i>February</i>	<i>March</i>	<i>April</i>	<i>May</i>	<i>YTD Average</i>	<i>Plus: Projected Tuition</i>	<i>Projected Total ADM</i>
Early Childhood	80	80	78	77	80	80				79		79
VPK	66	66	66	66	66	66				66		66
Kindergarten	196	197	193	192	187	184				192	2.0	194
1	199	198	194	191	190	189				194	2.0	196
2	191	191	190	186	188	186				189	2.0	191
3	215	213	215	214	212	211				213	2.8	216
4	194	193	190	189	190	191				191	3.0	194
5	165	165	164	166	168	168				166	3.0	169
6	206	204	206	206	203	203				205	2.0	207
7	214	205	206	206	202	205				206	4.4	211
8	229	226	226	225	223	215				224	2.0	226
9	226	225	222	223	221	220				223	3.9	227
10	244	259	257	259	254	254				255	5.9	260
11	272	289	288	288	288	291				286	5.8	292
12	310	316	305	300	290	275				299	14.5	314
Total	3,007	3,027	3,000	2,988	2,962	2,938	-	-	-	2,987	53.3	3,040.3
		20	(27)	(12)	(26)	(24)	(2,938)	-	-			
Over (Under) Budget 3,057	(50)	(30)	(57)	(69)	(95)	(119)						(17)

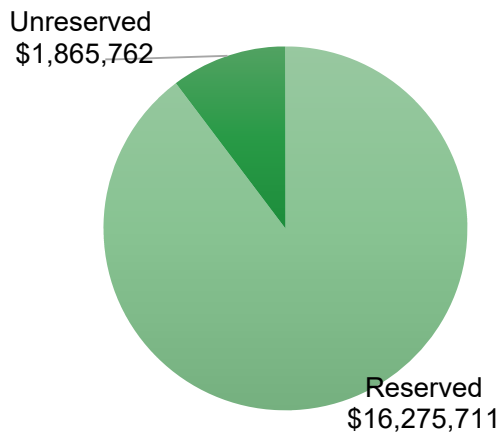


FARIBAULT PUBLIC SCHOOLS

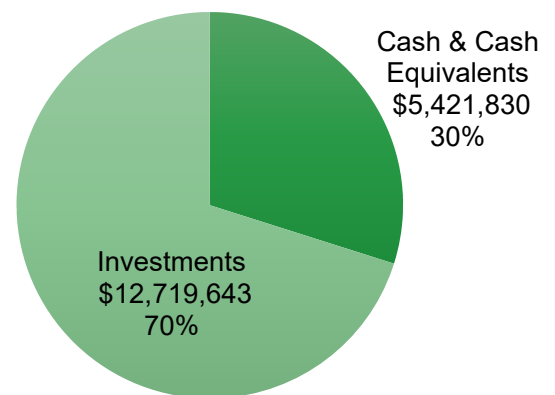
Investment Balances
As of February 28, 2026

	Ending Balance 1/31/2026	Ending Balance 2/28/2026	Interest/Div Earned
CCF - MAIN CHECKING	112.15	-	\$ -
CCF -SAVINGS	-	-	-
RELIANCE - MAIN CHECKING	750,000.00	750,000.00	
RELIANCE - SAVINGS	1,800,121.11	2,319,455.25	1,754.25
MSDLAF+LIQUID MONEY MARKET	1,988,201.80	2,144,986.96	5,635.20
MSDLAF+ MAX MONEY MARKET	204,410.12	204,981.56	571.44
MN TRUST OPERATIONS	4,871,174.86	5,735,861.99	7,900.33
MN TRUST INVESTMENTS	3,140,133.04	3,382,033.04	-
MN TRUST MAINTENANCE BONDS	2,677,274.96	421,218.25	4,974.35
US BANK - IRREVOCABLE TRUST	2,720,158.22	2,720,158.22	-
US BANK - ROOSEVELT DEBT	167.11	167.57	-
FIRST UNITED BANK CD	150,000.00	150,000.00	
PREMIER BANK CD	160,204.06	160,204.06	
RELIANCE BANK CD	-	-	
STATE BANK OF FARIBAULT CD	150,000.00	150,000.00	
PETTY CASH	2,406.00	2,406.00	
TOTAL CASH AND INVESTMENTS	\$ 18,614,363.43	\$ 18,141,472.90	\$ 20,835.57

Asset Reservations



Liquidity



Faribault Public Schools
Comparative Financial Report - Select General Fund Expenditure Accounts
As of February 28, 2026

	FY25 February 2025	FY26 February 2026	FY25 YTD Through February 2025	FY26 YTD Through February 2026	FY25 FIN Budget	FY26 REV Budget	FY25 % of Budget through February 2025	FY26 % of Budget through February 2026
EXPENDITURES:								
HVAC	48,816	13,525	114,326	260,395	289,000	281,500	39.56%	92.50%
Water	8,300	8,189	53,433	56,263	67,200	83,500	79.51%	67.38%
Electric	34,483	27,297	398,203	479,972	639,000	650,500	62.32%	73.79%
Snow Removal	6,274	-	23,850	38,512	100,200	84,600	23.80%	45.52%
Total Expenditures	97,873	49,011	589,812	835,142	1,095,400	1,100,100	53.84%	75.92%

Faribault Public Schools
Comparative Financial Report - Self Insurance Fund
As of February 28, 2026

	FY25 February 2025	FY26 February 2026	FY25 YTD Through February 2025	FY26 YTD Through February 2026	FY25 FIN Budget	FY26 REV Budget	FY25 % of Budget through February 2025	FY26 % of Budget through February 2026
REVENUES:								
District Contributions	243,811	281,051	1,725,842	1,911,524	2,536,426	2,916,890	68.04%	65.53%
Employee Contributions	20,849	31,727	176,157	234,453	264,673	304,374	66.56%	77.03%
Retirees Contributions	5,310	5,010	64,020	41,174	85,261	55,886	75.09%	73.67%
Cobra Contributions	-	-	2,862	-	11,130	18,165	25.72%	0.00%
Total Revenue	269,970	\$317,787	\$1,968,882	\$2,187,151	\$2,897,490	\$3,295,315	67.95%	66.37%

EXPENDITURES:								
Medical Claims	90,971	162,759	1,834,255	1,587,354	2,782,154	2,842,024	65.93%	55.85%
Administrative Fees	36,631	39,483	291,646	317,007	403,787	476,307	72.23%	66.56%
Additional Charges	1,138	3,556	38,399	27,958	84,357	60,000	45.52%	46.60%
Total Expenditures	\$128,739	\$205,798	\$2,164,300	1,932,319	\$3,270,298	\$3,378,331	66.18%	57.20%

\$254,832

Faribault Public Schools ISD 656
Exp/Rev Summary - Fd
Period Ending February 28, 2026

Sequence: L, Fd

Description		26REV Annual Budget	Period 202608	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
E	Expenditure							
01	General	69,790,649.00	5,642,877.50	38,815,356.85	56%	286,869.89	56%	30,688,422.26
02	Food Service	3,384,889.00	252,453.97	1,691,015.73	50%	4,787.18	50%	1,689,086.09
04	Community Service	6,517,154.00	461,289.60	3,416,674.20	52%	23,669.11	53%	3,076,810.69
06	Building Construction	2,755,795.00	25,317.50	2,286,348.56	83%	0.00	83%	469,446.44
07	Debt Redemption	2,379,350.00	0.00	2,378,825.00	100%	0.00	100%	525.00
20	Internal Service	3,378,331.00	176,526.63	1,903,047.58	56%	29,271.34	57%	1,446,012.08
45	OPEB Irrevocable Trust	158,000.00	10,307.33	87,841.83	56%	0.00	56%	70,158.17
50	Student Activities	110,000.00	8,718.75	53,742.34	49%	1,662.86	50%	54,594.80
E	Expenditure	88,474,168.00	6,577,491.28	50,632,852.09	57%	346,260.38	58%	37,495,055.53
R	Revenue							
01	General	(68,334,081.00)	(4,885,532.06)	(31,033,415.01)	45%	0.00	45%	(37,300,665.99)
02	Food Service	(2,759,549.00)	(262,865.54)	(1,601,989.35)	58%	0.00	58%	(1,157,559.65)
04	Community Service	(6,236,629.00)	(318,593.07)	(2,620,727.93)	42%	0.00	42%	(3,615,901.07)
06	Building Construction	(200,000.00)	0.00	(115,746.49)	58%	0.00	58%	(84,253.51)
07	Debt Redemption	(2,569,387.00)	1,216.78	(1,278,131.38)	50%	0.00	50%	(1,291,255.62)
20	Internal Service	(3,295,315.00)	(317,787.15)	(2,187,150.58)	66%	0.00	66%	(1,108,164.42)
45	OPEB Irrevocable Trust	(158,000.00)	0.00	(210,496.18)	133%	0.00	133%	52,496.18
50	Student Activities	(112,000.00)	(6,613.41)	(59,353.21)	53%	0.00	53%	(52,646.79)
R	Revenue	(83,664,961.00)	(5,790,174.45)	(39,107,010.13)	47%	0.00	47%	(44,557,950.87)
	Report Totals:	4,809,207.00	787,316.83	11,525,841.96	240%	346,260.38	247%	(7,062,895.34)

Faribault Public Schools ISD 656 Multi Year Guideline by Object Series

Sequence: Fd, O/S		202408			202508			202608		
Description	Budget 24FIN	Year to Date	%	Budget 25REV	Year to Date	%	Budget 26REV	Year to Date	%	
01 General										
100 Salaries & Wages	36,691,729.00	19,359,436.59	53%	35,400,605.00	19,469,671.41	55%	37,662,116.00	20,509,312.26	54%	
200 Employee Benefits	12,743,620.00	7,110,292.79	56%	13,187,389.00	7,463,295.55	57%	14,799,829.00	8,243,972.47	56%	
300 Purchased Services	9,419,104.00	5,655,703.72	60%	10,442,726.00	5,874,441.49	56%	11,691,993.00	6,799,673.01	58%	
400 Supplies & Materials	2,870,733.00	1,755,772.76	61%	2,864,209.00	1,602,843.87	56%	2,457,137.00	1,438,678.80	59%	
500 Capital Expenditures	2,066,851.00	1,713,468.83	83%	2,053,292.00	1,676,445.26	82%	2,758,969.00	1,593,828.72	58%	
800 Other Expenditures	621,589.00	176,992.37	28%	428,579.00	163,104.55	38%	420,605.00	163,319.87	39%	
900 Other Financing Uses	0.00	0.00	0%	0.00	0.00	0%	0.00	66,571.72	0%	
01 General	64,413,626.00	35,771,667.06	56%	64,376,800.00	36,249,802.13	56%	69,790,649.00	38,815,356.85	56%	
Report Totals:	64,413,626.00	35,771,667.06	56%	64,376,800.00	36,249,802.13	56%	69,790,649.00	38,815,356.85	56%	