



A – Request decision – closure required
B – Update/status report
C – Discussion and input – final decision at a subsequent meeting

School Board Meeting
Monday, May 19, 2025
AGENDA

1. **Call to Order (1 minute)**
05-19-25 Important Dates 4
2. **Pledge of Allegiance (1 minute)**
3. **Approve Board Agenda (1 minute)**
4. **Recognitions (26 minutes)**
 - 4.A. Champlin Park High School IB and AP Honor Student Recognitions (10 minutes)
Dr. Annette Ziegler, Assistant Superintendent for High Schools, Ashley Brown and Georgia Larson, IB/AP Coordinators, Champlin Park High School
 - 4.B. Coon Rapids High School - DECA Program National Competition (6 minutes)
Dr. Annette Ziegler, Assistant Superintendent for High Schools, Blake Bodenbunrg, Business Teacher & DECA Advisor, Coon Rapids High School
 - 4.C. Blaine High School - Business Professionals of America (10 minutes)
Dr. Annette Ziegler, Assistant Superintendent for High Schools, Holly Boisjolie, Business Teacher & BPA Coordinator, Blaine High School
5. **Consent Agenda (5 minutes)**
 - 5.A. Minutes from the May 5 School Board Meeting - **A**
Jeff Simon, Board Clerk
Appendix A 5
 - 5.B. Retirements, Resignations, Terminations, Layoffs and Recalls, Leaves and Modified Leaves of Absence, Appointments - **A**
Brian Duffy, Director of Employee Services
Appendix B 17
 - 5.C. Cash Disbursements Report - **A**
Jennifer Beck, Director of Finance
Appendix C 22
 - 5.D. Cash Balance Report - **A**
Jennifer Beck, Director of Finance
Appendix D 23
 - 5.E. Donations & Scholarship Report - **A**
Jennifer Beck, Director of Finance

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5.F. Monthly Revenue & Expenditures - A Jennifer Beck, Director of Finance	
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5.G.#25041P-Group Term Life & LTD Insurance - A Tiffany Audette, Director of Purchasing	
Appendix G	29
5.H.#25048B - Oak View MS & Oxbow ES Paving Project - A Tiffany Audette, Director of Purchasing	
Appendix H	30
5.I. Immunization Exclusions as required by Statute 121a.15 - A Kathy Schulz, Health Services Coordinator	
6. Communications, Delegations & Petitions (15 minutes)	
7. Board Calendar & District Update (10 minutes) Cory McIntyre, Superintendent	
8. Employee Services (6 minutes)	
8.A. Resolution Relating to the Non-Renewal of Teaching Contracts of Probationary Teachers (3 minutes) - A Dr. Jennifer Cherry, Executive Director of Human Resources	
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8.B. Resolution to Rescind the Inclusion of Certain Teachers' Names in Resolution Terminating Probationary Teachers (3 minutes) - A Dr. Jennifer Cherry, Executive Director of Human Resources	
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9. Elementary & Secondary Education (45 minutes)	
9.A. SEL Review & Recommendation (20 minutes) - A Cory McIntyre, Superintendent, Dr. Mary Wolverton, Associate Superintendent for Elementary Schools, Becky Brodeur, Associate Superintendent for Middle Schools, Tom Shaw, Director of Student Services, Britt Olean, District Social Worker	
Appendix K	33
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9.B. MN State High School League (MSHSL) Membership Resolution (5 minutes) - A Dr. Annette Ziegler, Assistant Superintendent for High Schools	
Appendix L	50
9.C. Non-Transported Walk Boundary Review (20 minutes) - C Greg Cole, Chief Operations Officer, B.J. Ison, Director of Transportation	
Appendix M	52
10. Labor Relations & Benefits (10 minutes)	
10.A. Labor Negotiations Updates (10 minutes) - B	

Dr. Jennifer Cherry, Executive Director of Human Resources, Todd Mensink, Director of Labor Relations & Benefits

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11. Finance (30 minutes)	
11.A. FY26 Proposed Budget All Funds (30 minutes) - C Michelle Vargas, Chief Financial Officer	
Appendix O	65
12. General Counsel (50 minutes)	
12.A. 721.0 Purchasing Procurement Policy, First Read (10 minutes) - C Tim Palmatier, General Counsel	
Appendix P	80
12.B. 721.1 Federal Awards Administration Policy, First Read (10 minutes) - C Tim Palmatier, General Counsel	
Appendix Q	86
12.C. 507.0 (New) Cell Phone Policy, First Read (30 minutes) - C Tim Palmatier, General Counsel, Mike Farley, Principal, Anoka High School, Tim Feine, Principal, Andover High School	
Appendix R	104
13. Board Correspondence & Communication	
14. Executive Session (30 minutes)	
14.A. Labor Negotiations (30 minutes) Dr. Jennifer Cherry, Executive Director of Human Resources	
15. Adjourn	

ANOKA-HENNEPIN SCHOOLS

A FUTURE WITHOUT LIMIT

May 19, 2025

Dates to Remember

- 1. May 19** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**
- 2. May 26** **Holiday, District Closed**
- 3. May 29** **Two Rivers Graduation, Two Rivers Transition Program at Franklin, 5:30 p.m.**
- 4. May 30** **River Trail Learning Center Program Completion, RTLTC, 12:30 p.m.**
- 5. June 1** **Blaine High School Graduation, Mariucci Arena, 10:00 a.m.**
- 6. June 1** **Andover High School Graduation, Mariucci Arena, 1:00 p.m.**
- 7. June 1** **Champlin Park High School Graduation, Mariucci Arena, 4:00 p.m.**
- 8. June 1** **Coon Rapids High School Graduation, Mariucci Arena, 7:00 p.m.**
- 9. June 2** **Anoka High School Graduation, Goodrich Field, 7:00 p.m.**
- 10. June 6** **End of Trimester Three, Last Day of School**
- 11. June 9** **Staff Planning, No Students**
- 12. June 9** **School Board Work Session, Sandburg Education Center, 5:30 p.m.**
- 13. June 19** **District Closed, Holiday, No Students**
- 14. June 23** **Regular School Board Meeting, Sandburg Education Center, 6:30 p.m.**



Zach Arco
CO-CHAIR



Kacy Deschene
CO-CHAIR



Jeff Simon
CLERK



Matt Audette
DIRECTOR



Linda Hoekman
TREASURER



Michelle Langenfeld
DIRECTOR

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MINUTES OF MEETING
SCHOOL BOARD OF INDEPENDENT SCHOOL DISTRICT NO. 11
(Anoka-Hennepin School District)
STATE OF MINNESOTA

The School Board of Anoka-Hennepin Independent School District No. 11 held a meeting on **Monday, May 5, 2025**, at Sandburg Education Center, Anoka, Minnesota.

Co-Chair Kacy Deschene called the meeting to order at 6:30 p.m. and led the pledge of allegiance.

The following members were present: Zach Arco, Matt Audette, Kacy Deschene, Linda Hoekman, Dr. Michelle Langenfeld and Jeff Simon.

Jeff Simon motioned to approve the Board Agenda as presented. Dr. Langenfeld seconded. Motion passed with a 6-0 vote.

Dr. Mary Wolverton, associate superintendent of elementary schools and Denise Schnabel, principal of Ramsey Elementary School, recognized Emily Payán, grade two teacher at Ramsey Elementary with the Presidential Award for Excellence in Mathematics and Science Teaching, an award her mother, Margaret Williams, also received in her earlier years of teaching. Becky Brodeur, associate superintendent of middle schools and student services, presented Tom Hagerty, principal of Anoka Middle School for the Arts (AMSA) in recognition of their 2025 Magnet Schools of Excellence award from the Magnet Schools of America. Becky Brodeur, associate superintendent of middle schools and student services, presented advisors from district middle schools who recognized students who were awarded with honors related to math and choir. From the St. Cloud State University Mathematics contest: Anoka Middle School for the Arts: Kolden Johnson, Gus Barth, Charlie Blansette, Amalie Foudray, Daniel Gbati. Coon Rapids Middle School: Jesse Dorsing, Cameron Loomis. Jackson Middle School: Delaney Collins, Griffen Dahmer, Isaac Soerns, Timothy Tran, Kimber Notvedt, Summit Wiley, Andrew Coan, Jonathan Hennessy, Evan Knutson, Britta Moll, Patrick Navratil, Ivan Oldroyd, Isley Sammler, Mia Daas, Caden Eden, Brody Melberg, Mason Parisian. Northdale Middle School: Liam Jann, Henry Carney, Amelia Pelton, Addy Stemweel, Lucas Hilker, Fatima Muhamed, Firdawsa Muhamed. Oak View Middle School: Cameron Axtman, Thomas Hanson, Matthew Ritter, Whitney Shepherd, Cole Minetor, Brodrik Quinehan, Joseph Reed. Roosevelt Middle School: Nicolas Aguayo, Finnegan Appel, Brandon Caruthers, Aiden Lavik, Landon Thomas. From the ACDA MN State Honor Choir: Jackson Middle School: Leyna Barnes, Norah Crosland, Ayowole Fatejo, Addison Nelson, Zariya Williams. Oak View Middle School: Jacob Jared, Baylynn Lluveres, Emma Soderlind, Adelyn Stock, Elizabeth Wood, Addisyn Curtis, Myla Ledermann, Jenkins Thunberg. Kacy Deschene, co-chair, presented recognition of national volunteer recognition week in honor of the impact made by the thousands of community volunteers who volunteer to support students and schools.

CONSENT AGENDA

Co-Chair Zach Arco moved and Jeff Simon seconded the motion to approve the following **consent agenda** items:

- a. **Minutes** from the April 14, 2025, School Board work session.
- b. **Personnel items** as follows:

RETIREMENTS

<u>Name</u>	<u>Current or Most Recent Position</u>	<u>Last Date Employed</u>
Carol Gornik	ESC-Student Conduct, Educ Office Prof Lead Program	08/01/2025
Diane Kilmer	Educational Svc Ctr, HRIS Manager	09/15/2025
Alan Koffski	Eisenhower Elementary, B/G Custodian 2nd shift	07/07/2025
Julie Kudzia	Morris Bye Elementary, ParaEducator Spec Ed Cntr Base	06/06/2025
Mark Manney	Andover High, ParaEducator Secondary	06/06/2025
Mary J Milless	Hoover Elementary, Child Nutrition Assistant PT	09/26/2025
Lori Osterberg	Anoka High, ParaEducator Secondary	06/06/2025
Kimberlee Shostak	Coon Rapids High, Teacher Social Studies	06/09/2025
Tamara Zawislak	Evergreen Park Elementary, Child Nutrition Assistant FT	06/06/2025

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Megan Bloomquist	Roosevelt Middle, Teacher Health	06/09/2025
Joshua Delich	Educational Svc Ctr, Assoc Supt High Schools	05/01/2025
Jenna Harvieux	Monroe Elementary, Teacher Music Elementary	06/09/2025
Seth Hinrichs	Anoka Middle - Fred Moore Campus, Teacher English	06/09/2025
Sidney McClain	Monroe Elementary, Teacher Grade 2	06/09/2025
Carey Raph	ESC-Special Ed, Special Educ Prg Administrator	06/30/2025
Talana Rudzitis	River Trail Learning Center, Teacher ASD (AutismSpectrum)	04/08/2025
Leroy Scheinoha	ESC-Special Ed, Teacher Adapt Phy Ed	06/09/2025
Jessica Swanson	Anoka Middle - Fred Moore Campus, Teacher Science	06/09/2025
Meagan Varughese	Jackson Middle, Teacher Science	06/09/2025

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Madeline Bakke	Hamilton Elementary, ParaEducator Spec Ed Cntr Base	02/05/2025	04/09/2025
Madeline Bakke	Hamilton Elementary, ParaEducator Spec Ed Cntr Base	04/21/2025	06/06/2025
Trista Bartko	Sunrise Elementary, ParaEducator Special Education	04/15/2025	05/02/2025
Rachel Borresen	Roosevelt Middle, Teacher Science	04/10/2025	06/09/2025
Emily Christensen	Blaine High, Teacher Math	04/09/2025	06/09/2025
Charles Dively	Sand Creek Elementary, Teacher MSH	04/23/2025	06/09/2025
Richard Donais	Champlin Park High, B/G Custodian 3rd shift	04/15/2025	05/27/2025
Lorna Donner	Sorteberg Early Childhood Ctr, Teacher Speech Clinician	04/09/2025	04/23/2025
Inas Elansary	Anoka Middle - Fred Moore Campus, Teacher Family Consumer Sci	04/10/2025	06/09/2025
Andrea Fredrickson	Sorteberg Early Childhood Ctr, Para Sped ECSE center base	04/10/2025	05/16/2025
Anna Goetzman	Madison Elementary, Teacher Grade 3	03/31/2025	06/09/2025
Molly Gruber	Andover Elementary, ParaEducator Special Education	04/21/2025	05/05/2025
Pamela Hein	Anoka Middle - Fred Moore Campus, Teacher Math	04/25/2025	06/06/2025
Kara Hurley	Eisenhower Elementary, Child Nutrition Assistant PT	04/04/2025	05/02/2025
Cecily Jorgensen	Oak View Middle, Teacher Family Consumer Sci	04/22/2025	06/09/2025
Katherine Kaiser	Ramsey Elementary, Teacher Speech Clinician	04/08/2025	06/09/2025
Sarah Knilans	ESC-Special Ed, Teacher Physical Therapist	04/21/2025	04/22/2025
Nancy Lupardus-Twitchell	Jackson Middle, Teacher Speech Clinician	05/29/2025	06/09/2025
Allison Lynch	Champlin Brooklyn Park Academy, Teacher Grade 5	04/10/2025	06/09/2025
Victoria Martin	Anoka Middle - Fred Moore Campus, Asst Principal Middle 10 Month	04/01/2025	06/20/2025
Patrick Mengelkoch	Champlin Park High, Teacher Business	04/10/2025	04/30/2025
Shelly Sontag-Johnson	Sorteberg Early Childhood Ctr, Teacher Physical Therapist	04/07/2025	06/09/2025
Shelly Sontag-Johnson	Sorteberg Early Childhood Ctr, Teacher Physical Therapist	03/19/2025	04/02/2025
Rebecca Stein	Riverview Early Childhood Ctr, Para Sped ECSE center base	03/31/2025	04/25/2025
Tamara Strandberg	Dayton Elementary, Teacher Special Educ Lead	04/24/2025	06/09/2025
Ashley Strehler	ECFE/Preschl-Andover Family Place, Preschool Inst-Pro Rated Bene	04/14/2025	06/04/2025
Amy Theis	ESC-Special Ed, Teacher Nurse	05/01/2025	05/23/2025
Karen Trudeau	Johnsville Elementary, Teacher E/BD	04/14/2025	06/09/2025
Melissa Watson	Anoka High, Teacher English	04/21/2025	06/09/2025

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Lori Angelo	S.T.E.P., Job Coach Part Time	02/21/2025	04/18/2025
Shayla Baumgarten	Rum River Elementary, Child Nutrition Assistant PT	03/04/2025	05/20/2025
Kristin Ceronsky	Champlin Park High, Teacher Math	07/01/2024	06/30/2025
Mindy Cich	Verndale, Teacher EC/SE Stretch Calendar	03/24/2025	07/31/2025
Jaclyn Ewing	Sandburg Regional High, Child Nutrition Site Supv	02/25/2025	05/02/2025
Rebecca Ghedir	Coon Rapids High, ParaEducator Special Education	04/08/2025	05/23/2025
Michelle Gindele	Andover Elementary, Teacher Grade 1	03/17/2025	04/11/2025

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Carol Goers	Two Rivers Transition Program, Teacher MSH	03/28/2025	05/16/2025
Deborah Hedrington	Coon Rapids High, Teacher MMH	01/27/2025	06/06/2025
Pamela Hein	Anoka Middle - Fred Moore Campus, Teacher Math	10/22/2024	04/24/2025
Becky Jaeger	Ramsey Elementary, Teacher Grade 2	03/21/2025	05/02/2025
David Jensen	Sorteberg Early Childhood Ctr, B/G Building Supervisor	02/18/2025	04/18/2025
Angela Jurmu	Roosevelt Middle, School Office Supervisor	04/09/2025	04/25/2025
Erin Kelley	Verndale, ParaEducator Spec Ed Cntr Base	03/19/2025	04/24/2025
Emily Ladwig	Andover High, ParaEducator Spec Ed Cntr Base	03/31/2025	06/06/2025
Emily Levercom	Educational Svc Ctr, Technical Spec Bindery	02/24/2025	05/01/2025
Tamara Lyons	Jackson Middle, Teacher Music Secd Band	04/03/2025	05/16/2025
Edward Orejel	Brookside Elementary, B/G Custodian 2nd shift	03/20/2025	04/21/2025
Robert Orrick	S.T.E.P., Teacher Career-Technical	02/11/2025	04/09/2025
Danielle Ratajczyk	Jackson Middle, Teacher Grade 6	04/02/2025	05/12/2025
Danielle Rust	Johnsville Elementary, ParaEducator Spec Ed Cntr Base	03/19/2025	05/12/2025
Kaylin Walters	ESC-Special Ed, ParaEducator Spec Ed Cntr Base	01/24/2025	05/27/2025

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

20250505 1

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Safa Ben Zarrouk Bibas	Jefferson Elementary, Teacher ESL	04/14/2025	Bachelors/1	0.2193	\$10,969
Maggie Cooper	Champlin Brooklyn Park Academy, Teacher Grade 5	04/10/2025	Masters/7	0.2193	\$14,950
Kate Lundquist	Eisenhower Elementary, Teacher Literacy Intervention	05/13/2025	Bachelors/5	0.1016	\$5,297
Margaret Raverty	Evergreen Park Elementary, Teacher Grade 4	04/14/2025	Masters/1	0.2193	\$12,775
Josie Swenson	Madison Elementary, Teacher Grade 3 LTS	04/24/2025	Bachelors/1	0.1711	\$8,561

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Josi Brickman	Coon Rapids High, Teacher English	04/21/2025	Bachelors+45/1	0.1872	\$10,116
Kimberly Corbey	Anoka High, Teacher English LTS	04/21/2025	Masters+60/24	0.1872	\$17,765

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Rachael Caughey	ESC-Special Ed, Teacher Physical Therapist LTS	04/28/2025	Masters+60/6	0.1604	\$11,891
Sabrina Chorba	Sand Creek Elementary, Teacher DD	02/10/2025	Bachelors/1	0.4332	\$21,671
Manal Sarhan	ESC-Special Ed, Teacher Adapt Phy Ed	04/07/2025	Bachelors/1	0.2460	\$12,307
Linda Schuck	River Trail Learning Center, Teacher E/BD	03/24/2025	Bachelors/1	0.2995	\$14,982

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
Brian Duffy	Madison Elementary, Asst Principal Elem 10 Month Based on an annual salary of \$133,027 for 261 days	07/01/2025	225	\$115,120
Beth Engman	Educational Svc Ctr, Coordinator State Federal Prgs Based on an annual salary of \$125,364 for 261 days	07/01/2025	261	\$125,364
Jinger Gustafson	Educational Svc Ctr, Assistant Supt Elementary Based on an annual salary of \$203,500 for 261 days	07/01/2025	261	\$203,500
Amber Schultz	Oak View Middle, Asst Principal Middle School Based on a salary of \$141,318 for 261 days	07/01/2025	261	\$141,318
Sarah Valley	Oak View Middle, Asst Principal Middle 10 Month Based on an annual salary of \$122,728 for 261 days	08/01/2025	225	\$106,207
Annette Ziegler	Educational Svc Ctr, Assistant Supt Secondary Based on an annual salary of \$203,500 for 261 days	05/01/2025	43	\$33,527

c. Cash Disbursements.

Fund No.	Description	Amount
	Checks	\$ 2,820,641.71
01	General	2,498,605.98
02	Food Service	53,288.07
04	Community Service	118,446.47
06	Building Construction	149,362.24
07	Bond & Interest K-12	500.00
20	Health-Self Insurance	438.95
21	Dental-Self Insurance	
22	Work. Comp.-Self Insurance	
47	OPEB Debt Service	-
	Electronic Payments	\$ 24,067,668.29
01	General	15,451,142.33
02	Food Service	332,174.31
04	Community Service	607,896.56
06	Building Construction	-
07	Bond & Interest K-12	-
20	Health-Self Insurance	7,103,537.86
21	Dental-Self Insurance	470,825.00
22	Work. Comp.-Self Insurance	102,092.23
47	OPEB Debt Service	-
	ACH Payments	\$ 7,217,252.93
01	General	5,897,484.26
02	Food Service	874,864.40
04	Community Service	91,452.29
06	Building Construction	52,365.11
20	Health-Self Insurance	284,196.87
22	Work. Comp.-Self Insurance	16,890.00
	P-Card	\$ 726,967.07
01	General	710,733.41
02	Food Service	1,541.60
04	Community Service	12,257.34
06	Building Construction	-
20	Health-Self Insurance	2,434.72
	TOTAL DISTRICT	\$ 34,832,530.00

d. Cash Balance Report.

ANOKA HENNEPIN DISTRICT NO. 11 MONTHLY CASH BALANCES - FY25															
	GENERAL	FOOD SERVICE	COMMUNITY SERVICE	BUILDING CONSTRUCTION	DEBT SERVICE	EMP BENE HEALTH	EMP BENE DENTAL	EMP BENE WORK COMP	OPEB DEBT SERVICE	TOTAL CASH	CASH INVESTMENTS	BUILDING CONSTRUCTION INVESTMENT	SCHOLARSHIP INVESTMENT	TOTAL ALL BALANCES	FY23 Total All Balances (1 year ago comparison)
	01-101	02-101	04-101	06-101 ¹	07-101	20-101	21-101	22-101	47-101	CASH					
07/01/24	190,624,894	13,518,064	12,500,581	66,525	9,401,856	23,753,393	3,065,400	3,248,802	1,374,528	257,554,043	-	5,080,617	689,177	263,323,836	254,198,381
07/31/24	160,938,177	13,293,288	12,488,898	(567,918)	7,301,176	16,404,440	2,603,472	3,151,689	1,507,703	217,120,924	-	5,102,240	665,446	222,888,610	212,533,404
08/31/24	188,946,954	11,829,596	12,086,106	(1,028,013)	6,579,277	8,021,505	1,948,410	3,115,927	1,412,428	232,912,188		4,578,098	510,057	238,000,342	236,515,897
09/30/24	200,465,660	10,083,422	13,640,793	(2,604,073)	6,731,316	9,020,599	2,195,293	3,119,931	1,412,490	244,065,431		4,599,115	467,237	249,131,783	253,824,355
10/31/24	199,164,100	10,215,724	13,139,301	120,020	8,339,738	10,205,183	2,156,865	3,184,673	1,649,861	248,175,465		1,427,221	463,381	250,066,066	254,016,449
11/30/24	170,990,536	10,560,722	13,178,936	6,227	12,029,304	14,853,578	2,488,456	3,219,614	2,194,989	229,522,361		718,257	439,735	230,680,353	243,172,357
12/31/24	166,461,705	10,814,760	14,615,582	163,128	13,072,899	15,344,705	2,682,950	3,254,037	2,348,334	228,758,099		213,073	444,394	229,415,566	235,796,957
01/31/25	168,724,339	10,450,262	14,129,342	206,547	3,478,290	16,734,570	2,611,700	3,232,089	516,604	220,083,745		99,542	482,802	220,666,088	225,675,381
02/28/25	180,110,377	10,716,156	13,162,740	(76,525)	3,478,290	18,203,589	2,569,266	3,264,998	516,604	231,945,495		100,318	555,775	232,601,588	242,066,458
03/31/25	191,665,569	11,317,090	14,952,261	(257,286)	3,477,790	18,211,515	2,676,926	3,298,662	516,603	245,859,131		100,647	601,586	246,561,364	209,465,399
04/30/25										0				0	
05/31/25										0				0	
06/30/25										0				0	

¹ Building Construction Fund is negative because funds are transferred from the Building Construction investment account on a reimbursement basis.

e. Donations & Scholarship Report.

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
03/31/25	Alpine Ski Boosters	Champlin Park HS	Alpine Ski Transportation Inv#13333	General	5,132.05
03/31/25	Alpine Ski Team Boosters	Coon Rapids HS	Alpine Ski Transportation Inv#13187	General	2,475.00
03/31/25	Alpine Ski Team Boosters	Coon Rapids HS	Alpine Ski Transportation Inv#13334	General	2,280.91
04/14/25	American Online Giving Foundation	McKinley Elem	Misc Supplies	General	73.48
04/14/25	Andover Football Association	Andover HS	Girls Golf Uniforms & Equipment	General	3,200.00
03/31/25	Andover Huskies Baseball Boosters	Andover HS	New baseballs for 2025 season	General	1,374.25
04/14/25	Anoka Boys Basketball Club	Anoka HS	Charter bus for state	General	450.00
03/31/25	Anoka Girls Lacrosse	Anoka HS	2 ESAs for Add'l Coaches	General	4,000.00
03/31/25	Anoka Hennepin Foundation	Adams Elem	Donation - closing out account	General	8.34
03/24/25	Anoka Hennepin Foundation	Sandburg Regional HS	AHEF Our Students	General	500.00
03/31/25	Anoka Hennepin Foundation	Sandburg Regional HS	AHEF-White Boards	General	500.00
04/14/25	BHS Gymnastics Boosters	Blaine HS	Gymnastics	General	2,476.05
04/14/25	Blaine Lacrosse Boosters	Blaine HS	Boys Lacrosse Uniforms	General	4,950.00
04/14/25	Blane Nordic Booster Club	Blaine HS	Girls Nordic ski bringing account current	General	3.25
03/31/25	Cardinal Baseball Boosters	Coon Rapids HS	Redo Dugout covers at baseball fields	General	17,450.00
03/24/25	Cargo Protectors Inc.	STEP	Classroom Instruction-Auto Students	General	459.32
03/31/25	Charities Aid Foundation America	Andover Elem	Classroom Supplies	General	30.00
04/14/25	Charities Aid Foundation America	Andover Elem	Classroom Supplies	General	30.00
03/24/25	Charities Aid Foundation America	Andover HS	General Program Use	General	1,000.00
04/14/25	Charities Aid Foundation America	Andover HS	General Supply Usage	General	92.00
03/31/25	Charities Aid Foundation America	Anoka MS	Non Instructional Supplies	General	20.00
03/31/25	Charities Aid Foundation America	Champlin Park HS	Student Recognition	General	283.85
03/31/25	Charities Aid Foundation America	Dayton Elem	School/student Supplies	General	10.00
03/31/25	Charities Aid Foundation America	Dayton Elem	Supplies as needed	General	10.00
03/31/25	Charities Aid Foundation America	Dayton Elem	Supplies as needed	General	10.00
03/31/25	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	General	10.00
04/14/25	Coon Rapids Rotary Foundation	Coon Rapids HS	Respect Retreat for freshmen	General	14,345.35
03/24/25	Coon Rapids Swim & Dive Boosters	Coon Rapids HS	Bus for Boys Swim & Dive Fargo Trip	General	2,250.00
03/24/25	CRHS Boys Basketball Boosters	Coon Rapids HS	Bus for Boys Basketball to Duluth	General	1,269.20
04/14/25	Crooked Lake Elem PTO	Crooked Lake Elem	2nd Grade Field Trip Busing	General	500.00
04/14/25	Dayton Elem PTO	Dayton Elem	5th Grade Field Trip to Sundance	General	1,801.00
03/31/25	Dayton Elem PTO	Dayton Elem	Kindergarten Field Trip	General	500.00
03/24/25	Eric & Tanya Olson	STEP	Automotive Classroom Instruction	General	205.00
03/31/25	Gene Haas Foundation	Andover HS	General Robotics Supplies	General	2,750.00
04/14/25	Hospitality MN Education Foundation	Anoka HS	For Prostart	General	350.00
04/14/25	John & Caroyln Collins	Monroe Elem	Books for Students	General	2,500.00
03/31/25	Johnsville PTO	Johnsville Elem	1st Grade Field Trip	General	1,737.60
03/24/25	Johnsville PTO	Johnsville Elem	Grade 2 Field Trips	General	1,737.60
03/24/25	Johnsville PTO	Johnsville Elem	Grade 3 Field Trips	General	1,163.21
03/24/25	Johnsville PTO	Johnsville Elem	Grade 4 Field Trips	General	315.36
03/24/25	Johnsville PTO	Johnsville Elem	Grade 5 Field Trips	General	2,721.82
03/31/25	Johnsville PTO	Johnsville Elem	VSC Sponsor Payment	General	5,742.00
03/31/25	Lincoln Elem PTO	Lincoln Elem	New Stage Curtain	General	3,270.00
04/14/25	Mathew Coon	STEP	Automotive Classroom Instruction	General	100.00
03/24/25	Matthew coon	STEP	Automotive Classroom Instruction	General	220.00
03/24/25	Michel & Gretchen Wahl	STEP	Automotive Classroom Instruction	General	82.00
04/14/25	Oxbow Creek Home & School Assoc.	Oxbow Creek Elem	Cover Install of communication board	General	500.00
03/24/25	Pete Groebner	STEP	Automotive Classroom Instruction	General	490.00
03/31/25	Oxbow Creek PTO	Oxbow Creek Elem	Purchase of Phy Ed Equipment(Scooters)	General	478.00
03/31/25	River Trail Buffalo Boosters	River Trail	Bus for Snow Tubing Field Trip	General	178.61
03/31/25	Rum River Assoc.	Rum River Elem	VSC Sponsor Payment	General	5,508.00
03/24/25	Tanya Olson/Eric Olson	STEP	Classroom Instruction	General	217.00
03/31/25	The Blackbaud Giving Fund	Andover HS	General Supply Usage	General	60.00

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
03/24/25	The Blackbaud Giving Fund	CBPA	Student School Supplies	General	44.00
03/31/25	The Blackbaud Giving Fund	CBPA	Student School Supplies	General	45.00
03/31/25	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	66.00
03/31/25	The Blackbaud Giving Fund	Champlin Park HS	Student Recognition	General	44.00
04/14/25	The Blackbaud Giving Fund	Coon Rapids HS	General Supplies	General	100.00
03/24/25	The Blackbaud Giving Fund	Jefferson Elem	Student Supplies	General	8.44
03/31/25	The Blackbaud Giving Fund	Sand Creek Elem	Classroom/Student Supplies	General	150.00

*MATERIAL, EQUIPMENT, OR LABOR DONATION

TOTAL

\$ 98,277.69

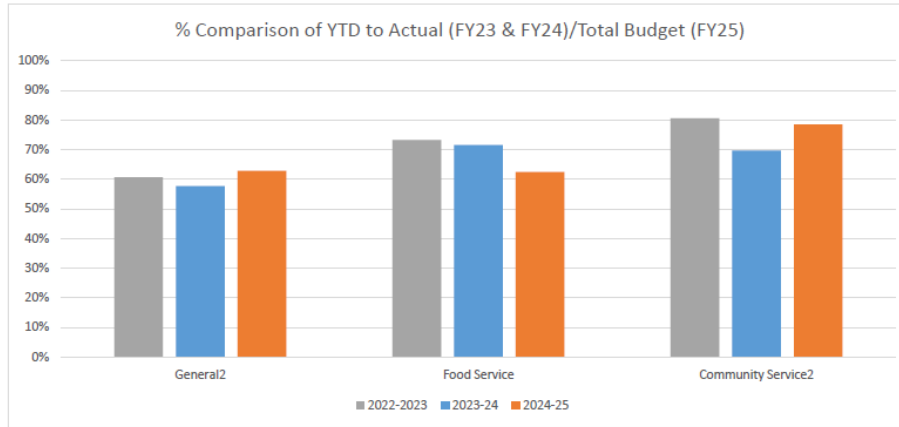
SCHOLARSHIP DONATIONS

DATE	DONOR	DONEE	PURPOSE	TYPE	AMOUNT
03/25/25	Anoka-Hennepin Educational Foundation, INC.	Andover High	Harlan R Thurston Foundation Scholarship	Scholarship	2,000.00
03/25/25	Andover Boys Soccer Boosters	Andover High	Andover Boys Soccer Boosters Scholarship	Scholarship	500.00
03/25/25	Andover Cross Country	Andover High	Andover High School Cross Country Running Scholarship	Scholarship	500.00
03/25/25	Andover Cross Country	Andover High	Andover High School Cross Country Running Scholarship	Scholarship	500.00
03/25/25	Chapter FS, Andover MN of the PEO Sisterhood	Andover High	Chapter FS, Andover MN of the PEO Sisterhood	Scholarship	300.00
03/25/25	Minnco Scholarship	Andover High	Minnco Scholarship	Scholarship	1,000.00
03/25/25	Katie Burkey Scholarship	Anoka High	Katie Burkey Scholarship Fund	Scholarship	1,000.00
03/25/25	Anoka Band Parents Scholarship	Anoka High	Anoka Band Parents Association	Scholarship	2,000.00
03/25/25	Susan Carolan	Anoka High	Class of '63 Scholarship	Scholarship	500.00
03/25/25	Steve Merrick	Anoka High	Steve Merrick Military Spirit Scholarship	Scholarship	2,000.00
03/25/25	Steve Merrick	Anoka High	Outstanding Deca Member of the Year Scholarship	Scholarship	1,000.00
03/25/25	Steve Merrick	Anoka High	Business Plan of the Year Scholarship	Scholarship	1,000.00
03/25/25	Anoka Lions Club	Anoka High	Anoka Lions Technical Scholarship	Scholarship	6,000.00
03/25/25	Anoka-Hennepin Educational Foundation, INC	Anoka High	Harlan R. Thurston Foundation Scholarship	Scholarship	2,000.00
04/02/25	AHEOP	Coon Rapids High	CRHS (General)-Anoka-Hennepin Education Office Professionals	Scholarship	250.00
04/02/25	Anoka-Hennepin Education Foundation	Champlin Park HS	Harlan R. Thurston Foundation Scholarship	Scholarship	2,000.00
04/02/25	Kopp Family Foundation	STEP	Kopp Family Foundation Scholarship	Scholarship	2,500.00
04/02/25	Joan Olson	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship	50.00
04/02/25	Rum River Assoc. of Families & Teachers	Anoka High	Rum River Elem School Scholarship	Scholarship	1,200.00
04/02/25	Anoka Ramsey Athletic Association Wrestling	Anoka High	Anoka Ramsey Youth Wrestling Scholarship	Scholarship	1,000.00
04/02/25	Kopp Family Foundation	Anoka High	Kopp Family Foundation Scholarship	Scholarship	2,500.00
04/02/25	Anoka Ramsey Athletic Association Football	Anoka High	Anoka Ramsey Youth Football Scholarship	Scholarship	1,000.00
04/02/25	Dylan Witschen Foundation	Anoka High	Dylan Witschen Foundation Scholarship	Scholarship	7,000.00
04/02/25	Kopp Family Foundation	Andover High	Kopp Family Foundation Scholarship	Scholarship	3,000.00
04/02/25	Rum River Assoc of Families & Teachers Scholarship	Andover High	Rum River Assoc. of Families & Teachers	Scholarship	1,200.00
04/02/25	Crooked Lake Creamery LLC	Andover High	Crooked Lake Creamery Scoop Scholarship	Scholarship	250.00
04/02/25	Andover Fire Relief Association	Andover High	Andover Fire Relief Association Scholarship	Scholarship	2,250.00
04/02/25	AHEF	Anoka High	Strand Family Scholarship	Scholarship	1,000.00
04/02/25	Sannerud, Savarese & Associates, P.A	Andover High	Sannerud, Savarese & Associates, P.A.	Scholarship	500.00
04/09/25	Monroe Elementary PTO	Champlin Park HS	Monroe PTO Mary Eide Memorial Scholarship	Scholarship	750.00
04/09/25	Anoka Area Chamber of Commerce	Champlin Park HS	Ann Talle - Anoka Area Chamber of	Scholarship	1,000.00

				05-19-25	A-7	
			Commerce Scholarship			
04/09/25	Anoka Hennepin Para Association	Andover High	Anoka-Hennepin Para Association Scholarship	Scholarship		500.00
04/09/25	Anoka Area Chamber of Commerce	Andover High	Ann Talle/Anoka Area Chamber of Commerce Scholarship	Scholarship		1,000.00
04/09/25	Marc Angell, Joan M. Angell	Andover High	Oak View MS Staff Scholarship	Scholarship		1,140.00
04/09/25	Anoka-Hennepin Para Association	Anoka High	Anoka-Hennepin Para Association Scholarship	Scholarship		500.00
04/09/25	Anoka Golf Club	Anoka High	Anoka Men's Golf Club Joe Sharp Memorial	Scholarship		1,000.00
04/09/25	Thomas Fischer	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		50.00
04/09/25	Melba Ongstad	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		50.00
04/09/25	Larry Gronewold	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		1,200.00
04/09/25	Anoka Area Chamber of Commerce	Anoka High	Ann Talle-Anoka Area Chamber of Commerce Scholarship	Scholarship		1,000.00
04/09/25	AHS Girls Basketball Booster Club INC	Anoka High	Anoka HS Girls Basketball Booster Club Scholarship	Scholarship		1,500.00
04/22/25	Anoka Chamber of Commerce	Coon Rapids High	CRHS (General) Ann Talle Anoka Area Chamber of Commerce	Scholarship		1,000.00
04/22/25	Anoka-Hennepin Para Association	Champlin Park HS	Anoka-Hennepin Para Assoc Scholarship	Scholarship		500.00
04/22/25	Rum River Assoc. of Families & Teachers	Andover High	Rum River Assoc of Families & Teachers Scholarship	Scholarship		300.00
04/22/25	Tina Tamura Kentaro Tamura	Andover High	Mike Lynch Memorial Scholarship	Scholarship		750.00
04/22/25	Anoka Area Chamber of Commerce	STEP	Ann Talle-Anoka Area Chamber of Commerce Scholarship	Scholarship		1,000.00
04/22/25	Michael or Jeanne Hubbard	Anoka High	Jeanne Balzum Hubbard Memorial Scholarships	Scholarship		2,000.00
04/22/25	Melissa Christie and Craig Tanner	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		250.00
04/22/25	New Creations Child Care	Anoka High	New Creations Child Care & Learning Center Scholarship	Scholarship		500.00
04/22/25	CPHS Volleyball Booster Club	Champlin Park HS	CPHS Volleyball Booster Club Scholarship	Scholarship		500.00
04/22/25	Champlin Park HS Girls Soccer Booster Club	Champlin Park HS	Champlin Park HS Girls Soccer Booster Club Scholarship	Scholarship		1,000.00
04/22/25	RBC – Kelly Cronan	Champlin Park HS	Community Scholarship-Dayton Lion's Community Scholarship	Scholarship		3,500.00
04/22/25	Joann Bennett	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		500.00
04/22/25	Marna D McComb	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		100.00
04/22/25	Anoka Tornadoes Baseball Booster Club	Anoka High	Anoka Tornadoes Baseball Scholarship	Scholarship		500.00
04/22/25	Diane Gronewold Memorial Art Scholarship	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		100.00
04/22/25	Diane Gronewold Memorial Art Scholarship	Anoka High	Diane Gronewold Memorial Art Scholarship	Scholarship		60.00
				SCHOLARSHIP TOTALS		<u>\$ 68,250.00</u>
				TOTAL DONATIONS		<u><u>\$166,527.69</u></u>

Anoka-Hennepin ISD #11
Statement of Revenues
For the month ended March 31, 2025

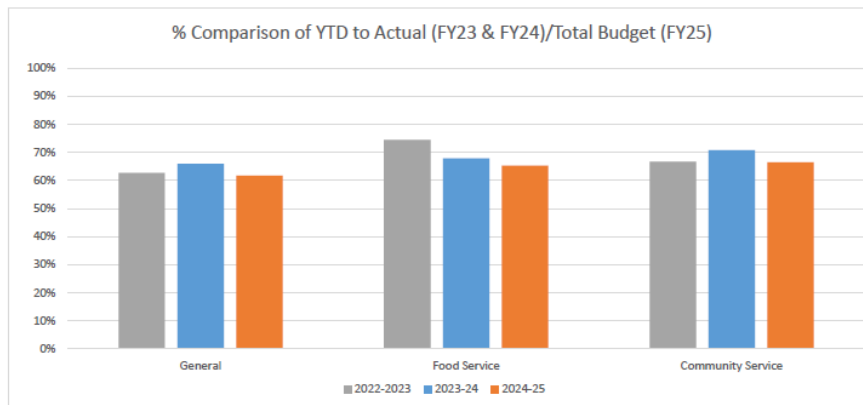
Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
				General ²	62,014,459	403,293,424
Food Service	2,938,151	18,516,690	29,629,662	62%	72%	73%
Community Service ²	3,914,012	23,570,508	30,002,421	79%	70%	81%
Building Construction ¹	330	107,865	20,000	539%	1780%	44511%
Debt Service	-	9,476,309	15,452,017	61%	62%	64%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 68,866,952	\$ 454,964,796	\$ 717,264,851	63%	59%	62%



¹Conservative budgeting
²Timing of IDEAS deposit

Anoka-Hennepin ISD #11
Statement of Expenditures
For the month ended March 31, 2025

Fund	Month to Date	Year to Date	Budget	FY23 YTD is % of Budget FY21 & FY22 YTD is % of Actual		
				2024-25	2023-24	2022-2023
				General		
Salaries & Benefits	41,709,797	324,811,431	539,851,293	60%	63%	61%
Purchased Services	7,030,928	40,798,491	67,495,098	60%	76%	68%
Supplies	1,219,525	18,136,406	26,212,772	69%	60%	73%
Capital Expenditures	1,373,920	23,458,165	24,765,410	95%	111%	67%
Other Exp & Transfers	171,547	1,572,338	4,058,066	39%	31%	41%
Total General Fund	\$ 51,505,718	\$ 408,776,831	\$ 662,382,639	62%	66%	63%
Food Service	2,341,427	19,261,923	29,522,260	65%	68%	74%
Community Service	2,240,584	20,155,926	30,326,421	66%	71%	67%
Building Construction	180,762	3,893,723	4,175,430	93%	86%	53%
Debt Service	500	15,437,503	15,442,703	100%	100%	100%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 56,268,990	\$ 467,525,906	\$ 742,599,453	63%	67%	64%



- h. Approved #25040B–Furnish & Delivery of Fresh Bakery Products.
 - i. Approved Purchase of Textbooks for U.S Studies 7, World History 11, and AP Psychology.
 - j. Immunization Exclusions—names and specifics are not included because of data privacy.
- Motion passed with a 6-0 vote.

The School Board received testimony from Val Holthus, Pankuri Goraksha-Hicks, Steve Nelson, Jennifer Walberg, Dr. Jodi Baker, Laurie Thompson, Trinette Langner, Barbara Blake, Megan Schmidt, Laurel Mohr, John Wolhaupter, Katie Yankovec, Kelly Beulke, Trisha Thorson, Emily McCollor, Joe Rothstein, Beth Lynn Heimerl and Laura Olson.

Superintendent McIntyre gave a report to the Board and reviewed the Board calendar. The Minnesota Scholastic Art and Writing Awards recognize students for excellence. Andover High School freshman Macie Caron was honored for her sculpture “Jawbreaker” and Blaine High School junior Hailey Hlavinka was honored for her painting “Sisterly Boredom” at the highest level - the Gold Key Award. A number of students from across the district were also recognized with Silver Key and honorable mention awards and that information is posted on our ahschools.us website. Superintendent McIntyre publicly thanked our law enforcement partners from the Champlin Police Department, Brooklyn Park Police Department, Ramsey Police Department and Anoka County Sheriff’s Office for close cooperation and communication to ensure our schools remain safe and our communities informed during some high profile situations that were resolved over the past month. The partnership between school leaders and the law enforcement agencies that serve our communities makes a difference to ensure the safety of students and staff and these efforts are appreciated. Anoka-Hennepin will be celebrating and honoring staff members and the impact they make during Employee Appreciation Week, May 5-9, 2025. The events in our district coincide with National Teacher Appreciation Week and there are many activities scheduled throughout the district by volunteer groups in our schools to show support for staff. The district’s mission is to effectively educate each of our students for success and this is a time to say THANK YOU and show our appreciation for all staff does for our students and our communities. Perhaps the group that appreciates our staff the most are the students. They are the ones who are most impacted by their efforts. So, when it came time to produce a video message that shows the true appreciation for all we do as a school system, students stepped up to deliver that message. The School Board and community were presented with a short video as part of the report at the meeting.

The School Board took action regarding employees and positions in the district in relation to a reporting timeline needed to comply with contracts and state requirements. Dr. Jennifer Cherry, Executive Director of Human Resources, presented items for approval which were each approved on a unanimous 6-0 vote.

RESOLUTION RELATING TO THE NONRENEWAL OF TEACHING CONTRACTS OF PROBATIONARY TEACHERS

Member Kacy Deschene introduced the resolution and moved its adoption.

WHEREAS, the following persons are probationary teachers in Anoka-Hennepin Independent Schools,

WHEREAS, there has been a reduction in student enrollment and,

WHEREAS, the financial condition of the school district dictates that the school board must reduce expenditures immediately, and

WHEREAS there are other appropriate reasons and,

WHEREAS, said recommendations have been received and considered by the School Board,

Banken, Dawn M	Blaine ECC
Binstock, Jennifer W	Ramsey
Brickman, Josi A	Coon Rapids High
Lundquist, Kate L	Eisenhower
McElyea, Isabelle M	Jackson Middle
Paaverud, Morgan	Compass Programs
Raverty, Margaret M	Evergreen Park
Sarhan, Manal R	ESC-Special Ed

Schuck, Linda S
Stay, Patricia A

River Trail Learning Ctr
Crooked Lake

BE IT RESOLVED by the School Board of Anoka-Hennepin Independent School District No. 11 that pursuant to Minnesota Statute §122A.40, Subd. 5 and the District Master Agreement, the teaching contracts of the probationary Teachers listed above in Anoka-Hennepin Independent School District No. 11 are hereby nonrenewed at the close of the 2024-25 school year.

BE IT FURTHER RESOLVED that written notice be sent to said Teachers regarding nonrenewal of their contracts, as provided by law.

BE IT FURTHER RESOLVED by the School Board of Anoka Hennepin Schools that pursuant to Minnesota Statute the resolution was approved by roll call on May 5, 2025.

Whereupon said resolution was declared duly passed and adopted.

Jeff Simon

Clerk of the Board

**RESOLUTION TO RESCIND THE INCLUSION OF CERTAIN TEACHERS'
NAMES IN RESOLUTION TERMINATING PROBATIONARY TEACHERS**

WHEREAS the School Board of Anoka-Hennepin Independent School District No. 11 adopted a resolution to terminate the teaching contract(s) of the following probationary teacher(s) at the close of the 2024-25 school year pursuant to Minnesota Statute §122A.40, Subdivision 5,

BE IT RESOLVED that the following name(s) be rescinded from the resolution to terminate probationary teacher(s) effective at the close of the 2024-2025 school year.

Bloomquist, Megan N	Roosevelt Middle	Leyden, Erin L	Blaine High
Bubalo, Samantha R	Brookside	Lokken, Joel T	Sand Creek
Conroy, Anna R	Evergreen Park	Lund, Carlista S	University Avenue
Dalbec, Ashley R	Coon Rapids High	Mandyck, Timothy J	Coon Rapids High
Dalbec, Ashley R	Champlin Park High	Meyer, Dawn M	Champlin Bklyn Pk
Dostal, Connor T	Ramsey	Nelson, Haley M	Wilson
Erickson, Laurie J	RTL	Petersen, Kelsey N	Blaine High
Erlandson, Ryan John	Two Rivers Transition Prog	Sacks, Anna C	Anoka Middle - FM
Gaustad, Laura J	Ramsey	Scholl, Hali Nicole	Coon Rapids High
Langner, Nathaniel W	Anoka High	Silver, Leila H	Compass Programs

BE IT RESOLVED by the School Board of Anoka Hennepin Schools that pursuant to Minnesota Statute the resolution was approved by roll call on May 5, 2025. Whereupon said resolution was declared duly passed and adopted.

Jeff Simon

Clerk of the Board

RESOLUTION PROPOSING IMMEDIATE DISCHARGE OF CONTINUING CONTRACT TEACHERS

Pursuant to due call and notice, a meeting of the School Board of Anoka-Hennepin Independent School No. 11 was held on the 5th day of May, 2025.

WHEREAS, the following persons are continuing contract teachers in Anoka-Hennepin School District No. 11,

and

WHEREAS, for the reasons set forth in Exhibits A,

BE IT RESOLVED, by the School Board of Anoka-Hennepin Independent School District No. 11 as follows:

1. That the following continuing contract teachers in Anoka-Hennepin Independent School District No. 11 are immediately terminated pursuant to Minnesota Statute § 122A.40(13)(6).
2. Written notice be sent to the following continuing contract teachers regarding the proposed immediate termination in a form identified and attached as Exhibit A.
3. That each and all the grounds set forth in the notice are within the grounds for the immediate discharge of a continuing contract teacher.
4. Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 and, therefore, the Superintendent is specifically directed to maintain the private data classification of Exhibit A in accordance with applicable State Law, including the provisions of Minnesota Statutes Chapter 13.
5. That the written notices attached as Exhibits A shall be signed by the Clerk of the School Board and be served upon the following continuing contract teachers as determined by the Administration of Independent School District No. 11.

<u>Name</u>	<u>Location</u>	<u>Commencement of Leave</u>
MA	ESC-Sp Ed	5/16/2023
KH	CPHS	12/18/2023
BT	OVMS	8/28/2023

BE IT RESOLVED by the School Board of Anoka Hennepin Schools that pursuant to Minnesota Statute the resolution was approved by roll call on May 5, 2025.

Whereupon said resolution was declared duly passed and adopted.

Jeff Simon

Clerk of the Board

Dr. Mary Wolverton, associate superintendent for elementary schools and Ann Sangster, director of elementary curriculum, Michelle Isaacson and Candice Riley, teaching and learning specialists, recommended Elementary ELA curriculum materials for adoption. The School Board established elementary literacy as a strategic priority and the State of Minnesota has also prioritized reading proficiency by using curriculum that follow the principles of “the science of reading”. Dr. Langenfeld motioned to approve the Elementary ELA Curriculum Materials for adoption as presented. Jeff Simon seconded. The ELA Recommendation was approved on a 6-0 vote. The action represents a \$5 million investment in reading materials with a series of three curriculum purchases, including CKLA (K-5), Bridge2Read (K-3) and Functional Morphology (4-5).

Dr. Mary Wolverton, associate superintendent for elementary schools and Becky Brodeur, associate superintendent for middle schools, presented to the School Board a review and recommendation for Social Emotional Learning (SEL). Options presented for board approval include maintaining the current SEL programming with Character Strong and Leader in Me, continuing with current materials and entering into a curriculum materials adoption process for implementation in 2026-27, or eliminating current SEL curriculum materials and directing a district process to create materials for character development. Following extended discussion on this topic, the matter was tabled until the May 19, 2025, meeting on a 4-2 vote with Langenfeld and Deschene voting No.

Dr. Jennifer Cherry, executive director of human resources, Todd Mensink, director of labor relations & benefits and Val Holthus, AHEM president provided an overview and presented a proposal for the 2026-27 calendar and highlighted the process for approval with the district’s calendar committee. Dr. Michelle Langenfeld motioned to approve the 2026-27 District Calendar as presented. Co-Chair Zach Arco seconded. The calendar was approved on a unanimous 6-0 vote.

Dr. Jennifer Cherry, executive director of human resources, Todd Mensink, director of labor relations and benefits, and Josh Johnson, AON Rep and Senior Vice President of Health Solutions provided the School Board with an overview of the 2025-26 health insurance options and rates. Final approval will be considered by the School Board at a future meeting.

Michelle Vargas, chief financial officer, presented a preliminary FY26 general budget timeline for decision making, which includes a series of financial planning assumptions for the district. She also provided a snapshot looking forward to the FY27 budget. The School Board is expected to consider approval of the 2025-26 budget in June. By state law, the School Board is required to approve a budget by July 1, 2025.

Co-Chair Kacy Deschene proposed under Minnesota Statute 13D.05 subd. 1 that they move into a closed session to deal with matters of labor negotiations. The closed session was held in the Michael Sullivan Room. Jeff Simon motioned and Matt Audette seconded the motion to go into closed sessions. Motion carried.

Co-Chair Kacy Deschene recessed the meeting at 11:24 p.m. The meeting reconvened in closed session at 11:30 p.m. to discuss matters of labor negotiations.

The meeting reconvened in open session at 12:08 p.m. Jeff Simon moved and Co-Chair Kacy Deschene seconded the motion to adjourn the meeting. Motion passed.

Jeff Simon, Clerk
Anoka-Hennepin Independent School District No. 11

Co-Chair Kacy Deschene

Prepared by: Debbie Koffski, CPS
Recorder

Approved: _____

APPENDIX B

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

RETIREMENTS

Name	Current or Most Recent Position	Last Date Employed
Roni Crane	Educational Svc Ctr, Technical Spec Graphic Design	07/11/2025
Susan Elliott	Eisenhower Elementary, Teacher Grade 4	06/09/2025
Sharon Stephens	Blaine High, ParaEducator Special Education	06/06/2025

RESIGNATIONS, TERMINATIONS

Full Name (FL)	Current or Most Recent Position	Last Date Employed
Stacey Dahlby	ESC-Special Ed, Director Special Ed Secondary	06/30/2025
Morgan Holleman	Educational Svc Ctr, Administrative Assistant	06/30/2025
Alivia Kamin	Blaine High, Teacher English	06/09/2025
Tabitha Markie	Monroe Elementary, Teacher E/BD	06/09/2025
Matthew Miller	McKinley Elementary, Asst Principal Elem 10 Month	06/30/2025
Molly Peddycoart	Champlin Brooklyn Park Academy, Teacher ASD (AutismSpectrum)	06/09/2025
Maria Nichole Rens	Educational Svc Ctr, Director Secd Curr & Inst	06/30/2025
Joel Verduin	Educational Svc Ctr, Chief Techn & Info Officer	06/30/2025

APPENDIX B

Moved that the Board accepts the personnel recommendations and authorizes the appropriate Board officer(s) or School District administrator(s) to sign all documents necessary to effectuate these agreements.

LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Amy Anderson	Sand Creek Elementary, ParaEducator Spec Ed Cntr Base	05/05/2025	06/06/2025
Jana Brackin	Anoka High, Educ Office Prof	05/06/2025	08/15/2025
Ellen Butorac	Rum River Elementary, School Office Supervisor	06/11/2025	07/18/2025
Roni Crane	Educational Svc Ctr, Technical Spec Graphic Design	10/11/2024	01/27/2025
Sara Davis	Family Welcome Center, Educ Office Prof	05/05/2025	05/23/2025
Kara Ekman	Oxbow Creek Elementary, Teacher Grade 2	07/01/2025	06/30/2026
Todd Ewing	Jackson Middle, ParaEducator Spec Ed Cntr Base	04/23/2025	05/08/2025
Traci Hess	Roosevelt Middle, Teacher SA-Coach	01/02/2025	06/09/2025
Michelle Peterson	Mississippi Elementary, Teacher Grade 4	04/21/2025	05/16/2025
Christa Stenseth	S.T.E.P., Job Coach	04/29/2025	06/06/2025
John Taylor	Educational Svc Ctr, B/G Maint Spec Low Volt Lead	04/24/2025	10/31/2025
Justin Wilken	Blaine High, B/G Building Supervisor	05/06/2025	06/02/2025
Josephina Yang	Sand Creek Elementary, ParaEducator Spec Ed Cntr Base	04/28/2025	10/10/2025

MODIFIED LEAVES OF ABSENCE

Name	Current or Most Recent Position	Leave Begins	Leave Ends
Scott Arcand	Educational Svc Ctr, Teacher SA-TALS	02/19/2025	05/13/2025
Gail Bookey	Blaine Early Childhood Ctr, Technical Spec CAPE	02/27/2025	05/23/2025
Jessica Breneman	Mississippi Elementary, Teacher Grade 2	03/17/2025	05/08/2025
Amy Ferguson	Two Rivers Transition Program, ParaEducator Spec Ed Cntr Base	11/18/2024	06/06/2025
Molly Gruber	Andover Elementary, ParaEducator Special Education	04/21/2025	05/14/2025
Kara Hurley	Eisenhower Elementary, Child Nutrition Assistant PT	04/04/2025	06/06/2025
Maribeth Ladouceur	Anoka High, ParaEducator Spec Ed Cntr Base	04/07/2025	05/16/2025
Robin Lapcinski	Champlin Park High, Child Nutrition Assistant PT	01/27/2025	06/06/2025
Bruce Leonhardt	Champlin Park High, Teacher Career-Technical	04/16/2025	05/12/2025
Eric Naess	Anoka Middle - Fred Moore Campus, Teacher English	09/11/2024	06/05/2025
Robert Orrick	S.T.E.P., Teacher Career-Technical	04/21/2025	05/02/2025
Jessie Peterson	Eisenhower Elementary, ParaEducator Health	03/31/2025	06/06/2025
Danielle Ratajczyk	Jackson Middle, Teacher Grade 6	04/02/2025	05/09/2025
Danielle Rust	Johnsville Elementary, ParaEducator Spec Ed Cntr Base	03/19/2025	05/23/2025
Benjamin Stern	Champlin Park High, B/G Custodian Day/Mid	02/10/2025	05/05/2025

SABBATICALS

Full Name	Current or Most Recent Position	LOA Start	LOA End Date
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This section returned no records

APPOINTMENTS

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Elementary					
Katherine Altenbach	Eisenhower Elementary, Teacher Grade 4	08/25/2025	Bachelors+30/8	1.0000	\$63,470
Sarah Bale	University Ave Elementary, Teacher Grade 1	08/25/2025	Bachelors/4	1.0000	\$52,140
Amy Chatt	Oxbow Creek Elementary, Teacher Grade 3	08/25/2025	Masters+60/13	1.0000	\$92,761
Nathaniel Elkins	Oxbow Creek Elementary, Teacher Grade 4	08/25/2025	Masters/3	1.0000	\$60,280
Kimberly Kiedrowski	Oxbow Creek Elementary, Teacher Grade K	08/25/2025	Bachelors/8	1.0000	\$60,081
Andrea Lo	Jefferson Elementary, Teacher ESL	08/25/2025	Masters+60/11	0.5000	\$44,395
Ryan Lynch	Lincoln Elementary, Teacher Grade 5	08/25/2025	Masters+30/14	1.0000	\$89,218
Sydney Rabata	Brookside Elementary, Teacher SA-Admn Intern	08/25/2025	Masters/5	1.0000	\$62,980
Benjamin Slavik	Johnsville Elementary, Teacher Grade 5	08/25/2025	Bachelors/1	1.0000	\$50,029
Rachel Theobald	Hamilton Elementary, Teacher Social Worker	08/25/2025	Bachelors+30/1	1.0000	\$52,735
Kelsey Tuominen	Oxbow Creek Elementary, Teacher Grade 3	08/25/2025	Masters+30/11	1.0000	\$83,482

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Secondary					
Matthew Boelke	Coon Rapids Middle, Teacher Social Studies	08/25/2025	Masters/7	1.0000	\$68,186
Elissa Christensen	Blaine High, Teacher ESL	08/25/2025	Masters/8	1.0000	\$72,290
Cassandra Ellies	Anoka Middle - Washington Campus, Teacher Social	08/25/2025	Bachelors/1	0.8000	\$40,023
Douglas Haas	Sandburg Regional High, Teacher Phys Ed Secondar	08/25/2025	Masters+60/13	1.0000	\$92,761
Amy Hatchner	Blaine High, Teacher Career-Technical	08/25/2025	Masters+60/16	1.0000	\$97,265
Jessica Hemmerich	S.T.E.P., Teacher Health Careers	08/25/2025	Bachelors+30/14	1.0000	\$74,263
Jenni Hoyt	Coon Rapids Middle, Teacher Art Secondary	08/25/2025	Bachelors/13	1.0000	\$68,346
Courtney Kohlstedt	Roosevelt Middle, Teacher Art Secondary	08/25/2025	Bachelors+45/13	1.0000	\$74,512
Elizabeth Mulville	Oak View Middle, Teacher Science	08/25/2025	Masters+15/13	1.0000	\$84,715
Danielle Pedersen	S.T.E.P., Teacher Agriculture	08/25/2025	Masters/5	1.0000	\$62,980
Alexis Ringler	Oak View Middle, Teacher Math	08/25/2025	Bachelors/1	1.0000	\$50,029
Dustin Rupprecht	Anoka High, Teacher Career-Technical	08/25/2025	Bachelors/10	1.0000	\$63,832
Allison Schlag	Coon Rapids High, Teacher Spanish	08/25/2025	Bachelors/4	1.0000	\$52,140
Stephanie Shoemaker	Jackson Middle, Teacher Art Secondary	08/25/2025	Bachelors/1	1.0000	\$50,029
Emilee Solberg	Coon Rapids Middle, Teacher Art Secondary	08/25/2025	Bachelors/1	1.0000	\$50,029
Erin Theobald	Blaine High, Teacher Math	08/25/2025	Masters/4	1.0000	\$62,980
Perrin Thompson	Andover High, Teacher Science	08/25/2025	Bachelors/1	1.0000	\$50,029
Michael Wahl	S.T.E.P., Teacher Career-Technical	08/25/2025	Masters+60/22	1.0000	\$104,251
James Weller	Northdale Middle, Teacher Math	08/25/2025	Bachelors+15/10	1.0000	\$66,274
Mary Wharton	Compass - Bell Building, Teacher Math	08/25/2025	Bachelors+45/19	0.5000	\$39,904

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Matthew Barron	Lincoln Elementary, Teacher Special Educ Lead	08/25/2025	Masters+60/21	1.0000	\$101,549

APPOINTMENTS

Name	Current or Most Recent Position	Effective Date	Lane/Step	FTE	Salary
Special Education					
Grete Bluhm	Ramsey Elementary, Teacher E/BD	08/25/2025	Masters/2	1.0000	\$60,280
Amanda Bogle	Jackson Middle, Teacher ABS (AcadBehav)	08/25/2025	Bachelors/1	1.0000	\$50,029
Tristan Carter	ESC-Special Ed, Teacher Social Worker	08/25/2025	Masters+30/4	1.0000	\$66,808
Rachael Caughey	ESC-Special Ed, Teacher Physical Therapist	08/25/2025	Masters+60/6	1.0000	\$74,118
Kristine Chambers	Ramsey Elementary, Teacher Social Worker	08/25/2025	Masters/16	1.0000	\$86,208
Priscilla Cicero	Anoka Middle - Fred Moore Campus, Teacher ABS	08/25/2025	Masters+45/6	1.0000	\$71,957
Tristan Cofer	Roosevelt Middle, Teacher ASD (AutismSpectrum)	03/18/2025	Bachelors/2	0.3155	\$16,051
Resa Delaney	Hoover Elementary, Teacher ASD (AutismSpectrum)	08/25/2025	Masters/1	1.0000	\$58,269
Erik Derby	Oak View Middle, Teacher SLD	08/25/2025	Bachelors+30/17	1.0000	\$76,493
Marcie Drayton	ESC-Special Ed, Teacher Occupational Therapist	08/25/2025	Masters+60/1	1.0000	\$64,607
Stephanie Edgeton	Madison Elementary, Teacher SLD	08/25/2025	Masters/5	1.0000	\$62,980
John Ehler	Champlin Park High, Teacher ABS (AcadBehav)	08/25/2025	Masters+60/6	1.0000	\$74,118
Jessica Faust	Dayton Elementary, Teacher ASD (AutismSpectrum)	08/25/2025	Masters/7	1.0000	\$68,186
Miranda Frank	Coon Rapids High, Teacher ASD (AutismSpectrum)	08/25/2025	Masters+60/12	1.0000	\$91,409
Ashley Froemming	Champlin Brooklyn Park Academy, Teacher ABS	08/25/2025	Bachelors+45/4	1.0000	\$57,167
Ashlee Hommes	ESC-Special Ed, Teacher Occupational Therapist	08/25/2025	Masters/6	1.0000	\$65,599
Rachel Houger	Dayton Elementary, Teacher SLD	08/25/2025	Masters/7	1.0000	\$68,186
Rachel Jacobson	Coon Rapids Middle, Teacher DD	08/25/2025	Bachelors+15/4	1.0000	\$54,145
Jessica Johnson	Rum River Elementary, Teacher SLD	08/25/2025	Masters/12	0.5000	\$40,510
Alison Kath	Ramsey Elementary, Teacher Social Worker	08/25/2025	Masters+15/8	1.0000	\$74,381
Adam Ludwig	Compass - Bell Building, Teacher E/BD	08/25/2025	Bachelors+45/8	1.0000	\$64,916
Emma Mayes	Verndale, Teacher Blind or Visually Imp	08/25/2025	Masters+15/6	1.0000	\$67,766
Kathleen Moore	ESC-Special Ed, Teacher Speech Clinician	08/25/2025	Masters+15/6	0.8000	\$54,213
Nicole Olesen	Verndale, Teacher Speech Clinician StrCa	07/14/2025	Masters+45/11	1.0000	\$86,135
Nicole Page	Jackson Middle, Teacher DD	08/25/2025	Masters/4	1.0000	\$62,980
Emily Peterson	Wilson Elementary, Teacher E/BD	08/25/2025	Bachelors/2	1.0000	\$50,872
Scott Schaefer	Sand Creek Elementary, Teacher DD LTS	04/23/2025	Masters+60/23	0.1765	\$17,862
Lexi Schneider	Andover Elementary, Teacher DD	08/25/2025	Bachelors/1	1.0000	\$50,029
Gregory Williams	Evergreen Park Elementary, Teacher ABS	08/25/2025	Masters+15/22	1.0000	\$94,357

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
Elizabeth Burgard	Educational Svc Ctr, Employee Services Manager Based on an annual salary of \$102,000 for 261 days	07/01/2025	261	\$102,000
Sarah Hunter	Educational Svc Ctr, Exec Dir Learning Achievement	07/01/2025	261	\$200,200
Alison Koshiol	Sand Creek Elementary, Asst Principal Elem 10 Month Based on an annual salary of \$100,000 for 261 days	08/01/2025	225	\$100,000
Caitlin Meyer	Evergreen Park Elementary, Asst Principal Elementary Schl Based on an annual salary of \$115,556 for 261 days	07/01/2025	261	\$115,556
Jessica Rogers	Educational Svc Ctr, Associate General Counsel Based on an annual salary of \$145,489 for 261 days	07/01/2025	261	\$145,489

HR School Board Appendix Report: Appointments

APPOINTMENTS

Name	Current or Most Recent Position	Effective Date	Days	Salary
Administrative				
Todd Zapzalka	ESC-Special Ed, Assistant Director Spec Educ Based on an annual salary of 144,116 for 261 days	07/01/2025	261	\$144,116

MOTION

Date:

May 19, 2025

That these disbursements as presented, excluding net payroll, be allowed and charged to funds as follows:

Fund No.	Description	Amount
	Checks	\$ 3,925,307.01
01	General	3,722,735.37
02	Food Service	79,465.69
04	Community Service	122,541.65
06	Building Construction	
07	Bond & Interest K-12	
20	Health-Self Insurance	477.60
21	Dental-Self Insurance	86.70
22	Work. Comp.-Self Insurance	
47	OPEB Debt Service	-
	Electronic Payments	\$ 25,502,425.38
01	General	15,028,481.15
02	Food Service	267,978.01
04	Community Service	587,169.06
06	Building Construction	-
07	Bond & Interest K-12	-
20	Health-Self Insurance	8,961,009.21
21	Dental-Self Insurance	506,335.35
22	Work. Comp.-Self Insurance	151,452.60
47	OPEB Debt Service	-
	ACH Payments	\$ 6,121,089.71
01	General	5,103,715.93
02	Food Service	582,228.26
04	Community Service	92,974.40
06	Building Construction	28,446.62
20	Health-Self Insurance	292,673.50
21	Dental-Self Insurance	170.00
22	Work. Comp.-Self Insurance	20,881.00
	P-Card	\$ 304,511.93
01	General	272,438.49
02	Food Service	319.16
04	Community Service	26,760.68
06	Building Construction	-
20	Health-Self Insurance	4,993.60
	TOTAL DISTRICT	\$ 35,853,334.03

**ANOKA HENNEPIN DISTRICT NO. 11
MONTHLY CASH BALANCES - FY25**

	GENERAL 01-101	FOOD SERVICE 02-101	COMMUNITY SERVICE 04-101	BUILDING CONSTRUCTION 06-101¹	DEBT SERVICE 07-101	EMP BENE HEALTH 20-101	EMP BENE DENTAL 21-101	EMP BENE WORK COMP 22-101	OPEB DEBT SERVICE 47-101	TOTAL CASH	CASH INVESTMENTS	BUILDING CONSTRUCTION INVESTMENT	SCHOLARSHIP INVESTMENT	TOTAL ALL BALANCES	FY24 Total All Balances (1 year ago comparison)
07/01/24	190,624,894	13,518,064	12,500,581	66,525	9,401,856	23,753,393	3,065,400	3,248,802	1,374,528	257,554,043	-	5,080,617	689,177	263,323,836	254,198,381
07/31/24	160,938,177	13,293,288	12,488,898	(567,918)	7,301,176	16,404,440	2,603,472	3,151,689	1,507,703	217,120,924	-	5,102,240	665,446	222,888,610	212,533,404
08/31/24	188,946,954	11,829,596	12,086,106	(1,028,013)	6,579,277	8,021,505	1,948,410	3,115,927	1,412,428	232,912,188		4,578,098	510,057	238,000,342	236,515,897
09/30/24	200,465,660	10,083,422	13,640,793	(2,604,073)	6,731,316	9,020,599	2,195,293	3,119,931	1,412,490	244,065,431		4,599,115	467,237	249,131,783	253,824,355
10/31/24	199,164,100	10,215,724	13,139,301	120,020	8,339,738	10,205,183	2,156,865	3,184,673	1,649,861	248,175,465		1,427,221	463,381	250,066,066	254,016,449
11/30/24	170,990,536	10,560,722	13,178,936	6,227	12,029,304	14,853,578	2,488,456	3,219,614	2,194,989	229,522,361		718,257	439,735	230,680,353	243,172,357
12/31/24	166,461,705	10,814,760	14,615,582	163,128	13,072,899	15,344,705	2,682,950	3,254,037	2,348,334	228,758,099		213,073	444,394	229,415,566	235,796,957
01/31/25	168,724,339	10,450,262	14,129,342	206,547	3,478,290	16,734,570	2,611,700	3,232,089	516,604	220,083,745		99,542	482,802	220,666,088	225,675,381
02/28/25	180,110,377	10,716,156	13,162,740	(76,525)	3,478,290	18,203,589	2,569,266	3,264,998	516,604	231,945,495		100,318	555,775	232,601,588	242,066,458
03/31/25	191,665,569	11,317,090	14,952,261	(257,286)	3,477,790	18,211,515	2,676,926	3,298,662	516,603	245,859,131		100,647	601,586	246,561,364	209,465,399
04/30/25	180,283,712	11,886,393	13,982,274	(285,733)	3,477,790	16,139,328	2,620,757	3,276,162	516,604	231,897,287	25,000,000	100,511	650,430	257,648,229	252,255,581
05/31/25										0				0	
06/30/25															

¹ Building Construction Fund is negative because funds are transferred from the Building Construction investment account on a reimbursement basis.

**ANOKA-HENNEPIN DISTRICT NO. 11
MONTHLY DONATION REPORT**

DATE	DONOR	DONEE	PURPOSE	AMOUNT
04/28/25	American Online Giving Foundation	University Ave Elem	Supplies, paper, etc.	82.84
04/28/25	Andover Football Association, Inc. Andover Football Association,	Andover Elem	Field Trips Costs	1,600.00
04/28/25	INC.	AndvHS	Equipment, Transportation, and Coaching	2,000.00
04/28/25	Anoka Alpine ski Boosters Anoka High School Softball	AHS	Season Charter Bus	3,231.29
04/30/25	Booster Anoka High School Softball	AHS	Coach Bus to Brainerd	1,135.00
04/30/25	Booster Anoka High School Softball	AHS	Bus for Gopher Game	317.85
04/30/25	Booster Anoka Tornadoes Baseball Booster	AHS	2 ESA for Add'l Coaches	8,317.70
04/30/25	Club	AHS	Bus to Perham	1,760.00
04/28/25	BHS Boys Hockey Boosters	BHS	BHS Boys Hockey Bus Reimbursement BHS Bengals in Government / Youth in	3,218.56
04/28/25	Blaine Central Lions Club	BHS	Government	250.00
04/28/25	Blaine Youth Hockey	BHS	BHS Boy's Golf	2,500.00
04/28/25	Charities Aid Foundation America	AMS Fred Moore	Non-instructional supplies	20.00
04/30/25	Charities Aid Foundation America	AMS Fred Moore	Non-instructional supplies	20.00
04/28/25	Charities Aid Foundation America	BHS	General Programs Support	40.00
04/28/25	Charities Aid Foundation America	Dayton Elem	supplies as needed	10.00
04/28/25	Charities Aid Foundation America	Dayton Elem	supplies as needed	50.00
04/28/25	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	10.00
04/30/25	Charities Aid Foundation America	Eisenhower Elem	Student Incentives	10.00
04/30/25	Charities Aid Foundation America	Rum River Elem	General Supplies	50.00
04/28/25	Charities Aid Foundation America	Andover Elem	Classroom Supplies	30.00
04/30/25	Charities Aid Foundation America	Andover Elem	Classroom Supplies	30.00
04/28/25	Charities Aid Foundation America	AndvHS	General Supply Usage	92.00
04/28/25	Charities Aid Foundation America	AMS Fred Moore	General Supply Usage	40.00
04/30/25	Coon Rapids Super Senior Club	ECFE	Outdoor Classroom	350.00
04/30/25	Coon Rapids Super Senior Club	ECFE	Rm4 Baby Class Supplies	350.00
04/28/25	CPHS Girls Hockey Boosters	CPHS	Transportation	3,497.00
04/30/25	CyberGrants SPV	Rum River Elem	General Supplies	10.00
04/30/25	David M Meberg	BHS	BHS Boys Track	500.00
04/28/25	Dayton Elementary PTO	Dayton Elem	Phase 2 playground	78,138.82
04/28/25	Eisenhower PTO	Eisenhower Elem	Bus for MOA Patrol FT	326.77

04/28/25	Hoover Parent Group Hospitality Minnesota Education Foundation	Hoover Elem AHS	Library Books Equipment grant for ProStart Team	1,000.00 579.85
04/28/25	Inspire Brands	BHS	BHS Activities	56.26
04/30/25	Jefferson Elem PTO	Jefferson Elem	VSC Sponsor Payment	4,860.00
04/30/25	Lincoln Elem PTO	Lincoln Elem	VSC Sponsor Payment	4,536.00
04/30/25	Linda Dirks	STEP	Automotive Classroom Instruction	50.00
04/28/25	Madison PTO	Madison Elem	bussing for grade 1 field trip to Como Zoo	526.04
04/30/25	Monroe Elementary PTO	Monroe Elem	I pads	2,039.25
04/30/25	Monroe Elementary PTO	Monroe Elem	I pads	8,059.00
04/30/25	Monroe Elementary PTO	Monroe Elem	4th Grade Field Trip	480.00
04/28/25	Morris Bye PTO	Morris Bye Elem	4th Grade Field Trip	126.00
04/28/25	Morris Bye PTO	Morris Bye Elem	K Field Trip	500.00
04/30/25	Morris Bye PTO	Morris Bye Elem	VSC Sponsor Payment	5,508.00
04/30/25	Previous Step It Up Fundraiser Rum River Assoc. of Families & Teachers	RMS Rum River Elem	Student Incentives 5th grade Valley fair Bus	100.12 1,000.00
04/28/25	Skills USA	CRHS	purchase competition supplies	1,200.00
04/30/25	Sunrise PTO	Sunrise Elem	VSC Sponsor Payment	7,128.00
04/28/25	The Blackbaud Giving Fund	CPHS	Student Recognition	44.00
04/30/25	The Blackbaud Giving Fund	CPHS	Student Recognition	48.00
04/30/25	The Blackbaud Giving Fund	CPHS	Student Recognition	66.00
04/28/25	The Blackbaud Giving Fund	Dayton Elem	supplies as needed	60.00
04/28/25	The Blackbaud Giving Fund	Dayton Elem	supplies as needed	339.25
04/28/25	The Blackbaud Giving Fund	Sand Creek Elem	Classroom Supplies	150.00
04/28/25	The Blackbaud Giving Fund	CBPA	Student School Supplies	60.00
04/28/25	The Blackbaud Giving Fund	CBPA	Donation	30.00
04/30/25	University Avenue ACES PTO University Avenue Elementary PTO	University Ave Elem University Ave Elem	Nickelodeon Universe for Patrols Field Trip Nickelodeon Universe for Patrols Field Trip	719.50 494.00
04/28/25	VFW Auxiliary	Morris Bye Elem	K Spring Field Trip	300.00
04/28/25	Wilson PTCO	Wilson Elem	Books for Library	9,506.74
04/28/25	Wilson PTO	Wilson Elem	VSC Sponsor Payment	5,832.00
	*MATERIAL, EQUIPMENT, OR LABOR DONATION			
			TOTAL	<u>\$163,385.84</u>

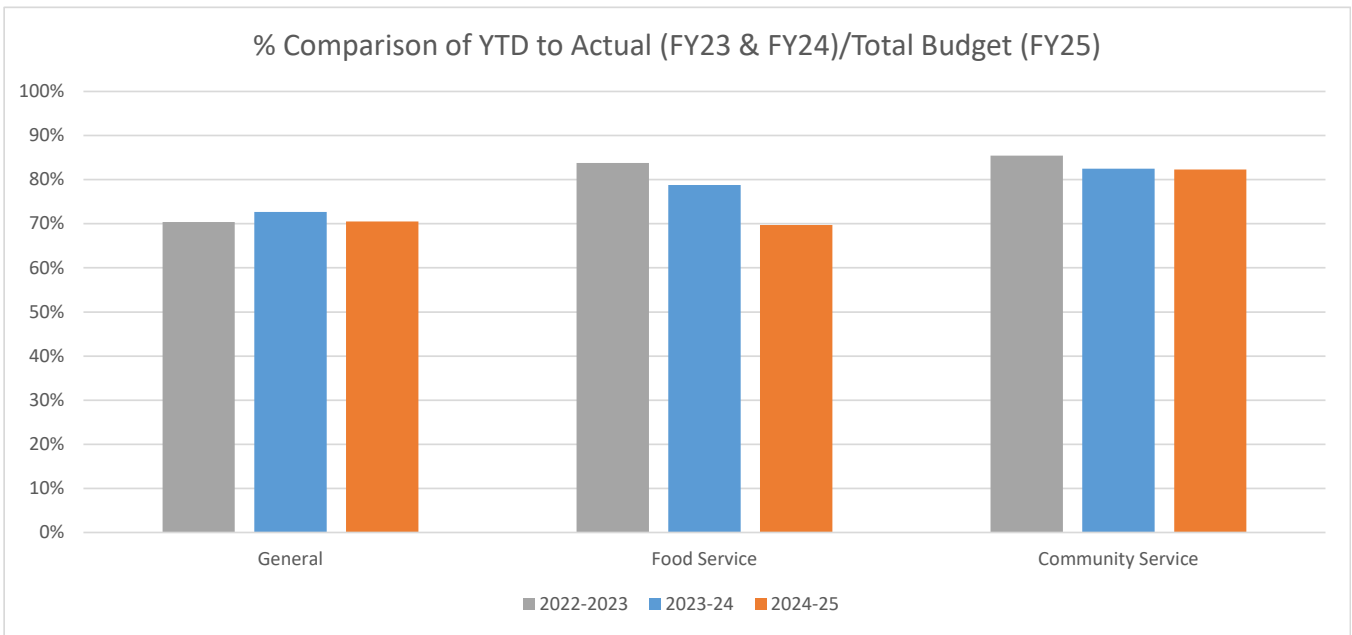
SCHOLARSHIP DONATIONS

DATE	DONOR	DONEE	PURPOSE	AMOUNT
05/02/25	Andover End Zone Club Andover High School Drama	AndHS	Andover End Zone Club Scholarship Andover High School Drama Parents	5,500.00
05/02/25	Parents Organization, INC.	AndHS	Organization Inc. Scholarship	2,500.00
05/02/25	Andover Baseball Association Andover Athletic Association,	AndHS	Andover Baseball Association Scholarship	750.00
05/02/25	Main Account	AndHS	Andover Athletic Association Scholarship	3,750.00
05/02/25	Kate Tverberg	AndHS	Brandon Voss Memorial Scholarship Andover Traveling Boys Basketball	200.00
05/02/25	Andover Traveling Basketball	AndHS	Scholarship	500.00

05/02/25	AGHS Hockey Booster Club Andover Community Center Jill Marie Graham & Steven G	AndHS	Andover Girls Hockey Booster Club (Christina Kern) Scholarship	2,000.00
05/02/25	Graham Agency, INC. Jill Marie Graham & Steven G	AndHS	Andover Kind & Caring Christian Scholarship	1,250.00
05/02/25	Graham Agency, INC.	AndHS	Andover Kind & Caring Christian Scholarship	1,250.00
05/02/25	Julie Leef Anderson	AHS	Anderson Family Scholarship	1,000.00
			SCHOLARSHIP TOTALS	<u>\$ 18,700.00</u>
			TOTAL DONATIONS	<u><u>\$182,085.84</u></u>

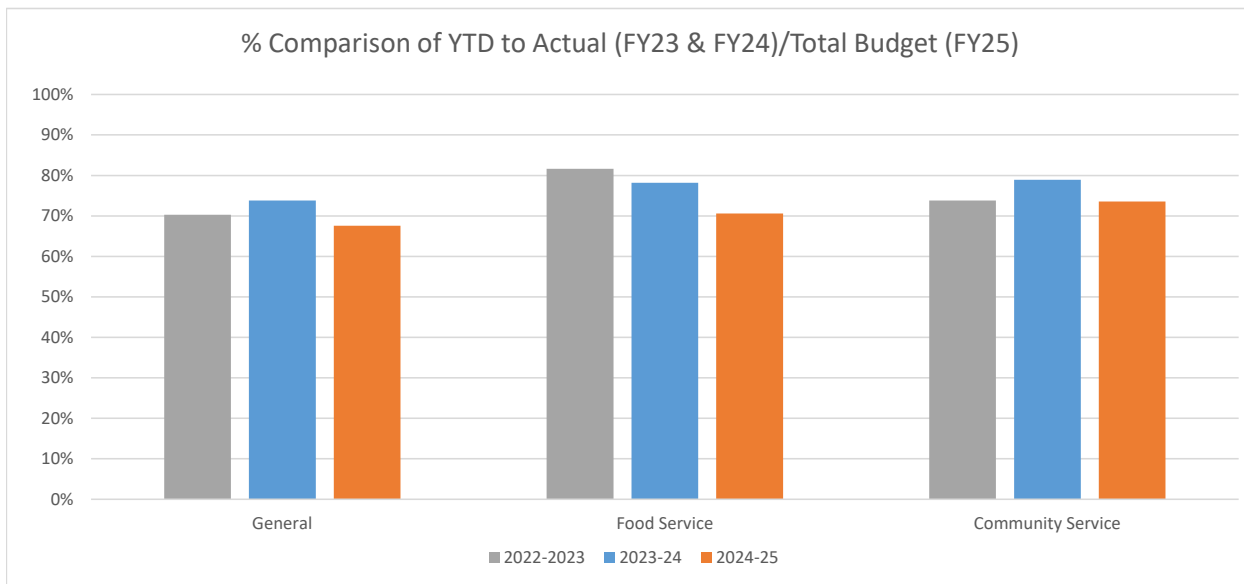
**Anoka-Hennepin ISD #11
Statement of Revenues
For the month ended April 30, 2025**

Fund	Month to Date	Year to Date	Budget	FY25 YTD is % of Budget FY23 & FY24 YTD is % of Actual		
				2024-25	2023-24	2022-2023
General	63,231,505	466,524,929	661,596,747	71%	73%	70%
Food Service	2,143,991	20,660,681	29,629,662	70%	79%	84%
Community Service	1,215,346	24,785,854	30,120,592	82%	83%	85%
Building Construction	(136)	107,729	110,000	98%	1875%	45410%
Debt Service	-	9,476,309	15,452,017	61%	62%	64%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 66,590,706	\$ 521,555,502	\$ 737,659,018	71%	73%	71%



**Anoka-Hennepin ISD #11
Statement of Expenditures
For the month ended April 30, 2025**

Fund	Month to Date	Year to Date	Budget	FY25 YTD is % of Budget FY23 & FY24 YTD is % of Actual		
				2024-25	2023-24	2022-2023
				General		
Salaries & Benefits ¹	41,062,560	365,873,991	542,128,220	67%	71%	69%
Purchased Services ²	6,186,162	46,984,652	70,495,098	67%	83%	77%
Supplies ³	1,529,120	19,665,526	26,212,772	75%	65%	78%
Capital Expenditures ²	688,358	24,146,524	24,765,410	98%	119%	71%
Other Exp & Transfers ⁴	155,880	1,728,218	14,449,132	12%	33%	50%
Total General Fund	\$ 49,622,080	\$ 458,398,911	\$ 678,050,632	68%	74%	70%
Food Service						
Food Service ⁵	1,584,666	20,846,589	29,522,260	71%	78%	82%
Community Service	2,181,531	22,337,457	30,355,642	74%	79%	74%
Building Construction	30,056	3,923,779	3,898,288	101%	87%	58%
Debt Service	-	15,437,503	15,442,703	100%	100%	100%
Trust	-	-	750,000	0%	0%	0%
Total All Funds	\$ 53,418,333	\$ 520,944,239	\$ 758,019,525	69%	75%	71%



¹Reduced spend in addtl hours compared to PY, similar spend when comparing PY actual to PY budget. 2-week buy back will post End of Year

²Reduced LTFM spend while building back fund balance

³Timing of spend

⁴English Learner transfer - new to this year with a post date at EOY

⁵Timing of Capital Expenditures that will occur at Year end CNP updates



May 14, 2025

To: School Board Members and Superintendent Cory McIntyre
From: Tiffany Audette, CPPB, Director of Purchasing
Todd Mensink, Director Labor Relations & Benefits

Re: **Award Recommendation - Quote # 25041P – Group Term Life and Long Term Disability Insurance**

Overview:

A formal Request for Proposals (RFP) was issued for Group Term Life and Long Term Disability Insurance, identified as RFP #25041P. The RFP was released in accordance with district procurement policies and advertised publicly to ensure open and competitive participation.

Proposals were due on Thursday, April 10, 2025, at 4:00 p.m. Local Time, and a total of five (5) proposals were received by the deadline.

Following an initial evaluation based on criteria outlined in the RFP, four (4) firms were invited to submit a Best and Final Offer (BAFO) by Wednesday, April 30, 2025. Of those, two (2) vendors submitted revised proposals.

Evaluation Summary:

In consultation with our agent, National Insurance Services, the Group Term Life and Long Term Disability proposals were evaluated on the basis of insurance carrier financial stability, insurance contract provisions, and overall financial cost savings.

Of the two finalists, the incumbent carrier Madison National Life provided a five-year rate guarantee with total annual savings to the district in the amount of \$104,039.91. The Hartford provided a three year rate guarantee with the option to renew in years four and five with total annual savings of \$126,003.15. Additionally, The Hartford provided contract enhancements such as adding a minimum monthly benefit, survivor benefit and a dual definition of disability to the Group Long Term Disability contract and portability feature to the Group Term Life contract.

Recommendation:

After careful review of the final submissions, and based on both qualitative and cost criteria, we recommend awarding the contract for RFP #25041P – Group Term Life and Long Term Disability Insurance, to The Hartford.

Pending Board approval, the contract will be effective September 1, 2025 through August 31, 2028, with the option to renew in accordance with the terms outlined in the RFP.

SCHOOL BOARD

May 14, 2025

To: School Board Members and Superintendent Cory McIntyre

From: Tiffany Audette, CPPB, Director of Purchasing

Re: **Award Recommendation****Bid # 25048B – Oak View MS & Oxbow Creek ES Paving Project****Opened on Tuesday, May 13, 2025, at 2:00 p.m. LT.**

The recap below is a record of the nine (9) bids received for this project.

The recommendation is to award a contract for Oak View Middle School Base bid #1 to the lowest responsible bidder, R&K Industries LLC., dba Diversified Paving of St. Cloud, Minnesota, for OVMS Base bid #1 for \$361,546.00, Alternate #1 for (\$15,350.00) for a total contract award of \$346,196.00.

The recommendation is to award a contract for Oxbow Creek Elementary School Base bid #2 to the lowest responsible bidder, Park Construction Company of Minneapolis, Minnesota, for Oxbow Creek ES Base bid #2 for \$256,391.00, Alternate #1 for \$17,462.00, for a total contract award of \$273,853.00.

Bidder	Oak View MS Base Bid #1	Alternate #1	Total - Oak View MS	Oxbow Creek Base Bid #2	Alternate #2	Total - Oxbow Creek ES
Allied Blacktop Company	\$364,735.00	\$14,728.00	\$379,463.00	\$279,112.00	\$15,513.00	\$294,625.00
Bituminous Roadways, Inc.	\$366,750.00	\$17,670.00	\$384,420.00	\$268,820.00	\$16,580.00	\$285,400.00
R&K Industries, LLC dba Diversified Paving	\$361,546.00	(\$15,350.00)	\$346,196.00	\$310,232.00	(\$10,860.00)	\$299,372.00
FPI Paving Contractors, Inc.	\$351,705.00	\$16,255.00	\$367,960.00	\$265,512.00	\$20,497.00	\$286,009.00
OMG Midwest, Inc. dba Minnesota Paving & Materials	\$353,700.00	\$19,300.00	\$373,000.00	\$277,400.00	\$25,900.00	\$303,300.00
Northwest Asphalt, Inc.	\$359,600.00	\$22,000.00	\$381,600.00	\$272,900.00	\$16,300.00	\$289,200.00
Park Construction Company	\$339,338.00	\$12,832.00	\$352,170.00	\$256,391.00	\$17,462.00	\$273,853.00
**GMH Asphalt Corporation	\$292,000.00	\$23,200.00	\$315,200.00	\$359,500.00	\$19,800.00	\$379,300.00
Minnesota Roadways Company	\$345,388.00	\$12,354.00	\$357,742.00	\$263,367.00	\$15,202.00	\$278,569.00
**Bid withdrawn due to errors 5/14/2023						

**RESOLUTION RELATING TO THE NONRENEWAL OF TEACHING CONTRACTS
OF PROBATIONARY TEACHERS**

Member _____ introduced the resolution and moved its adoption.

WHEREAS, the following persons are probationary teachers in Anoka-Hennepin Independent Schools,

WHEREAS, there has been a reduction in student enrollment and,

WHEREAS, the financial condition of the school district dictates that the school board must reduce expenditures immediately, and

WHEREAS there are other appropriate reasons and,

WHEREAS, said recommendations have been received and considered by the School Board,

Cofer, Tristan A Roosevelt Middle School
Thull, Jessica ESC – Special Education

BE IT RESOLVED by the School Board of Anoka-Hennepin Independent School District No. 11 that pursuant to Minnesota Statute §122A.40, Subd. 5 and the District Master Agreement, the teaching contracts of the probationary Teachers listed above in Anoka-Hennepin Independent School District No. 11 are hereby nonrenewed at the close of the 2024-25 school year.

BE IT FURTHER RESOLVED that written notice be sent to said Teachers regarding nonrenewal of their contracts, as provided by law.

BE IT FURTHER RESOLVED by the School Board of Anoka Hennepin Schools that pursuant to Minnesota Statute the resolution was approved by roll call on May 19, 2025.

Whereupon said resolution was declared duly passed and adopted.

Clerk of the Board

**RESOLUTION TO RESCIND THE INCLUSION OF CERTAIN TEACHERS'
NAMES IN RESOLUTION TERMINATING PROBATIONARY TEACHERS**

WHEREAS the School Board of Anoka-Hennepin Independent School District No. 11 adopted a resolution to terminate the teaching contract(s) of the following probationary teacher(s) at the close of the 2024-25 school year pursuant to Minnesota Statute §122A.40, Subdivision 5,

BE IT RESOLVED that the following name(s) be rescinded from the resolution to terminate probationary teacher(s) effective at the close of the 2024-2025 school year.

Mata Gallegos, Lorenzo A	Anoka High School
Caracena, Nicole D	Champlin Brooklyn Park Academy

BE IT RESOLVED by the School Board of Anoka Hennepin Schools that pursuant to Minnesota Statute the resolution was approved by roll call on May 19, 2025. Whereupon said resolution was declared duly passed and adopted.

Clerk of the Board



Anoka-Hennepin School Board

Briefing Notes

DATE: 5/19/25

CLASSIFICATION: Action

AUTHORS:

Cory McIntyre, Superintendent
 Dr. Mary Wolverton, Associate Superintendent, elementary schools
 Becky Brodeur, Associate Superintendent, middle school schools
 Tom Shaw, Director of Student Services
 Britt Olean, District Social Worker

SUBJECT: Social Emotional Learning (SEL) curriculum, curriculum review process update

PURPOSE: Provide an update based on the considerations presented by board members at the 5/5/25 regular school board meeting.

BACKGROUND: The school board was presented social-emotional learning (SEL) options for the 25/26 school year at the elementary and middle school levels at the school board work session on April 14th, 2025, and again at the regular school board meeting on May 5th, 2025. Currently, the SEL curriculum has been implemented at the elementary level for four years. “Character Strong” is implemented at twenty-two elementary schools. “Leader in Me” is implemented at three elementary schools. The district completed the curriculum adoption process for social-emotional learning materials for middle schools in the spring of 2023. The school board approved the Character Strong materials for the 2023-24 school year.

Following the school board's direction, a review of SEL programming was conducted in the fall of 2024. This review included the formation of a SEL committee and parent and staff surveys to support this process. All elementary and middle school families were invited to apply to participate in the community and one hundred ten community members expressed an interest. Ten community members were selected, ensuring that a middle school and an elementary representative were selected from each cluster. In addition, two school board members, elementary and middle school principals, and board-approved CCAC members served on the SEL committee.

Surveys were sent to all elementary and middle school (K-8) families and teaching staff to provide feedback to the committee on the potential adjustments and revisions to the school board-approved curriculum, of which approximately 1400 community members, and 350 staff participated in the respective surveys. The committee meetings in October and November were integrated into the Community Curriculum Advisory Committee (CCAC). At the November CCAC meeting, committee members reviewed the survey data and brought forward common themes.

The survey results' common themes are noted below:

Survey results at the elementary school level highlighted the benefits of teaching social skills, community building, and common vocabulary skills.

Elementary adjustments and considerations:

- Revisit the instructional time allocated.
- Increase family communication.
- Determine ways to lessen preparation time.

Based on survey results, the committee identified the benefits of middle school SEL programming as the teaching of problem-solving and social skills, community building and making connections, and opportunities for discussion leading to skill application.

Middle school adjustments and considerations:

- Increase family communication regarding Character Strong lessons
- Seek ways to increase student engagement
- Provide training to improve teacher understanding of curriculum tools

In summary, the committee noted that the survey data was generally positive and in support of the materials the district is using. However, some responses indicate a belief that social-emotional learning should not be taught in schools.

The school board was presented with the Phase 4 results of the curriculum adoption process at the 4/28/25 school board meeting. Results were provided and can be referenced in the briefing notes. The school board asked:

1. Are staff willing and available to write SEL lessons for the 25/26 school year implementation?
2. How much would it cost to hire an independent consultant/curriculum writer?

CONSIDERATIONS: In response to the school board's questions:

1. Are staff willing and available to write SEL lessons for the 25/26 school year implementation?
 - a. 81 total lessons would need to be written. Each grade level, K-8, would have a monthly lesson delivered from September through May aligned with Portrait of a Graduate.
 - b. A small curriculum writing team consisting of 12 staff and 2 administrators has been secured for 2 days of curriculum writing over the summer, with an additional 2 days once the school year has started.
 - c. The cost to pay curriculum writers for 4 days is around \$10,000. Additional days, if needed, would be TBD.

NOTE: Additional considerations for district-created SEL lessons: Lessons would not be evidence or research-based, as they would not be pilot tested, have field validation, or any efficacy studies as purchased curriculum does. In addition, purchased curriculum includes curriculum development, support materials (fidelity rubrics, posters, family newsletters), ongoing maintenance, and continuous improvement.

2. How much would it cost to hire an independent curriculum writer?
 - a. 81 total lessons would need to be written. Each grade level, K-8, would have a monthly lesson delivered from September through May aligned with Portrait of a Graduate.
 - b. Estimate 1: \$372,000**
 - i. Curriculum Writers (3 FTE's @ \$60/hr over 9-12 months) \$216,000
 - ii. Instructional Designers (2FTE's @ \$65/hr over 6-9 months) \$156,000
 - c. Estimate 3: \$97,200**
 - i. Curriculum Writer @ \$150/hour (1 FTE over 5-6 months)

RECOMMENDATION/OPTIONS:

OPTION 1: Administrative Recommendation: Based on feedback gathered in the curriculum adoption process, the SEL committee supports: Continuing to utilize the current School Board-approved SEL curriculum and implement modifications with the curriculum and delivery model based on Phase 4 feedback. An additional component of option 1 can include a change to instructional time by adjusting the frequency from once per week to one lesson per month, using the current materials we have. The majority of the board can provide direction and select lesson topics.

OPTION 2: Continue to utilize current materials with modifications as noted and enter into a curriculum materials adoption process during the 2025-26 school year for new SEL curriculum materials to be implemented in 2026-27.

OPTION 3: Eliminate purchased SEL curriculum materials for the 2025-26 school year and have a district team create lessons based on the Anoka-Hennepin core values to focus on School Ready Character Development.

- Writing teams from both elementary and middle school would be created to write lessons that align to the Core Values as detailed in Anoka Hennepin's Portrait of a Graduate: Resilient, Curious, Thinker, Adaptable, Innovative, Leader, Learner, Collaborator, Problem Solver, Critical Thinker (created through a process of AH community and private employment (businesses) engagement based on what the world after graduation needs in AH graduates).
- At the elementary level, curriculum writers will balance time for School Ready Character Development AND academic support. Specifically, the time allotted to the prescribed School Ready Character Development (Portrait of a Graduate) curriculum will be reduced, and the remaining time will be kept flexible for classroom teachers to focus on helping students with academic achievement support as is required for their unique classrooms/students.
- At the middle school level, curriculum writing will focus on creating a 'toolkit' for teachers. This will include specific lessons based on the School Ready Character Development listed (Portrait of a Graduate), as well as open-ended ideas for implementation by teachers if needed. Schools and teachers will have the flexibility to decide what is needed for their schools and classrooms. In all cases, as with the elementary level, the direction is to balance School Ready Character Development with Academic Achievement Support.
- Two-step school board approval process, including approval of the option/direction and approval of the new curriculum when finalized and before implementation into schools.



Anoka-Hennepin School Board

Briefing Notes

DATE: 5/5/25

CLASSIFICATION: Action

AUTHORS:

Cory McIntyre, Superintendent

Dr. Mary Wolverton, Associate Superintendent, elementary schools

Becky Brodeur, Associate Superintendent, middle school schools

Dr. Johnna Rohmer-Hirt, Executive Director of Research, Evaluation, and Testing

SUBJECT: Social Emotional Learning (SEL) curriculum, curriculum review process

PURPOSE: Provide an update on the Phase 4 process for Social Emotional Learning curriculum.

BACKGROUND: Research overwhelmingly indicates a positive and significant link between social-emotional learning (SEL) and academic achievement. A summary of the key findings are noted below:

- Improved Academic Outcomes: Studies, including meta-analyses involving millions of students, consistently show that students participating in effective SEL programs demonstrate higher grades, improved test scores, better attendance, and increased homework completion.
- Enhanced Learning Capacity: SEL skills like self-awareness, self-management, and responsible decision-making help students focus better, manage stress, and persevere through challenges, all of which are crucial for academic success.
- Stronger Foundational Skills: SEL develops essential skills such as critical thinking, problem-solving, communication, and collaboration, which directly support academic learning across all subject areas.
- Increased Motivation and Engagement: Students with strong social and emotional skills tend to be more motivated to learn and more engaged in school, leading to better academic performance.
- Reduced Negative Behaviors: SEL can lead to a decrease in disruptive behaviors and an increase in positive classroom climates, creating a more conducive environment for learning.

In essence, SEL provides students with the foundational social and emotional competencies necessary to thrive academically by fostering a more positive and effective approach to learning and school engagement.

Social Emotional Learning (SEL) curriculum has been implemented at the elementary level for four years. “Character Strong” is implemented at twenty-two elementary schools. “Leader in Me” is implemented at three elementary schools. The district completed the curriculum adoption process for social-emotional learning materials for middle schools in the spring of 2023. The school board approved the Character Strong materials for the 2023-24 school year.

Following the school board's direction, a review of SEL programming was conducted in the fall of 2024. This review included the formation of a SEL committee and parent and staff surveys to support this process. All elementary and middle school families were invited to apply to participate in the community and one hundred ten community members expressed an interest. Ten community members were selected, ensuring that a middle school and an elementary representative were selected from each cluster. In addition, two school board members, elementary and middle school principals, and board-approved CCAC members served on the SEL committee.

Surveys were sent to all elementary and middle school (K-8) families and teaching staff to provide feedback to the committee on the potential adjustments and revisions to the school board-approved curriculum. The committee meetings in October and November were integrated into the Community Curriculum Advisory Committee (CCAC).

At the November CCAC meeting, committee members reviewed the survey data and brought forward common themes.

CONSIDERATIONS: The survey results' common themes are noted below:

Survey results at the elementary school level highlighted the benefits of teaching social skills, community building, and common vocabulary skills.

Elementary adjustments and considerations:

- Revisit the instructional time allocated.
- Increase family communication.
- Determine ways to lessen preparation time.

Based on survey results, the committee identified the benefits of middle school SEL programming as the teaching of problem-solving and social skills, community building and making connections, and opportunities for discussion leading to skill application.

Middle school adjustments and considerations:

- Increase family communication regarding Character Strong lessons
- Seek ways to increase student engagement
- Provide training to improve teacher understanding of curriculum tools

In summary, the committee noted that the survey data was generally positive and in support of the materials the district is using. However, some responses indicate a belief that social-emotional learning should not be taught in schools.

RECOMMENDATION/OPTIONS:

OPTION 1: Administrative Recommendation: Based on feedback gathered in this process, the SEL committee supports: Continuing to utilize the current School Board-approved SEL curriculum and implement modifications with the curriculum and delivery model as noted above. An additional component of option 1 can include a change to instructional time by adjusting the frequency from once per week to one lesson per month using the current materials we have. The majority of the board can provide direction and select lesson topics and move from an average of three times per week for 15mn to once per week or once per month at the elementary level and from once per week to once per month at the middle school level.

OPTION 2: Continue to utilize current materials with modifications as noted and enter into a curriculum materials adoption process during the 2025-26 school year for new SEL curriculum materials to be implemented in 2026-27.

OPTION 3: Eliminate purchased SEL curriculum materials for the 2025-26 school year and have a district team create lessons based on the Anoka-Hennepin core values to focus on School Ready Character Development.

- Writing teams from both elementary and middle school would be created to write lessons that align to the Core Values as detailed in Anoka Hennepin's Portrait of a Graduate: Resilient, Curious, Thinker, Adaptable, Innovative, Leader, Learner, Collaborator, Problem Solver, Critical Thinker (created through a process of AH community and private employment (businesses) engagement based on what the world after graduation needs in AH graduates).
- At the elementary level, curriculum writers will balance time for School Ready Character Development AND academic support. Specifically, the time allotted to the prescribed School Ready Character Development curriculum will be reduced, and the remaining time will be kept flexible for classroom teachers to focus on helping students with academic achievement support as is required for their unique classrooms/students.
- At the middle school level, curriculum writing will focus on creating a 'tool kit' for teachers. This will include specific lessons based on the School Ready Character Development listed about (Portrait of a Graduate), as well as open ended ideas for implementation by teachers if needed. Schools and teachers will have the flexibility to decide what is needed for their schools and classrooms. In all cases, as with the

elementary level, the direction is to balance School Ready Character Development with Academic Achievement Support.

- Two step school board approval process, including approval of the option/direction and approval of the new curriculum when finalized and before implementation into schools.

Analysis of the 2024-25 Social Emotional Learning Parent/Guardian and Teacher Surveys

Parent/Guardian Survey

Open-Ended Question Analysis

This is a summary of the responses to the open-ended item on the 2024-25 Social Emotional Learning (SEL) Parent Survey administered to parents between November 8 and November 15, 2024, incorporating the analysis done by the SEL study committee.

Is there anything you would like the committee to consider when reviewing the implementation of social emotional learning materials?

Support for SEL:

- Many parents expressed strong support for SEL and its positive impact on their children's lives, encouragement of developing well-rounded individuals, impact on future success as employees and responsible adults, and for building essential life skills such as communication, emotional regulation, problem-solving, and social skills.
- Some parents highlight the importance of SEL curriculum because many students do not receive adequate social and emotional support at home, or that the curriculum echoes or reinforces what is taught at home.
- Several parents state that social and emotional skills are equally or more important than academic skills, or that social and emotional skills are foundational and required for academic learning and getting along with others.

Concerns or opposition to SEL:

- Some parents are concerned that focus on SEL takes away from academics.
- Some parents raised concerns about the content and implementation, with a few reporting that their older students were disengaged and thought it was designed for younger students, while others fear indoctrination and have made an association between SEL and diversity, equity, and inclusion (DEI) topics.
- Some parents feel that these topics should be only taught in the home.

Suggestions for improvement or areas of focus:

- Some believe that there should be additional instructional minutes aligned to SEL and that the fostering of these skills should be embedded throughout the curriculum.
- Some think that SEL should be a mandatory part of the regular curriculum.
- Some parents requested that DEI topics be excluded from SEL curriculum, while other parents expressed that SEL topics are not in themselves political and should not be made political.
- Areas that parents requested be focused on are bullying prevention, conflict resolution, self-awareness, self-esteem, mental health awareness, emotion management, and social media safety. Other parents wanted a focus on life skills and preparation for adulthood, being a good employee, developing leadership and problem-solving skills.
- Parents would like to receive resources around SEL concepts and lessons being used, both for increased awareness, as well as the ability to reinforce the lessons and work on these skills at home.
- Parents would like more communication and clarity around what SEL is, what topics are being taught, and which programs are considered SEL. Parents feel that there is a lack of awareness and transparency which may lead to suspicion that controversial topics are included.
- There were a few parents who would like to see more counselors, social workers, and mental health professionals working in the schools.
- There were requests for acknowledgment of disabilities, as well as social and support groups for students of varying ability levels.
- Parents mentioned a need for age-appropriate materials, and a specific need for SEL programming as early intervention in both preschool and early elementary years.

Teacher Survey

Open-Ended Question Analysis

This is a summary of the responses to the open-ended items on the 2024-25 Social Emotional Learning (SEL) Teacher Survey administered to teachers between November 8 and November 15, 2024, incorporating the analysis done by the SEL study committee.

What benefits, if any, have you seen related to the lessons?

- Common language and vocabulary: Shared language and understanding across classrooms and grade levels regarding social-emotional and character traits provides a building-wide benefit, helping students understand and discuss these topics. There was also mention that the lessons provide a framework for shared behavioral and conflict resolution expectations, and the benefit of a consistent school-wide focus.
- Learning and understanding character traits: Lessons help students learn and apply habits and character traits.
- Developing skills and strategies: Students are gaining skills such as problem-solving, handling emotions, conflict resolution, self-regulation, communication, and identifying feelings. Students are applying what they learn to help manage everyday interactions and problems that arise.
- Increased awareness and application: Lessons prompt students to reflect on the topics, their choices and how their actions impact others. Teachers have witnessed students explicitly citing the lessons when managing peer conflicts, and teachers can reference the lessons when they help students through challenges, as well as provide discussion of important topics.
- Promoting engagement: Activities and materials increase engagement with material and build a sense of community and connection to school, particularly for elementary students.
- Relationship building: SEL lessons provide time for teachers and students to get to know one, as well as students to get to know their peers, which also increases student engagement and builds a sense of community and mutual respect and understanding.
- Leadership and ownership: Teachers using Leader in Me mentioned benefits of empowering students to be leaders such as taking ownership of their learning.

What challenges, if any, have you encountered in facilitating the lessons?

- Lack of time: The most frequently mentioned challenge was that teachers did not have enough time to complete lessons.
- Age-appropriateness of materials: At the elementary level, teachers said that materials used language that was too advanced or that concepts were too abstract for younger students. Teachers at the middle school level struggled with lack of student interest and participation, and that getting students to share personal thoughts was difficult. Some teachers stated that the lessons were not relevant to student needs or described the curriculum as immature for the age group.
- Curriculum-related issues: Issues mentioned that were specific to the materials ranged from difficulty navigating the vendor website, finding materials, and sifting through an overwhelming amount of ever-changing resources. Some said the lessons lacked depth or did not connect to the students' needs or the character trait of the month.
- Logistical difficulties: Teachers at the middle school level struggled with fitting the lesson into homeroom or advisory. Implementing lessons with large classes was difficult. Monday mornings were a challenge due to tardiness, low engagement, and difficulty getting students up and moving for activities.
- Lack of training and preparation: Some teachers reported receiving no training in the curriculum. Others said the materials required significant additional preparation to implement.
- External factors and philosophical differences: A few teachers expressed the belief that teaching values is the responsibility of the parent, while others thought the curriculum would work best if reinforced by parents. Some felt that the curriculum's impact is limited by external factors like parenting, culture, social media, and the state of the schooling system.

If you could change something about our current SEL curriculum, what would it be?

- Changing or eliminating the current curriculum: Teachers suggested that programming may be appropriate for K-3 grade levels and not as relevant or appropriate for older grades, and some elementary teachers thought that it

would be an improvement to switch from Leader in Me to Character Strong. At the middle school level, some teachers expressed the desire to eliminate the current SEL curriculum and viewed it costly for only using a small portion of the materials with their given time and engagement constraints. They also suggested that writing district curriculum or returning to previous programs may be a solution.

- Modifying instructional minutes and lesson length: Elementary teachers highlighted the need for more time allocated to SEL lessons, while middle school teachers more commonly suggested modifying/shortening lessons to accommodate current instructional minutes.
- Improving curriculum relevance, engagement, and age-appropriateness: Some teachers, particularly at the middle school level, felt the curriculum was not sufficiently engaging or relevant to their students. They requested that lessons are more age-appropriate, particularly for middle school students who found the lessons “cheesy” or “silly”. Teachers desire content with more real-life scenarios, practical problem solving skills, and less abstract concepts that integrate topics that are more engaging for middle school students, like hobbies, social media, and teen news. Increasing student engagement could occur through more interactive activities, games, and videos (ideally featuring real students). Some noted students disliked writing, suggesting alternatives to paper-pencil activities. It was also suggested that middle school curriculum focus more on internal reflection and less on outward or mandatory sharing.
- Enhancing material accessibility and user-friendliness: Practical issues with the curriculum materials, such as difficult website navigation, and a desire for pre-made or district-created slides, links to suggested books, and advance notification for materials requiring preparation was also requested.
- Increasing teacher flexibility and autonomy: Several teachers expressed desire for a less "canned" or "scripted" approach, and would like the ability to teach the lessons more organically, modify activities, or integrate SEL concepts into existing subjects like reading or social studies. Some felt they could build classroom community and identify the needs of their specific students using their own methods.
- Addressing specific content/structural issues: Other suggested changes included adding explicit instruction on self-regulation and handling emotions (e.g., Zones of Regulation), conflict resolution and problem-solving strategies, more focus on internal reflection rather than mandatory sharing, incorporating skills like goal setting or organization, and making advisory classes smaller. Some felt teaching values was the parents' primary role, but others noted that students aren't coming with these skills and require school-based teaching.

What additional support, if any, do you need to implement these materials?

- More time: The most highly requested support was more time built into the daily schedule for SEL, as well as more time to plan and prepare lessons.
- Training and professional development: Teachers expressed a need for more training and that some have not received any training in this area. Specific training areas requested are Zones of Regulation, tools for handling emotions, teaching problem-solving skills, or strategies for dealing with challenging behaviors.
- Improved materials and accessibility: Teachers would like better organization of the materials. Their requests focused on website navigation, pre-made districtwide slides, tangible materials like student workbooks, links to suggested books and videos, and low-prep materials.
- Addressing logistical and environmental challenges: Teachers would like support with managing large class sizes and the difficulty delivering SEL in specific settings like homeroom or advisory where students may not know each other well or be ready to engage.
- Reduced teacher burden and increased flexibility: Beyond time, teachers want to reduce the overall workload and increase flexibility in how they implement the curriculum. Some even suggested having dedicated SEL staff or counselors deliver the lessons.
- Parent follow-up: Teachers would like to see reinforcement by parents of topics focused on in SEL.



SOCIAL EMOTIONAL LEARNING (SEL) CURRICULUM REVIEW

May 5, 2025

SOCIAL EMOTIONAL LEARNING CURRICULUM



The goal and purpose of the presentation is to provide a:

- Summary of the SEL committee's work.
- Recommendation to the School Board on K-8 SEL curriculum based on community input and committee feedback.

SOCIAL EMOTIONAL LEARNING CURRICULUM



Social Emotional Learning curriculum

- Elementary
 - Character Strong.
 - Leader in Me.
- Middle School
 - Character Strong.

SOCIAL EMOTIONAL LEARNING CURRICULUM



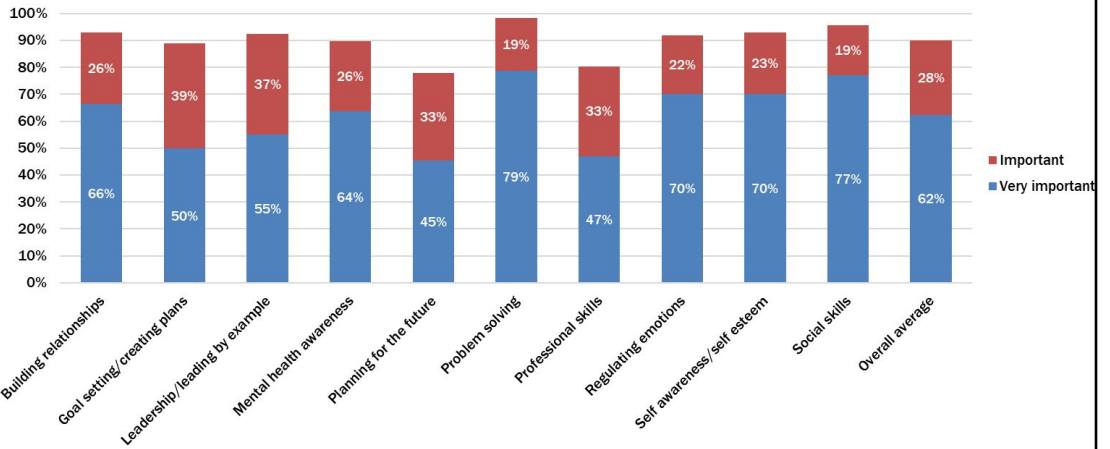
Curriculum review process:

- Social Emotional Learning Curriculum committee.
- Meetings in October and November.
- Community Curriculum Advisory Committee.
- Parent/guardian and teacher survey.



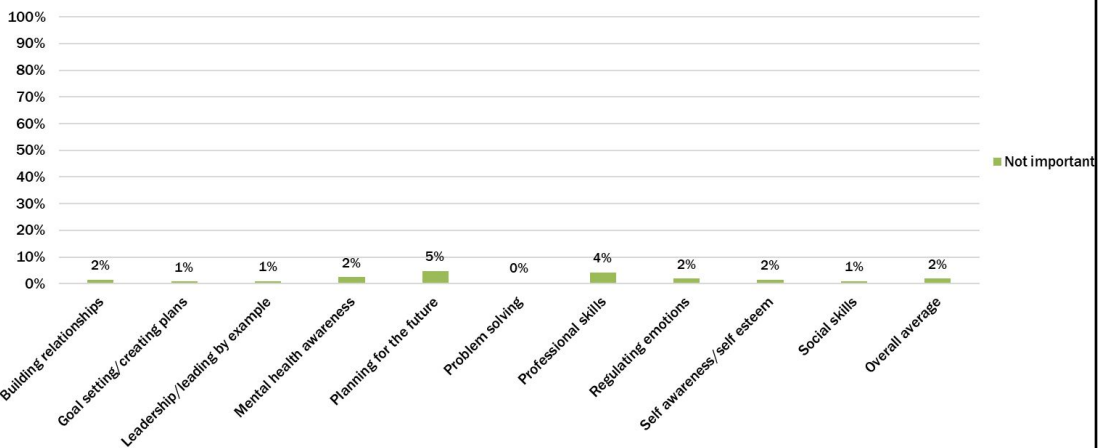
SEL PARENT SURVEY RESULTS

Importance of instruction in each area as rated by parents



SEL PARENT SURVEY RESULTS

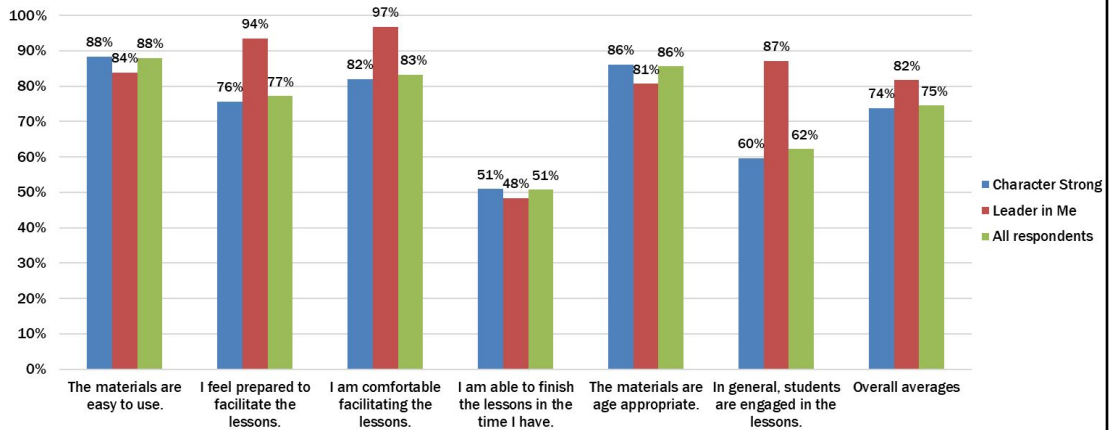
Percentage of parents indicating instruction "not important" in each area





SEL TEACHER SURVEY RESULTS

Percent agreement across items by SEL materials



SOCIAL EMOTIONAL LEARNING CURRICULUM



Committee feedback, elementary SEL

Elementary benefits:

- Teaching of social skills.
- Community building.
- Schoolwide monthly themes with common vocabulary, which helps students apply skills.

SOCIAL EMOTIONAL LEARNING CURRICULUM



Committee feedback

Elementary adjustments and considerations:

- Revisit the instructional time allocated.
- Increase family communication.
- Determine ways to lessen preparation time.

SOCIAL EMOTIONAL LEARNING CURRICULUM



Committee feedback

Middle school benefits:

- Teaching of problem solving and social skills.
- Community building and making connections.
- Opportunities for discussion leading to skill application.

SOCIAL EMOTIONAL LEARNING CURRICULUM



Committee feedback

Middle school adjustments and considerations:

- Increase family communication regarding Character Strong lessons.
- Seek ways to increase student engagement.
- Provide training to improve teacher understanding of curriculum tools.

SOCIAL EMOTIONAL LEARNING CURRICULUM



- **Option 1:** Administrative recommendation: Continuing to utilize the current School Board approved SEL curriculum and implement modifications with the curriculum and delivery model as noted.
 - Note: An additional component of option 1 can include a change to instructional time by reducing the frequency from weekly to monthly

SOCIAL EMOTIONAL LEARNING CURRICULUM



- **Option 2:** Continue to utilize current materials with modifications as noted and enter into a curriculum materials adoption process during the 2025-26 school year for new SEL curriculum materials to be implemented in 2026-27.
- **Option 3:** Eliminate purchased SEL curriculum materials for the 2025-26 school year and have a district team create lessons based on the Anoka-Hennepin core values/portrait of a graduate to focus on School Ready Character Development.

SOCIAL EMOTIONAL LEARNING CURRICULUM



Seeking Board action on the recommendation for SEL materials for 2025 - 2026 and beyond.



THANK YOU

Comments and questions?



**2025-2026 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of _____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*

(Clerk/Secretary - Local Governing Board)

electronically through DocuSign

Date: _____

Signed: *Signature required*

(Superintendent or Head of School)

electronically through DocuSign

Date: _____



2025-26 STUDENT TRANSPORTATION

*B.J. Ison, director of transportation services
Greg Cole, chief operations officer
May 19, 2025*

STUDENT TRANSPORTATION POLICY



Policy 707

- Annual review process for 2025-26 school year.
- Proposed changes are consistent and fair with the district transportation policy.
- Students who live 1 mile or more from school, K-12, are eligible for transportation.
- MN State statute requires districts to transport all students living over 2 miles from school.

STUDENT TRANSPORTATION POLICY



Policy 707

- Measured by reasonably safe walkways or roadways from the home to the assigned entrance point(s) of the school.
- Applies only to general-education students.
- Transportation Department recommends solutions to ensure student safety within the non-transported areas.



POTENTIAL NON-TRANSPORTED AREAS CHANGES

Seven school sites involved for 2025-26

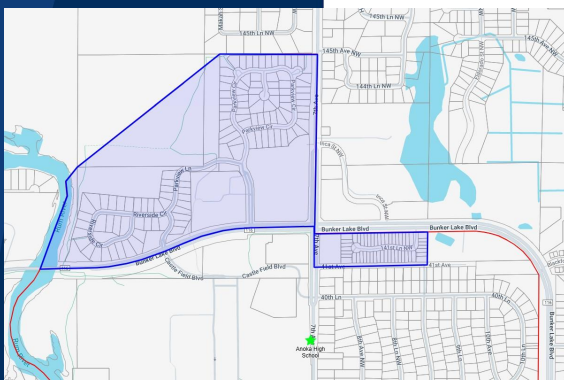
School	Reason	Students
Anoka HS	Recent walkbridge, and new development	46
Sandburg Regional HS	New school location	7
Jefferson ES	New developments nearing completion	22
Johnsville ES	Single neighborhood sidewalk adjustment	8
Mississippi ES	Single neighborhood crosswalk adjustment	20
Morris Bye ES	Sidewalk adjustments, north of current area	107
Sunrise ES	Surrounding neighborhoods reach substantial completion, new crosswalk	142



POTENTIAL NON-TRANSPORTED AREAS CHANGES

General feedback themes:

- 54 responses in total, most notably for Sunrise's new boundary
- Student safety
 - Exposure to inclement weather conditions
 - Stamina, responsibility and maturity to walk 1 mile
 - Distance is too far elementary ages
- Lack of parent or responsible person's availability, reliance on transportation service
- Winter snow removal, citizen and municipality timeliness
- School traffic and congestion
- Sidewalks, crosswalks, and dangerous roadways



POTENTIAL NON-TRANSPORTED AREA CHANGES

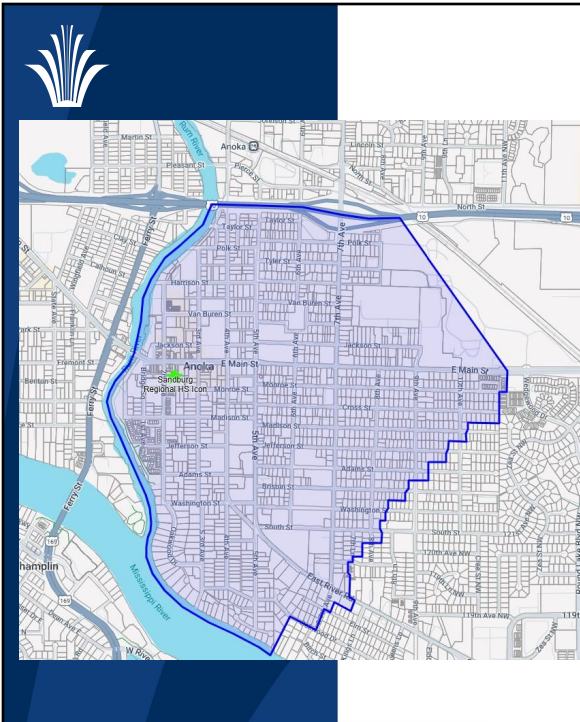
Anoka High School

Reasonings:

- Recent walkbridge
 - Over Bunker Lake Blvd
- New housing development
 - 'Andover Village' (141st Ln & Guarani St)

Students impacted:

- 46
- 3 feedback responses



POTENTIAL NON-TRANSPORTED AREA CHANGES

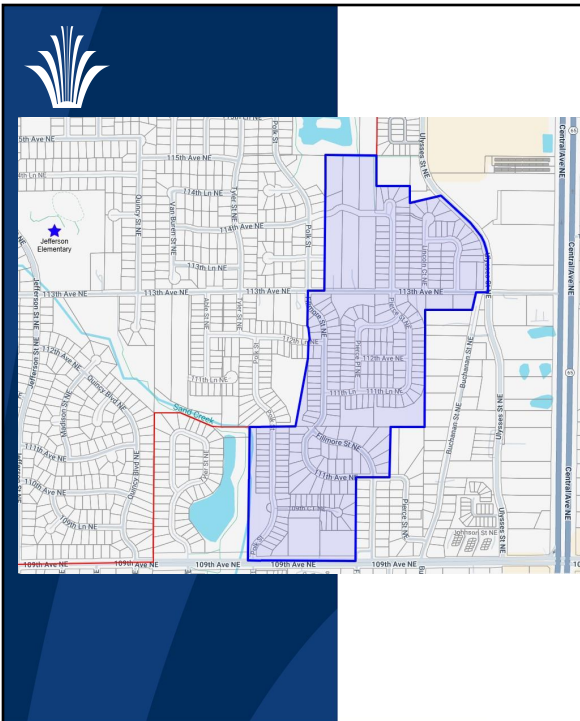
Sandburg Regional High School

Reasonings:

- New school location 2024-25

Students impacted:

- 7
- 0 feedback responses



POTENTIAL NON-TRANSPORTED AREA CHANGES

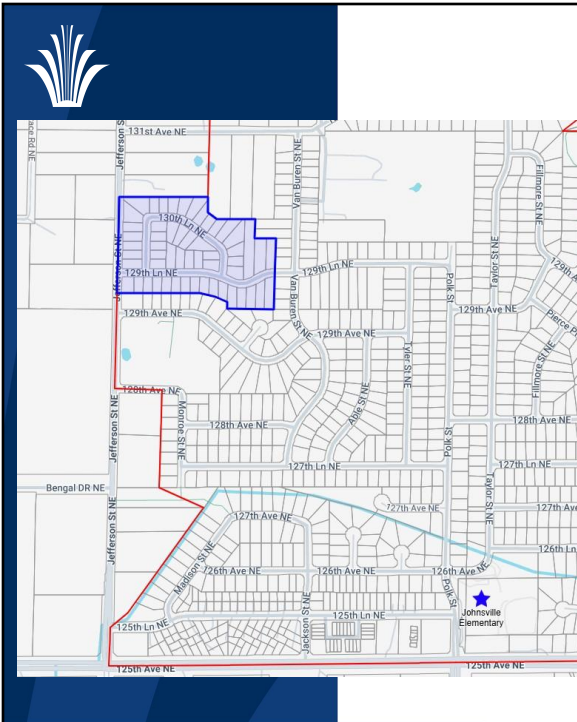
Jefferson Elementary School

Reasonings:

- New housing developments
 - South & east of the school

Students impacted:

- 22
- 6 feedback responses



POTENTIAL NON-TRANSPORTED AREA CHANGES

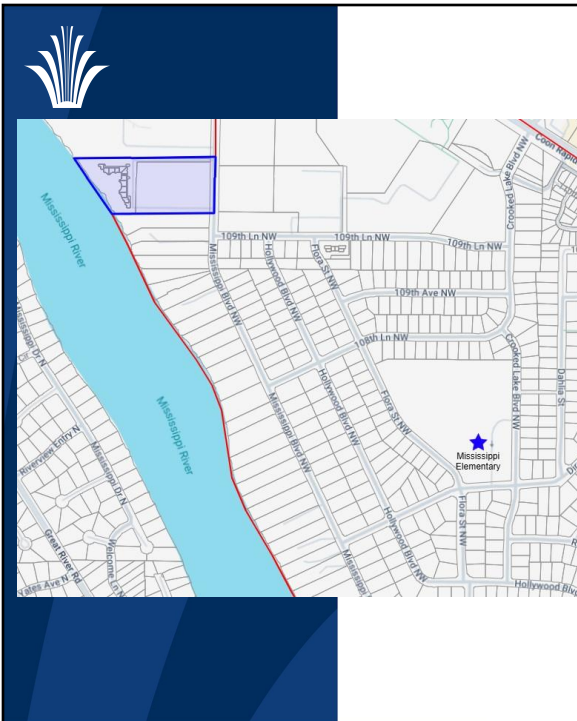
Johnsville Elementary School

Reasonings:

- Neighborhood adjustment
 - Quincy St & 129th Ln

Students impacted:

- 8
- 3 feedback responses



POTENTIAL NON-TRANSPORTED AREA CHANGES

Mississippi Elementary School

Reasonings:

- Crosswalk on Mississippi Blvd
 - Mississippi View Apts

Students impacted:

- 20
- 4 feedback responses



MISSISSIPPI ELEMENTARY SCHOOL

Other considerations:

- Update “Suggested Walk Route Maps”



POTENTIAL NON-TRANSPORTED AREA CHANGES

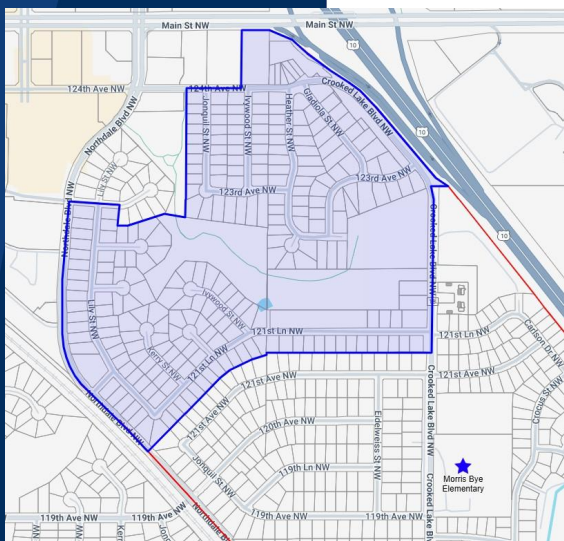
Morris Bye Elementary School

Reasonings:

- Sidewalk adjustments
 - Along Crooked Lake Blvd
 - North of current area

Students impacted:

- 107
- 1 feedback response

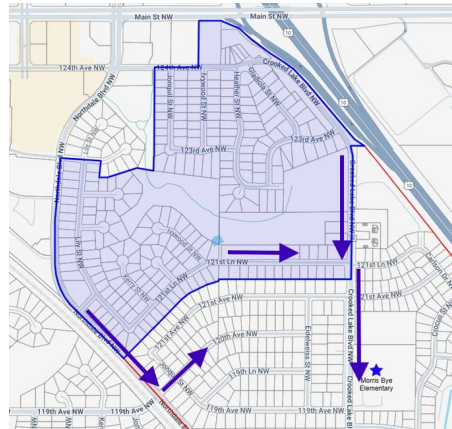




MORRIS BYE ELEMENTARY SCHOOL

Other considerations:

- Crossing guard to be stationed at 121st Lane NW



POTENTIAL NON-TRANSPORTED AREA CHANGES

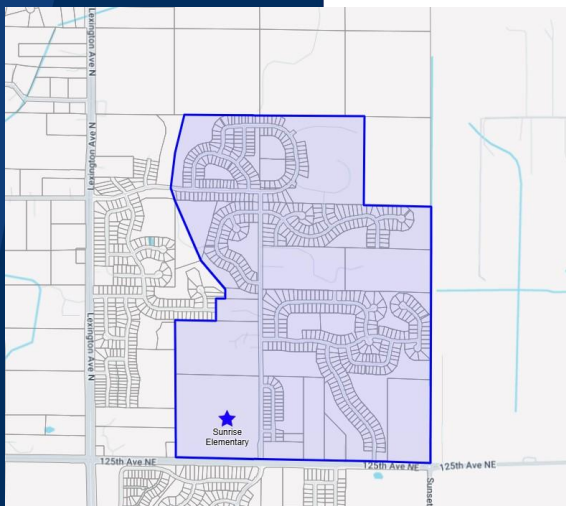
Sunrise Elementary School

Reasonings:

- Surrounding neighborhoods reach substantial completion
- New crosswalk on Lever St

Students impacted:

- 142
- 37 feedback responses





SUNRISE ELEMENTARY SCHOOL

Most notable concerns:

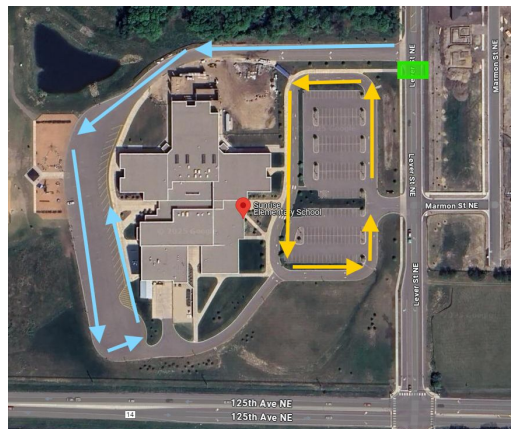
- Traffic and speed of traffic on Lever Street
- No school crosswalk over Lever
- Substantial increases in parent traffic
- Congested pick-up/drop-off with backups onto Lever and sometimes Main St (Hwy 14)
- Parents dropping on 126th & Marmon St and having student run across Lever
- Construction traffic is ongoing and continuous



SUNRISE ELEMENTARY SCHOOL

Other considerations:

- A crosswalk will be installed this summer (green)
- Plans includes a crossing guard for support
- Potential plan under review to flip-flop parent lane (blue) and school buses (yellow)



NON-TRANSPORTED AREA CHANGE PROPOSAL



Process

- Transportation Department annual review
- Transportation Safety Committee initial review
- School Board briefing - April 14
- School, parent/guardian communication & feedback
- Transportation Safety Committee final recommendations
- **School Board presentation - May 19**
- School Board decision - June 9



LABOR RELATIONS UPDATE

May 19, 2025

LABOR RELATIONS UPDATE



Purpose

- **Policy 209 Negotiations Code of Ethics:**
Administration will review the status of negotiations at public School Board meetings.
- **Note:** Consistent with the Open Meeting Law and PELRA - detailed negotiation discussions are addressed in closed sessions of the School Board.

EMPLOYEE GROUPS



Background information

Anoka-Hennepin Schools is comprised of 19 employee groups:

- 5 unaffiliated groups: administrators/supervisors, cabinet, misc. community education, confidentials, misc E-12.
- 14 bargaining groups:
 - 2024-25 master agreement: school/K readiness teachers.
 - 2023-25 master agreements: child nutrition assistants, community school coordinators, education support specialists, principals, teachers, school office supervisors, school service employees, special education supervisors, technical specialists.
 - 2024-2026 master agreements: building supervisors, child nutrition site supervisors, education office professionals, paraeducators.

2023-25 CONTRACTS



Beginning negotiation meetings

Employee group	Exclusive Representative	# of employees	Mtg Status
Building service employees	SEIU Local 284	196	First May 7; next May 28
Community school coordinators	Anoka-Hennepin Association of Community School Coordinators	8	First April 16; next May 28
Teachers (including ABE, ECFE, Preschool)	Anoka Hennepin Education Minnesota, Local 7007	3267	First June 30

ADDITIONAL OPEN CONTRACTS



Negotiation meetings to be scheduled

Employee group	Exclusive representative	# of Employees
Child nutrition assistants	Minnesota School Employees Association	217
Community school programmers and early childhood screeners	Education Minnesota Anoka-Hennepin Education Support Professionals	9
Principals	Anoka-Hennepin Elementary and Secondary Principals' Association	126
School office supervisors	Anoka-Hennepin Office Professional Supervisors Association	42
Special Education Administrators	Special Education Program Supervisors Association	15
Technical specialists	Anoka-Hennepin School Technical Specialists Minnesota School Employees Association	14

NEXT STEPS



- Provide regular updates at School Board meetings.
- Update ahschools.us/negotiations



THANK YOU

Comments and questions?



PROPOSED BUDGET 2025-26 FISCAL YEAR (FY) 26

*Michelle Vargas, chief financial officer
May 19, 2025*

BUDGET TIMELINE



Overview

- **Dec. 2024:** Certified pay 2025 levy.
- **Jan. 14 through May 19:** Legislative session.
 - February 2025 budget forecast.
 - \$456 million surplus 26-27 biennium (\$160 million less than November).
 - \$6 billion deficit 28-29 biennium.
- **Jan. 2025:** Finalize enrollment projections.
- **Jan. through May 2025:** Staffing.
- **Feb. through April 2025:** Department and site budgets.
- **April/May 2025:** Preliminary review of FY26 general fund assumptions with legislative assumptions.
- **May 19, 2025:** Proposed FY26 budget all funds.
- **June 23, 2025:** Approve FY26 budget all funds.

2025-26 PROPOSED BUDGET



All funds

Fund	Projected fund balance June 30, 2025	Proposed 2025-26 revenues	Proposed 2025-26 expenditures	Projected fund balance June 30, 2026
General fund	\$146,085,096	\$670,494,006	\$696,682,785	\$119,896,317
Food service fund	\$12,576,257	\$26,973,057	\$30,773,496	\$8,775,818
Community service fund	\$9,554,459	\$31,540,742	\$30,355,642	\$9,454,625
Capital projects fund	\$0	\$0	\$0	\$0
Debt service fund	\$3,873,637	\$15,199,755	\$15,442,703	\$3,630,688
Trust fund	\$36,910,559	\$2,000,000	\$2,000,000	\$36,910,559
Total revenues, expenditures and fund balance	\$209,000,009	\$746,207,560	\$775,254,626	\$178,668,007
FY25 amended		\$737,659,018	\$758,019,525	
\$ change		\$8,548,542	\$17,235,101	
% change		1.1%	2.2%	

FY26 GENERAL FUND



Revenue assumptions

Revenue – \$8.9 million increase, or 1.3%.

- FY26 levy amount certified in December 2024.
 - -\$2.8 million primarily due to pupil unit decline.
- State general education revenue increase of \$5.2 million.
 - Basic formula increase with 2.74% or \$200/adjusted pupil units. (APU).
 - -1.1% pupil unit decrease of 450 adjusted pupil units.
- \$6.9 million increase for special education revenue reimbursement.
- \$1.3 million increase for student support personnel revenue.
- -\$2.1 million in between terms unemployment revenue (expired one-time funds).
- \$212 thousand increase in transfer amount for english learner cross-subsidy entry.
- Maintain other local, state categorical and federal revenue.
- Investment income stable at \$4.6 million.

FY26 GENERAL FUND



Revenue summary

Revenues	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Property tax	\$121,351,814	\$118,525,925	(\$2,825,889)	-2.3%
State revenue	\$500,757,882	\$512,149,245	\$11,391,363	2.3%
Federal revenue	\$13,770,242	\$13,770,242	\$0	0.0%
Local sales	\$286,600	\$286,600	\$0	0.0%
Other local revenue	\$15,039,143	\$15,159,143	\$120,000	0.8%
Transfers	\$10,391,066	\$10,602,852	\$211,786	2.0%
Total revenues	\$661,596,747	\$670,494,006	\$8,897,260	1.3%

FY26 GENERAL FUND



Expenditure assumptions

- **Expenditures - \$18.6 million increase, or 2.7%.**
 - Salaries 2.5% and benefits 5% for compensation increases (+\$14 million).
 - Net reduction of 10 FTE (-\$900 thousand)
 - 16 FTE addition for special education based on enrollment needs.
 - 26 FTE reduction for loss in enrollment.
 - \$2.2 million increase for second year of paraeducator and office professionals contract settlement.
 - \$10.3M for charter transportation and utilities increases.
 - \$903 thousand increase for the MN Paid Leave law effective Jan. 1, 2026.
 - \$325 thousand increase for athletic trainer contract.
 - \$212 thousand increase in transfer amount for english learner cross-subsidy entry.

FY26 GENERAL FUND



Expenditures assumptions

- \$9 million Phase II budget reductions and realignment approved Nov. 25, 2024.
 - Reductions:
 - Districtwide staff and non-staff reduction \$4.9 million.
 - Districtwide administration reduction \$1.2 million.
 - Realignment:
 - Child nutrition supervision chargeback \$400 thousand.
 - Technology staff realigned to technology levy \$400 thousand.
 - Community education rental revenue \$120 thousand.
 - Student support aid realignment \$2 million.
 - \$1 million realized in realignment in FY25.
- Fund balance transfer \$5.1 million from strategic investments through elimination of the fourth year investment to prevent the unassigned fund balance from further depletion below the 10% minimum target.

FY26 GENERAL FUND



Expenditures summary

Expenditures	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Salaries	\$403,290,160	\$410,734,119	\$7,443,960	1.8%
Benefits	\$138,838,061	\$141,849,727	\$3,011,666	2.2%
Purchased services	\$70,495,098	\$80,029,838	\$9,534,741	13.5%
Supplies	\$26,212,772	\$24,892,772	(\$1,320,000)	-5.0%
Capital and other	\$28,768,476	\$28,518,476	(\$250,000)	-0.9%
Transfers	\$10,446,066	\$10,657,853	\$211,787	2.0%
Total expenditures	\$678,050,632	\$696,682,785	\$18,632,153	2.7%

FY26 GENERAL FUND



	2023-24 actual	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Revenues					
Property tax	\$117,465,929	\$121,351,814	\$118,525,925	(\$2,825,889)	-2.3%
State revenue	\$484,384,050	\$500,757,882	\$512,149,245	\$11,391,363	2.3%
Federal revenue	\$30,207,470	\$13,770,242	\$13,770,242	\$0	0.0%
Local sales and other financing	\$2,220,118	\$286,600	\$286,600	\$0	0.0%
Other local revenue	\$19,452,938	\$15,039,143	\$15,159,143	\$120,000	0.8%
Transfers	\$0	\$10,391,066	\$10,602,852	\$211,786	2.0%
Total revenues	\$653,730,505	\$661,596,747	\$670,494,006	\$8,897,260	1.3%
Expenditures					
Salaries	\$378,643,302	\$403,290,160	\$410,734,119	\$7,443,960	1.8%
Benefits	\$125,756,671	\$138,838,061	\$141,849,727	\$3,011,666	2.2%
Purchased services	\$72,722,506	\$70,495,098	\$80,029,838	\$9,534,741	13.5%
Supplies	\$20,754,060	\$26,212,772	\$24,892,772	(\$1,320,000)	-5.0%
Capital and Other	\$42,109,583	\$28,768,476	\$28,518,476	(\$250,000)	-0.9%
Transfers	\$146,488	\$10,446,066	\$10,657,853	\$211,787	2.0%
Total expenditures	\$640,132,610	\$678,050,632	\$696,682,785	\$18,632,153	2.7%
Operating surplus (deficit)	\$13,597,895	(\$16,453,885)	(\$26,188,779)		
Strategic investment net spend		\$9,425,000	\$9,425,000		
Adjusted operating surplus (deficit)		(\$7,028,885)	(\$16,763,779)		
Fund balance					
Restricted/reserved fund balance	\$41,286,264	\$39,872,449	\$39,872,449		
Non-spendable	\$2,603,449	\$2,603,449	\$2,603,449		
Assigned fund balance	\$66,839,215	\$46,035,253	\$31,460,253		
Unassigned fund balance	\$51,810,053	\$57,573,945	\$45,960,166		
Total fund balance	\$162,538,981	\$146,085,096	\$119,896,317		
Percent of operating expenditures	9.8%	10.8%	8.3%		

General fund	Projected fund balance June 30, 2025	Proposed FY26 revenues	Proposed FY26 expenditures	Transfers	Projected fund balance June 30, 2026	Operating balance
Unassigned	\$57,573,945	\$535,799,440	\$552,563,219	\$5,150,000	\$45,960,166	(\$16,763,779)
Assigned, building carryover	\$10,146,988				\$10,146,988	\$0
Assigned, separation/ret benefit	\$14,073,612				\$14,073,612	\$0
Assigned, project lead the way	\$1,136,239		\$225,000		\$911,239	(\$225,000)
Assigned, strategic investments	\$19,115,593		\$8,229,258	(\$5,150,000)	\$5,736,335	(\$8,229,258)
Assigned, magnet expansion	\$282,440		\$0		\$282,440	\$0
Assigned, cap exp/tech infr/sec	\$970,742		\$970,742		\$0	(\$970,742)
Assigned, subsequent year deficit	\$0				\$0	\$0
Assigned, ib	\$309,639				\$309,639	\$0
Non-spendable	\$2,603,449				\$2,603,449	\$0
Restricted, area learning center	\$966,124	\$7,598,360	\$7,598,360		\$966,124	\$0
Restricted, achievement & integration	\$0	\$7,836,222	\$7,836,222		\$0	\$0
Restricted, basic skills	\$14,031,670	\$35,268,881	\$35,268,881		\$14,031,670	\$0
Restricted, capital tech levy	(\$1,713,009)	\$6,392,831	\$6,392,831		(\$1,713,009)	\$0
Restricted, english learner	\$0	\$15,172,638	\$15,172,638		\$0	\$0
Restricted, gifted and talented	\$539,306	\$528,918	\$528,918		\$539,306	\$0
Restricted, library aid	\$208,443	\$662,701	\$662,701		\$208,443	\$0
Restricted, literacy aid	\$0	\$1,863,000	\$1,863,000		\$0	\$0
Restricted, learning development	\$3,600,174	\$8,147,252	\$8,147,252		\$3,600,174	\$0
Restricted, long-term fac maint	(\$4,029,097)	\$14,901,860	\$14,901,860		(\$4,029,097)	\$0
Restricted, ma billing	\$1,279,901	\$2,000,000	\$2,000,000		\$1,279,901	\$0
Restricted, operating capital	\$18,476,988	\$14,419,877	\$14,419,877		\$18,476,988	\$0
Restricted, q comp	(\$283,810)	\$9,892,661	\$9,892,661		(\$283,810)	\$0
Restricted, safe schools levy	\$2,528,865	\$1,489,504	\$1,489,504		\$2,528,865	\$0
Restricted, scholarships	\$689,051	\$225,000	\$225,000		\$689,051	\$0
Restricted, student activity funds	\$153,520	\$250,000	\$250,000		\$153,520	\$0
Restricted, student support aid	\$201,652	\$1,982,629	\$1,982,629		\$201,652	\$0
Restricted, staff development	\$3,222,671	\$6,062,233	\$6,062,233		\$3,222,671	\$0
Total	\$146,085,096	\$670,494,006	\$696,682,785	\$0	\$119,896,317	(\$26,188,779)

FY26 FOOD SERVICE FUND



Revenue summary

Revenues	Adopted 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Local revenue	\$11,200	\$33,950	\$22,750	203.1%
State revenue	\$11,751,373	\$11,224,029	(\$527,344)	-4.5%
Federal revenue	\$14,476,902	\$13,687,085	(\$789,817)	-5.5%
Local sales	\$3,390,187	\$2,027,993	(\$1,362,194)	-40.2%
Transfers in	\$0	\$0	\$0	0.0%
Total revenues	\$29,629,662	\$26,973,057	(\$2,656,605)	-9.0%

- Revenue decrease of \$2,656,605 or 9.0%.
 - State revenue decrease of \$527 thousand (4.5%) is due to projected reduced participation.
 - Federal revenue decrease \$790 thousand (5.5%) is due to projected reduced participation and no increase in federal funding.
 - Local sales decrease of \$1.4 million due to projected decrease in a la carte student sales.

FY26 FOOD SERVICE FUND



Expenditure summary

Expenditures	Adopted 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Salaries	\$8,039,528	\$8,399,986	\$360,458	4.5%
Benefits	\$2,752,087	\$3,165,355	\$413,268	15.0%
Purchased services	\$2,797,377	\$2,453,451	(\$343,926)	-12.3%
Supplies	\$12,106,906	\$14,032,204	\$1,925,298	15.9%
Capital and other	\$3,826,362	\$2,722,500	(\$1,103,862)	-28.8%
Total expenditures	\$29,522,260	\$30,773,496	\$1,251,236	4.2%

- Expenditure increase of \$1,251,236 or 4.2 percent:
 - \$773 thousand increase in projected salaries and benefits for existing and open contracts.
 - \$344 thousand decrease in purchased services due to discontinuation of contracted staff.
 - \$1.9 million increase in supplies due to higher food and milk costs for projected meals served.
 - \$1.1 million decrease in equipment purchases due to a reduction in planned upgrades of coolers, freezers and equipment year over year.

FY26 FOOD SERVICE FUND



Budget summary

Revenues	2023-24 actual	Adopted 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Revenues					
Local revenue	\$614,078	\$11,200	\$33,950	\$22,750	203.1%
State revenue	\$12,283,939	\$11,751,373	\$11,224,029	(\$527,344)	-4.5%
Federal revenue	\$16,210,169	\$14,476,902	\$13,687,085	(\$789,817)	-5.5%
Local sales	\$1,940,563	\$3,390,187	\$2,027,993	(\$1,362,194)	-40.2%
Transfers in	\$0	\$0	\$0	\$0	0.0%
Total revenues	\$31,048,749	\$29,629,662	\$26,973,057	(\$2,656,605)	-9.0%
Expenditures					
Salaries	\$8,106,410	\$8,039,528	\$8,399,986	\$360,458	4.5%
Benefits	\$2,846,749	\$2,752,087	\$3,165,355	\$413,268	15.0%
Purchased services	\$3,139,537	\$2,797,377	\$2,453,451	(\$343,926)	-12.3%
Supplies	\$13,154,228	\$12,106,906	\$14,032,204	\$1,925,298	15.9%
Capital and other	\$1,349,362	\$3,826,362	\$2,722,500	(\$1,103,862)	-28.8%
Total expenditures	\$28,596,286	\$29,522,260	\$30,773,496	\$1,251,236	4.2%
Operating surplus (deficit)	\$2,452,464	\$107,402	(\$3,800,439)		
Fund balance					
Restricted/reserved fund balance	\$12,468,855	\$12,576,257	\$8,775,818		
Percent of total expenditures	43.6%	42.6%	28.5%		

FY26 COMMUNITY SERVICE FUND



Revenue summary

Revenue net increase of \$1,420,150 or 4.7%:

- \$730 thousand (7%) increase in state aid revenue.
 - \$150 thousand (33.9%) increase in General Community Ed aid, driven by population growth and increased equalization.
 - Adult Basic Education (ABE) state aid expected to increase \$278 thousand (6.9%), driven by contact hour growth.
 - Early learning program aids expected to increase \$260 thousand (5.7%), driven by 0-4 year old population estimate growth and projected screening counts.
 - Homeschool/Non-public aids expected to increase \$43 thousand (7.5%) driven by reimbursement rate increases.
- \$7 thousand (1.4%) increase in federal ABE revenue driven by contact hours.

FY26 COMMUNITY SERVICE FUND



Revenue summary

Revenue net increase of \$1,420,150 or 4.7%, continued:

- \$428 thousand (9.1%) increase in levy revenue.
 - \$452 thousand (20%) increase in school-age care student with disabilities levy.
 - \$88 thousand (10.5%) increase in Early Childhood Family Education (ECFE) levy shifted to equalization aid.
 - \$111 thousand decrease in General Comm Ed levy and Adults with Disabilities levy.
- Program fee revenue projected to increase \$384 thousand (1.4%).
 - Annual program fee increases.
 - Stable enrollment projected.

FY26 COMMUNITY SERVICE FUND



Revenue summary

Revenues	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Local revenue	\$19,010,837	\$19,703,904	\$693,067	3.6%
State revenue	\$10,465,979	\$11,196,395	\$730,416	7.0%
Federal revenue	\$492,217	\$499,061	\$6,844	1.4%
Transfers in	\$151,559	\$141,382	(\$10,177)	-6.7%
Total revenues	\$30,120,592	\$31,540,742	\$1,420,150	4.7%

FY26 COMMUNITY SERVICE FUND



Expenditure summary

Expenditure increase of \$1,284,934 or 4.2%:

- \$856 thousand (3.4%) increase in budgeted payroll expense.
 - Assumes 2.5% wage increase except where larger wage adjustments have been negotiated.
 - Assumes 5% increase in health insurance rates.
 - \$43 thousand increase for onset of MN Paid Family Medical Leave benefit starting January 2026.
 - Staffing additions: ABE Teachers (3), ECFE Teacher, Early Learning Coordinator, Early Learning Cultural Liaison, Social Worker, Adult Learning Programmer.
 - Staff reductions: ECFE Home Visitor, PreK Teacher (4), PreK Assistant, Community Ed Director (retirement replaced with Coordinator).

FY26 COMMUNITY SERVICE FUND



Expenditure summary

Expenditure increase of \$1,284,934 or 4.2%, continued:

- \$298 thousand (8.3%) increase in purchased services.
 - Inflationary cost increases for vendors, utilities, and transportation services.
 - Payments to ABE consortia members increase proportionately with state aid.
- \$132 thousand increase (9.9%) in supplies expenditures.
 - Adventures Plus school-age care reinstating site supply budgets to normal level after a temporary decrease.
 - Timing of technology replacement schedule.
- Capital outlay remains consistent with FY25 (0.7% of total expenditures).

COMMUNITY SERVICE FUND FY25



Expenditure summary

Expenditures	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Salaries	\$19,888,513	\$20,349,768	\$461,255	2.3%
Benefits	\$5,308,144	\$5,703,365	\$395,221	7.4%
Purchased services	\$3,601,887	\$3,899,594	\$297,707	8.3%
Supplies	\$1,331,973	\$1,463,739	\$131,766	9.9%
Capital and other	\$225,125	\$224,110	(\$1,015)	-0.5%
Total expenditures	\$30,355,642	\$31,640,576	\$1,284,934	4.2%

COMMUNITY SERVICE FUND FY25



Budget summary

Revenues	2023-24 actual	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Revenues					
Local revenue	\$18,921,274	\$19,010,837	\$19,703,904	\$693,067	3.6%
State revenue	\$9,496,374	\$10,465,979	\$11,196,395	\$730,416	7.0%
Federal revenue	\$481,260	\$492,217	\$499,061	\$6,844	1.4%
Transfers in	\$146,488	\$151,559	\$141,382	(\$10,177)	-6.7%
Total revenues	\$29,045,396	\$30,120,592	\$31,540,742	\$1,420,150	4.7%
Expenditures					
Salaries	\$18,952,794	\$19,888,513	\$20,349,768	\$461,255	2.3%
Benefits	\$5,238,863	\$5,308,144	\$5,703,365	\$395,221	7.4%
Purchased services	\$3,351,829	\$3,601,887	\$3,899,594	\$297,707	8.3%
Supplies	\$1,076,018	\$1,331,973	\$1,463,739	\$131,766	9.9%
Capital and other	\$215,741	\$225,125	\$224,110	(\$1,015)	-0.5%
Total expenditures	\$28,835,246	\$30,355,642	\$31,640,576	\$1,284,934	4.2%
Operating surplus (deficit)	\$210,150	(\$235,050)	(\$99,834)		
Fund balance					
Restricted/reserved fund balance	\$9,789,509	\$9,554,459	\$9,454,625		
Percent of total expenditures	33.9%	31.5%	29.9%		

FY26 CAPITAL PROJECTS FUND



Revenue, expenditures and fund balance

- Revenue decreasing to \$0.
- Expenditures decreasing by \$4.2 million to \$0.
- Fund balance is \$0. Fit for the Future bond proceeds are fully expended and work is complete.

FY26 CAPITAL PROJECTS FUND



Budget summary

Revenues	2023-24 actual	Amended 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Revenues					
Local revenue	\$442,889	\$110,000	\$0	(\$110,000)	-100.0%
Other financing sources	\$0	\$0	\$0	\$0	0.0%
Total revenues	\$442,889	\$110,000	\$0	(\$110,000)	-100.0%
Expenditures					
Salaries	\$0	\$0	\$0	\$0	0.0%
Benefits	\$0	\$0	\$0	\$0	0.0%
Purchased services	\$640,511	\$402,000	\$0	(\$402,000)	-100.0%
Supplies	\$0	\$0	\$0	\$0	0.0%
Capital and other fixed costs	\$8,999,520	\$3,496,288	\$0	(\$3,496,288)	-100.0%
Total expenditures	\$9,640,031	\$3,898,288	\$0	(\$3,898,288)	-100.0%
Operating surplus (deficit)	(\$9,197,141)	(\$3,788,288)	\$0		
Fund balance					
Restricted/reserved fund balance	\$3,788,288	\$0	\$0		
Percent of total expenditures	39.3%	0.0%	0.0%		

FY26 DEBT SERVICE FUNDS

Revenue, expenditures and fund balance

- Revenue is increasing by \$58 thousand due to reduced debt excess.
- Expenditures are decreasing by \$1,600 due the change in principal and interest payments.
- Fund balance is projected to be \$3.5 million.

FY26 DEBT SERVICE FUNDS

Budget summary

Revenues	2023-24 actual	Adopted 2024-25 budget	Proposed 2025-26 budget	\$ Change	% Change
Revenues					
Local revenue	\$15,717,548	\$15,449,517	\$15,197,255	(\$252,262)	-1.6%
State revenue	\$26,163	\$2,500	\$2,500	\$0	0.0%
Land and Bond sales	\$0	\$0	\$0	\$0	0.0%
Total revenues	\$15,743,711	\$15,452,017	\$15,199,755	(\$252,262)	-1.6%
Expenditures					
Debt service	\$15,442,703	\$15,442,703	\$15,442,703	\$0	0.0%
Total expenditures	\$15,442,703	\$15,442,703	\$15,442,703	\$0	0.0%
Operating surplus (deficit)	\$301,009	\$9,314	(\$242,948)		
Fund balance					
Restricted/reserved fund balance	\$3,864,322	\$3,873,636	\$3,630,688		
Percent of total expenditures	25.0%	25.1%	23.5%		

FY26 DEBT SERVICE FUNDS



Debt summary

Year of issue	Original principal	Principal balance 7/1/25	Scheduled principal payments	Ending principal balance 6/30/26
2016A taxable OPEB refunding*	\$20,170,000	\$9,415,000	\$1,780,000	\$7,635,000
2018A GO school bldg	\$150,000,000	\$130,850,000	\$3,865,000	\$126,985,000
2020A GO school bldg	\$93,370,000	\$83,360,000	\$2,120,000	\$81,240,000
Total bonded debt	\$263,540,000	\$223,625,000	\$7,765,000	\$215,860,000

FY26 DEBT SERVICE FUNDS



Debt summary

- Legal debt limit at July 1, 2025.
- (15% of market value).....\$5,330,747,255
- Less outstanding debt subject to
limit.....\$ (208,225,000)
- Legal debt
margin.....\$5,122,522,255

*Other post employment benefits (OPEB) debt is not subject to the legal debt margin limit.

FY26 TRUST FUND



Revenue, expenditures and fund balance

- Revenue projected to increase \$1.2 million to \$2 million.
 - \$2 million is the anticipated market gain in Other Post Employment Benefit (OPEB) trust.
- Expenditures are projected to also increase \$1.2 million to \$2 million.
 - \$2 million for OPEB credits to operating funds based on prior year actual amounts for retiree claims greater than retiree premiums.
- Fund balance is to remain stable at \$36.9 million.
 - Projected balance of the OPEB trust.

TRUST FUND FY25



Budget summary

Revenues	2023-24 actual	Adopted 2024-25 budget	Proposed 2025-26 budget	\$ change	% change
Revenues					
Local revenue	\$2,941,163	\$750,000	\$2,000,000	\$1,250,000	166.7%
Total revenues	\$2,941,163	\$750,000	\$2,000,000	\$1,250,000	166.7%
Expenditures					
Benefits	\$2,037,379	\$750,000	\$2,000,000	\$2,000,000	166.7%
Other expense	\$0	\$0	\$0	\$0	0.0
Total expenditures	\$2,037,379	\$750,000	\$2,000,000	\$2,000,000	166.7%
Operating surplus (deficit)	\$903,784	\$0	\$0		
Fund balance					
Restricted/reserved fund balance	\$36,910,559	\$36,910,559	\$36,910,559		

2025-26 PROPOSED BUDGET



All funds

Fund	Projected fund balance June 30, 2025	Proposed 2025-26 revenues	Proposed 2025-26 expenditures	Projected fund balance June 30, 2026
General fund	\$146,085,096	\$670,494,006	\$696,682,785	\$119,896,317
Food service fund	\$12,576,257	\$26,973,057	\$30,773,496	\$8,775,818
Community service fund	\$9,554,459	\$31,540,742	\$30,355,642	\$9,454,625
Capital projects fund	\$0	\$0	\$0	\$0
Debt service fund	\$3,873,637	\$15,199,755	\$15,442,703	\$3,630,688
Trust fund	\$36,910,559	\$2,000,000	\$2,000,000	\$36,910,559
Total revenues, expenditures and fund balance	\$209,000,009	\$746,207,560	\$775,254,626	\$178,668,007
FY25 amended		\$737,659,018	\$758,019,525	
\$ change		\$8,548,542	\$17,235,101	
% change		1.1%	2.2%	



COMMENTS AND QUESTIONS

Michelle Vargas

Chief financial officer

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PURCHASING PROCUREMENT POLICY

I. PURPOSE

The purpose of this policy is to ensure compliance with District procurements of all supplies, materials, equipment, furnishings and services including purchases regulated by federal and state grant programs.

II. GENERAL STATEMENT OF POLICY

- A. Under the direction of the School Board, the District operates a centralized purchasing system administered by the Purchasing Department. The Purchasing Department is responsible for procuring supplies, equipment, and services necessary to provide a quality instructional program for students and staff.
- B. It is the policy of the District to ensure that all disbursements of District funds are properly reviewed and authorized, and consistent with sound financial management principles. In order to meet these objectives, all disbursements of District funds shall be subject to the Purchasing procedures, to the extent that they do not conflict with or contradict with any Board policies and maintain accurate records of all transactions for audit purposes.
- C. The District shall award all contracts which exceed the dollar limit thresholds based on the funding sources as follows:
 - 1. Specified in Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) in accordance
 - 2. Specified in Federal Awards Administration Policy 721.1
 - 3. Specified in Minn. Stat. § 123B.52, Independent School District, Contracts.
- D. For an expenditure of public funds to qualify as a lawful expenditure, it should have:
 - 4. A public purpose. A public purpose for the expenditure must exist.
 - The activity will benefit the community as a body.
 - The activity directly relates to functions of government.
 - The activity does not have, as its primary objective, the benefit of a private interest.
 - 5. Authority. Specific or implied authority for the expenditure must exist.

III. CONFLICT OF INTEREST

- A. Employees, including School Board members, who are in a position to make direct purchases, recommend purchases, services and sources or supply and/or negotiate with suppliers and contractors may not do the following:
 - 1. Receive or solicit from such suppliers, sources and/or contractors, directly or indirectly, for him or herself or anyone with whom he or she has family, business or financial ties, anything of economic value as a gift, gratuity, loan, entertainment or favor, including gift certificates, credits or bonus points which

can be exchanged for merchandise, frequent flyer miles, etc. This prohibition shall not apply to the gift exceptions specifically enumerated in Minnesota Statute 471.895, subd. 3.

2. Use their position to influence district decisions for personal gain;
 3. Perform any work or service for remuneration for a supplier or contractor except as disclosures of conflict of interest are properly made;
 4. Give preferential treatment to friends, domestic partner, members of one's household, guardian, relatives (relative is defined as: child, spouse, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent), current or former district employees, or any relationship that has the appearance of or is perceived to be a conflict.
 5. Disclose information about bids or other confidential matters which would compromise the district's ability to obtain the best price.
- B. Any district employee, including any School Board member, who knows, or may reasonably be expected to know, that he or she, or his or her spouse, has a material financial interest in any transaction in which the district is or may be concerned, shall disclose such interest to the superintendent and disqualify himself or herself from participating in or influencing that transaction.
- C. Code of Conduct
1. As representatives of the School District, all employees are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment.
 2. Employees are expected to be principles in their business interactions and act in good faith with individuals both inside and outside the School District community.
 3. The Code of Conduct shall govern the performance, behavior and actions of the agency, including Board members, employees, directors, volunteers, or agents who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.
- D. No employee, officer, director, or volunteer of the School District shall participate in the selection, award or administration of a bid or contract supported by Federal funds if a conflict of interest is real or apparent to a reasonable person.
- E. Alleged violations of the policy will be referred to the Employee Services Department for appropriate follow up. If the alleged violation involves the superintendent, the complaint shall be filed directly with the school board. If the alleged violation involves a school board member, the complaint shall be filed directly with the school board chair. If the alleged violation involves the school board chair, the complaint shall be filed directly with the school board vice chair.

- F. The District's employees, officers, directors, or volunteers shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of that which is stated in Minnesota Statute 471.895, from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

IV. PURCHASING ADMINISTRATION

The School Board has the ultimate authority and approval over what the District Purchases. The School Board authorizes administration to establish procedures for the compliance with this policy that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

1. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
2. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
3. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
4. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
5. ~~When possible~~ the school district should ensure ~~must take all necessary affirmative steps to assure~~ that small businesses, minority businesses, women's business enterprises, veteran-owned businesses and labor surplus area firms are considered. ~~used when possible.~~
- 5-6. The School District should, to the greatest extent practicable and consistent with law, purchase, acquire, or use products and services that can be reused, refurbished, or recycled; contain recycled content, are biobased, or are energy and water efficient; and are sustainable. This may include purchasing compostable items and other products and services that reduce the use of single-use plastic products.

6-7. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

- a. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
- b. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- c. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- d. Specifications utilized in solicitations shall not be so prepared as to exclude all but one type or kind but shall include competitive supplies and equipment Minn. Stat. §471.35.

V. **MANAGING EQUIPMENT AND SAFEGUARDING ASSETS**

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

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

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

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

2. A physical inventory of the property must be taken, and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VII. Joint Purchasing/Cooperative Purchasing

The District shall participate in joint purchasing ventures with other municipalities, other purchasing cooperatives or with the State when doing so will improve the financial health of the district and meet district standards, and shall consider other cooperative purchasing groups agreement or state purchasing agreements whenever feasible or as required by law.

VIII. Construction Contracting

1. Responsible Contractor: Each construction contract in excess of \$50,000, awarded pursuant to a lowest responsible bidder requires the successful contractor to submit a verification of compliance signed under oath by an owner or officer verifying compliance with the minimum criteria set forth in Minn. Stat. § 16C.285, subdivision 3.
2. Bonds: Contractors doing public work are required to give both a performance bond and a payment bond in an amount not less than the contract price if the contract is more than \$175,000 Minn. Stat. § 574.26
3. Payment: Each contract between the school district and a prime contractor requires the prime contractor to pay subcontractors within ten days of receipt of payment from the government entity or pay interest at the rate of 1½ percent per month or any part of a month Minn. Stat. § 471.425
4. Withholding Affidavit/Certificate: Before making final settlement with any contractor under a contract requiring the employment of employees for wages by said contractor and by subcontractors, the school district must obtain a certificate by the Commissioner of Revenue that the contractor or subcontractor has complied with the withholding requirements of Minn. Stat. § 290.92 (either Form IC134 or a Contractor's Withholding Affidavit Confirmation). Minn. Stat. § 270C.66
5. Retainage: For a contract for public improvement, a public contracting agency may withhold up to five percent of any progress payment as retainage to ensure satisfactory performance. If it does so, it must release the retainage no more than 60 days after substantial completion.

“Substantial completion” is the date when construction is sufficiently completed so that the

owner can occupy or use the improvement for the intended purpose. For streets, highways, and bridges, “substantial completion” is defined as the date when construction-related traffic devices and ongoing inspections are no longer required. The public contracting agency is permitted to continue to withhold the following two amounts even after the 60-day period:

- a. up to 250 percent of the cost to correct or complete work known at the time of substantial completion, and
- b. the greater of \$500 or one percent of the value of the contract pending submission of final paperwork.

The first amount must be released within 60 days of work completion. The second must be released within 60 days of submission of final paperwork Minn. Stat. § 15.72

References:

- Minn. Stat. § 123B.52 (Contracts)
- Minn. Stat. § 471.435 (Municipal Contracting Law)
- Minn. Stat. § 471.35 (Specifications of Supplies or Equipment)
- Minn. Stat. § 16C.285 (Responsible Contractor)
- Minn. Stat. § 574.26 (Contractors Bonds for Public Work)
- Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
- Minn. Stat. § 15.72 (Progress Payments on Public Contracts; Retainage)
- Minn. Stat. § 270C.66 (Withholding Affidavit)

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: May 22, 2017
Revised: March 7, 2022
Revised: Month, Date, 2025

Federal Awards Administration Policy

I. PURPOSE

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

II. DEFINITIONS

A. Grants

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

[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]

- B. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- C. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
 1. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 2. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
 3. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

4. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000 except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. "Procurement by simplified acquisitions ~~small purchase~~ procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$175,000 (periodically adjusted for inflation).
 3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
 5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).

- H. “Post-retirement health plans” refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards - The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Guidance.
- B. Methods of Procurement. The school district must use one of the following methods of procurement:
 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by simplified acquisitions ~~small-purchase~~ procedures. If simplified acquisitions ~~small-purchase~~ procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- Proposals must be solicited from an adequate number of qualified sources;
- The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
- The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

- The item is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
- After solicitation of a number of sources, competition is determined inadequate.

C. Suspension and Debarment - Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred.

1. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000. This verification may be accomplished by:

- Checking the Sam.gov website maintained by the General Services Administration (GSA)
 - Collecting a certification from the entity, or
 - Adding a clause or condition to the covered transaction with that entity. The subrecipient cannot make a contract to parties listed on the Sam.gov website as debarred, suspended, or otherwise excluded by federal agencies.
2. All non-procurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

IV. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district can be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

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

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

the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

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

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

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

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

D. Financial and Budgetary Compliance

1. **Monitoring Grant Funds** – Departments may use some internal mechanism to monitor grant revenues, expenditures, and budgetary compliance, at the grant level. The Financial system is set up to uniquely track federal awards from nonfederal by using the UFARS coding system.
2. **Grant Budgets** – The terms of each specific grant will dictate whether any budget transfers between budgeted line items will be permitted. In no case will the Program Director be authorized to exceed the total budget authority provided by the grant.

V. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

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

B. Definitions

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

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

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

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;

15. Security costs;
16. Proposal costs;
17. Publication and printing costs;
18. Rearrangement and alteration costs;
19. Rental costs of building and equipment;
20. Training costs; and
21. Travel costs.

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

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;

12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

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

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - Necessary for the proper and efficient performance or administration of the program.
 - Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense considering the cost, needs, and requirements of the program.
 - Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also

need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

- Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
- Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

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

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

H. Approved Plans, Budgets, and Special Conditions

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

I. Training

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

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

VI. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

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

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

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

B. Compensation – Fringe Benefits

1. During leave. The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as

for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

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

1. Critical and necessary for the conduct of the project;
 2. Allowable under the cost principles set forth in the Uniform Guidance;
 3. Consistent with the school district's cost accounting practices and school district policy; and
 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

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

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

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

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

VII. CASH MANAGEMENT REQUIREMENTS

- A. Rationale – The District must minimize the time elapsing between the transfer of funds from the grant oversight agency and the disbursement by the district whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means. Generally, the District receives payment from the grant oversight agency on a reimbursement basis.
- B. Advance Payments – means a payment that a Federal awarding agency or pass-through entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-Federal entity disburses the funds for program purposes.
1. Must be deposited and maintained in insured accounts whenever possible.
 2. Must be maintained in interest-bearing accounts, unless the following apply:
 - The District receives less than \$120,000 in Federal awards per year.
 - The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances.
 - Interest earned amounts up to \$500 per year may be retained by the District for administrative expense. If the District earns any additional interest on Federal advance payments deposited in interest-bearing accounts, follow procedures stated in 2 CFR section 200.305(9).
 - The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
- C. Reimbursement Based Payments – means program costs will be expended and disbursed prior to requesting reimbursement from the Federal awarding agency.
1. Cash draws will be initiated by Program Director and/or Finance Department who will determine the appropriate draw amount. Documentation of how the amount was determined will be retained and signed/dated.
 2. Supporting documentation of the cash draw paperwork will be filed along with the approved paperwork described above and retained for audit purposes.

IX. SUBRECIPIENT MONITORING AND MANAGEMENT

- A. Rationale - The District may concurrently receive Federal awards as a recipient, a subrecipient, and a contractor, depending on the substance of its agreements with

Federal awarding agencies and pass-through entities. Therefore, a pass-through entity must make case-by-case determinations whether each agreement it makes for the disbursement of Federal program funds casts the party receiving the funds in the role of a subrecipient or a contractor.

B. Definitions

1. Pass-through Entity (PTE) – A non-Federal entity that provides a subaward to a subrecipient to carry out part of a Federal program.
2. Subaward – An award provided by a PTE to a subrecipient to carry out part of a Federal award received by the PTE. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A subaward may be provided through any form of legal agreement, including an agreement that the PTE considers a contract.
3. Subrecipient – A non-Federal entity that receives a subaward from a PTE to carry out part of a Federal program; but does not include an individual that is a beneficiary of such program.
4. Contract – A legal instrument by which a non-Federal entity purchases property of services needed to carry out the project or program under a Federal award. The term as used in Part 2 CFR does not include a legal instrument, even if the non-Federal entity considers a contract, when the substance of the transaction meets the definition of a Federal award or subaward.
5. Contractor – An entity that receives a contract, i.e. a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under Federal award.

C. Policy - Subrecipient/Contractor Determination

1. A non-Federal entity may concurrently receive Federal awards as a: Recipient, Subrecipient, and/or Contractor. PTE must make case-by-case determination whether each agreement it makes for the disbursement of Federal program funds casts the party receiving the funds in the role of a Subrecipient, or Contractor.
2. The differences between Subrecipient and Contractor are as follows:

Subrecipient	Contractor
Creates a Federal assistance relationship	Purpose is to obtain goods and services for the District's own use and creates a procurement relationship
Determines who is eligible to receive what Federal assistance	Provides the good and services within normal business operations

Has its performance measured in relation to whether objectives of a Federal program were met	Provides similar goods or services to many different purchasers
Has responsibility for programmatic decision making	Normally operates in a competitive environment
Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and	Provides good or services that are ancillary to the operations of the Federal program; and
In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing stature, as opposed to providing goods or services for the benefit of the PTE	Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons

3. Subrecipient Requirements

- Federal award identification
- All requirements imposed by the Pass-through Entity (PTE)
- Any additional requirements that the PTE imposes on the subrecipient in order for the PTE to meet its own responsibility to the federal awarding agency including identification of any required financial or performance reports.
- An approved federally recognized indirect cost rate negotiated between the subrecipient and the Federal government or, if no such rate exists, either a rate negotiated between the PTE and the subrecipient or a de minimis indirect cost rate
- A requirement that the subrecipient permit the PTE and auditors to have access to the subrecipients records and financial statements, as necessary for the PTE to meet its requirements.
- Appropriate terms and conditions concerning the closeout of the subaward

4. Subrecipient Risk of Noncompliance

- Audit will evaluate subrecipient risk of noncompliance for purposes of determining appropriate subrecipient monitoring including consideration of such factors as:
 - Subrecipient experience with the same or similar subawards;
 - Results of previous audits, including whether the subrecipient receives a single audit and the extent to which the subaward has been audited as major;

- Whether subrecipient has new personnel or substantially changed systems; and
- Extent and results of Federal awarding agency monitoring.

5. Required Subrecipient Monitoring Activities

- The pass-through entity must monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved. Pass-through entity monitoring of the subrecipient must include:
 - Review financial and programmatic reports
 - Follow-up and ensure that the subrecipient takes timely and appropriate action on all deficiencies pertaining to the Federal award through audits, on-site reviews, and other means.
 - Issue management decisions for audit findings pertaining to the federal award provided to the subrecipient.
- Pass-through entity monitoring of the subrecipient plan should be:
 - Clearly identify necessary activities and responsible parties
 - Review debarment lists
 - Allow for consistency throughout monitoring activities
 - Characteristics include data quality reviews, required progress reporting, site and desk reviews, potentially critical for large-scale projects, compliance auditing and develop corrective action plans.
 - Once the process has concluded, develop and implement an internal action plan to revise policies and procedures, enforce compliance with the internal requirements and execute ongoing monitoring
 - Utilize your internal auditors to conduct regular, detailed reviews
 - Document the execution of monitoring activities and corrective action taken.
- The remedies for non-compliance are as follows:
 - If non-federal entities fail to comply with the requirements, the PTE may impose additional conditions as described in statute §200.207

- If non-compliance cannot be remedied with additional conditions, the PTE may take one or more of the following actions, as appropriate:
 - Temporarily withhold cash payments
 - Disallow all or part of cost of the activity not in compliance
 - Wholly or partly suspend or terminate the federal award
 - Recommend that the federal agency initiate suspension and debarment proceedings
 - Withhold further federal awards
 - Take other remedies that may be legally available

Anoka-Hennepin School District
Anoka, MN 55303
Adopted: March 7, 2022
Revised: Month, Date, 2025

STUDENT CELL PHONE AND PERSONAL TECHNOLOGY DEVICE POLICY

I. PURPOSE

The purpose of this policy is to help ensure student focus on learning by limiting distractions from student use of cell phones and other personal technology devices (PTDs) at school.

II. GENERAL STATEMENT OF POLICY

The School Board recognizes the near ubiquitous use of cell phones and PTD among students and families. The School Board also recognizes the importance of reducing distractions from learning for students during the school day. Restricting cell phone use in the classroom and throughout the instructional day will increase student engagement and learning and limit the immediate negative impacts of social media.

III. DEFINITIONS

For purposes of this policy, the following definitions apply:

- A. The term “cell phone” means a phone with access to a cellular radio system so it can be used over a wide area, without a physical connection to a network.
- B. The term “personal technology device” (“PTD”) means a privately owned or possessed electronic device primarily used for personal reasons and not required for instruction or participation in the school day. Examples of PTDs include (but are not limited to): smart phones, electronic tablets, laptop computers, bluetooth devices connected to cellular networks or internet (e.g. watches, headphones, earbuds, smart glasses) and electronic cameras and other recording devices.

IV. GENERAL PROVISIONS

- A. Students are expected to conduct themselves in a manner that respects the rights of others. Use of a cell phone or PTD in a manner that interferes with a positive, orderly, educational environment or does not respect the rights of others is not acceptable.
- B. Students bring cell phones and PTDs to school at their own risk. The District assumes no liability for loss, theft, damage, nor liability for any unauthorized use of an electronic device. If a device is confiscated under this policy, no responsibility for the safety or security of the device is guaranteed.
- C. This policy applies to student conduct occurring on school property and during school related activities.

V. SPECIFIC PROHIBITIONS AND EXPECTATIONS IN USE OF CELL PHONES AND PTDs

A. Prohibited Uses: All students are strictly prohibited from using cell phones or PTDs under the following circumstances:

1. Using the device to record or post a fight, assault or other illegal or illicit activity on the internet or social media.
2. Using the device to photograph, video record/capture images, audio record/capture conversations or events, listen-in on, track, or engage in surveillance of any student or staff person: (a) without that person's knowledge or consent; and (b) in a manner that is harmful to another or an invasion of privacy. This provision would not apply to pictures, video or audio recording of persons present at school sponsored events open to the public when the student is otherwise complying with school board policy.
3. Using a device in locker rooms, restrooms, rooms designated for changing clothing or in other areas where there is an increased expectation of privacy.
4. Using the device to engage in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, wrongfully obtaining test copies or scores or accessing artificial intelligence to complete tests or assignments (unless expressly authorized by a classroom teacher or site administrator).
5. Using the device on school property or at a school sponsored activity to create, send, share, view, receive, or possess an indecent or obscene visual depiction of oneself or another person.
6. Possessing a surreptitious surveillance device on school property or during a school sponsored activity without the expressed permission of building administration.
7. Using the device while operating a motor vehicle on school property.

B. Specific Use of Cell Phones or PTDs in Elementary and Middle Schools: Cell phones and other PTDs must be "powered off and away," concealed and not be powered on or used in any way during regular operations of the school day, during other school-sponsored and supervised group activities during the school day (e.g., during student assemblies, field trips, events, or other ceremonies, etc.), or when their use is otherwise prohibited by school personnel.

C. Specific Use of Cell Phone or PTDs in High Schools: Students must turn off their cell phones and PTDs or put them in airplane mode during class time and store them in their backpack unless the teacher has given permission for use. During passing time and at

lunch students are permitted to use their cell phones.

Other potential language suggested at policy committee meeting:

Students' cell phone use is not permitted in the classrooms. Cell phones and other PTDs must be "powered off and away" unless the teacher has given permission for use for educational purposes only. During passing time and at lunch students are permitted to use their cell phones.

D. Expectations for Permitted to Uses Cell Phones or PTDs: Students permissibly using a cell phone or a PTD while on school property must exhibit respect for the educational environment by: (a) putting away the device upon the reasonable request of staff or administration; (b) using the device in a manner that does not distract from the educational process or disturb other students; (c) using the device in a manner that respects the property and copyright rights of others; (d) using the device in a manner that does not interfere with the safe operation of school transportation, or the safety of students or driver.

VI. EXCEPTIONS

Students may possess and use their cell phone or other PTD during instructional time or when otherwise prohibited, under the following circumstances:

A. When specifically authorized under a current individual education plan (IEP), a Section 504 accommodation plan, or a health care plan in force and effect for the student.

C. The device is needed to respond to or report an emergency. For purposes of this policy, "emergency" shall mean an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or property damage.

D. For instructional purposes in accordance with specific school procedures and under the direction of the school principal.

VII. VIOLATIONS

Use of a cell phone or PTD in violation of this policy will result in a corrective action which may include: office referral for repeat or non-compliant offenders of the policy; temporary confiscation of the device by building administration; revocation of the privilege to possess the device on school property or at school sponsored activities; and/or disciplinary action (up to and including) detention, suspension; expulsion; and/or referral to law enforcement. (Note: Prohibited use of a cell phone or PTD under this policy may also be investigated and treated as a violation of Policy 413 (Harassment, Violence, and Discrimination), Policy 514 (Bullying and Cyberbullying), Policy 526 (Hazing Prohibition), and/or Policy 506 (Student Discipline).

VIII. PARENT COMMUNICATION DURING SCHOOL DAY

If a parent/guardian has an emergency and needs to contact a student right away, they may call the main office at the school and a message will be sent promptly to the classroom to have the student step out and call home.

IX. CELL PHONE AND PTD SEARCHES

Student cell phones or PTDs are subject to search upon reasonable suspicion that the device has been used in a manner that violates the law or school policy. Any search of a student's personal electronic device must be conducted at the direction of the building administrator and must be narrowly tailored to respect a student's privacy. Unless there are exigent circumstances requiring an immediate search of the device, building administration are encouraged to confer with the District's General Counsel's Office before conducting a search of a cell phone.

Legal References: U. S. Const., Amendment 1
Minn. Stat. § 121A.73

Cross References: Policy 506 (Student Discipline)
Policy 524 and 524.2G (Internet Acceptable Use and Safety)
Policy 903.2 (Parental Contact with Student During the School Day)

Adopted [month and date], 2025