

# SUPERINTENDENT'S REPORT AND AGENDA

Regular Meeting of the Board of Education  
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

If you require a reasonable accommodation in order to attend the board meeting or view the livestream, please contact Board Secretary Cassandra Quam at [cassandra.quam@rpsmn.org](mailto:cassandra.quam@rpsmn.org) or 612-798-6012 at least 24 hours before the meeting.

## **Monday, March 2, 2026 7 p.m. School Board Meeting**

- I. CALL TO ORDER
- II. REVIEW AND APPROVAL OF THE AGENDA
- III. INFORMATION AND PROPOSALS -- NON-ACTION ITEMS
  - A. Superintendent Update (pages 9-31)
    - 1. Richfield Dual Language School Presentation (pages 10-17)
    - 2. Special Education Child Count Presentation (pages 18-31)
  - B. Commendations (page 32)
- IV. CONSENT AGENDA
  - A. Routine Matters (pages 33-48)
    - 1. Minutes of the Regular Meeting held February 17, 2026 (pages 34-42)
    - 2. General Disbursements as of 2/23/26 in the Amount of \$923,627.82 (pages 43-47)
    - 3. Investment Holdings (page 48)
  - B. Personnel Items (page 49)
- V. OLD BUSINESS
  - A. Policy 701: Budget and Fund Reserves & Administrative Guideline 701.1 (pages 50-64)
  - B. Policy 413: Staff Use of School Facilities & Administrative Guideline 413.1 (pages 65-71)
- VI. NEW BUSINESS
  - A. Achievement & Integration Plan 2026-2029 (pages 72-81)

- B. Acceptance of Fiscal Year 2025 Final Federal Single Audit Report (pages 82-101)
- C. Renewal of Group Medical Coverage (page 102)
- D. Renewal of Group Dental Coverage (page 103)
- E. Policy 611: Provision for Alternative Instruction & Administrative Guideline 611.1 (pages 104-107)
- F. Donations (page 108)

VII. ADVANCE PLANNING

- A. Legislative Update
- B. Information and Questions from Board
- C. Suggested/Future Agenda Items
- D. Future Meeting Dates

3-16-2026	7 p.m.	Regular Board Meeting – Public Comment
4-6-2026	7 p.m.	Regular Board Meeting

VIII. ADJOURN REGULAR MEETING

**INFORMATION AND PROPOSALS –  
NON-ACTION ITEMS**

**Agenda Item II.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Ongoing Data Reference List**

**Acronyms:**

This list will be added to for each board meeting whenever acronyms are presented in following items of the board packet.

ABE:	Adult Basic Education
AC:	All Conference
ACCESS:	Assessing Comprehension & Communication in English State-to-State
ACHM:	All Conference Honorable Mention
ADA:	Americans with Disabilities Act
ADM:	Average Daily Membership
A.I.:	American Indian
A.I.:	Artificial Intelligence
A&I:	Achievement & Integration
ALC:	Area Learning Center
AMSD:	Association of Metropolitan School Districts
AP:	Advanced Placement
AP:	Assistant Principal
APBP:	Association of Pedestrian and Bicycle Professionals
BGC:	Background Check
BGC:	Boys & Girls Club
BIPOC:	Black, Indigenous, and People of Color
BILT or ILT:	(Building) Instructional Leadership Team
BLT:	Beacons Leadership Team
BOLT:	Building Operational Leadership Team
BPH:	Bloomington Public Health
C&A:	Connect & Assess
CACR:	Comprehensive Achievement and Civic Readiness (previously World's Best Workforce)
CAREI:	Center for Applied Research & Educational Improvement
CASEL:	Collaborative for Academic, Social, and Emotional Learning
CBM:	Curriculum Based Measurement

CCR:	Career & College Readiness
CDC:	Centers for Disease Control
CE:	Community Education
CIS:	College in the Schools
CPR & AED:	Cardiopulmonary Resuscitation & Automated External Defibrillator
DA:	Dream Act
D.O.:	District Office
DSLNL:	District Summer Learning Network
EAP:	Employee Assistance Program
ECFE:	Early Childhood Family Education
ECSE:	Early Childhood Special Education
ELA:	English Language Arts
EL or ELL:	English Learner or English Language Learner
ESSA:	Every Student Succeeds Act
ESST:	Earned Sick and Safe Time
ESL:	English as a Second Language
ESY:	Extended School Year
FAFSA:	Free Application for Federal Student Aid
FFVP:	Fresh Fruit and Vegetable Program
F/R or FRP:	Free/Reduced or Free and Reduced Price (usually referring to eligible students)
FTE:	Full-Time Equivalent
FY:	Fiscal Year
GASB:	Governmental Accounting Standards Board
GLOW:	Gay, Lesbian or Whatever (LGBTQ+/allies student group)
GPA:	Grade Point Average
HHM:	Homeless/Highly Mobile
HR:	Human Resources
HSSC:	Hennepin South Services Collaborative
HVAC:	Heating, Ventilation, & Air Conditioning
IEP:	Individualized Education Plan
IHP:	Individual Healthcare Plan
IPAC:	Indigenous Parent/Guardian Advisory Committee
IT:	Instructional Technology
LAN:	Local Area Network
LETRS:	Language Essentials for Teachers of Reading and Spelling
LGBTQ+ or LGBTQIA+:	Lesbian, Gay, Bisexual, Transgender, Queer, and others or Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and others
LOR:	Local Optional Revenue
LTD:	Long Term Disability
LTFM:	Long-Term Facilities Maintenance
MASA:	Minnesota Association of School Administrators
MASMS:	Minnesota Educational Facilities Management Professionals Association

MCA:	Minnesota Comprehensive Assessments
MDE:	Minnesota Department of Education
MDH:	Minnesota Department of Health
MIEA:	Minnesota Indian Education Association
MIRA:	Módulo de información recursos y apoyo (CE partner)
MLL:	Multilingual Learning
MnDOT:	Minnesota Department of Transportation
MNEEP:	Minnesota Education Equity Partnership
MOA:	Memorandum of Agreement
MSBA:	Minnesota School Boards' Association
MSHSL:	Minnesota State High School League
MTSS:	Multi-Tiered Systems of Support
MVP:	Most Valuable Player
NA/I:	Native American/Indigenous
NCTM:	National Council of Teachers of Mathematics
NSBA:	National School Boards' Association
NSPRA:	National School Public Relations Association
NWEA-MAP	Northwest Evaluation Association-Measures of Academic Progress
OPEB:	Other Post-Employment Benefits
OSHA:	Occupational Safety and Health Administration
OW:	Outreach Worker
PAG:	Parent Advisory Group
PD:	Professional Development
PICA:	Parents in Community Action (Head Start organization)
PLC:	Professional Learning Community
PSEO:	Postsecondary Enrollment Options
PTO or PTSO:	Parent-Teacher Organization or Parent-Teacher-Student Organization
POS:	Point of Sale
POY:	Player of the Year
Q Comp:	Alternative Teacher Professional Pay System
RCEP:	Richfield College Experience Program
RDLS:	Richfield Dual Language School
READY:	Residents Encouraging Asset Development in Youth
RFP:	Request for Proposal
RHRC:	Richfield Health Resource Center
RHS:	Richfield High School
RLFA:	Richfield Latino Family Association
RMS:	Richfield Middle School
ROAR:	Rapid Online Assessment of Reading
RPS:	Richfield Public Schools
SAEBRS:	Social, Academic, and Emotional Behavior Risk Screener
SBG:	Standards-Based Grading
SEC:	South Education Center
SEIU:	Service Employees International Union

SEL:	Social-Emotional Learning
SLA:	Spanish Language Arts
SPED:	Special Education
SRTS:	Safe Routes to School
STAR:	Standardized Test for Assessment of Reading
STAT:	Student and Teacher Assistance Team
STEM:	Science, Technology, Engineering, and Math
SWBE:	Schoolwide Behavior Expectations
SY:	School Year
T&L:	Teaching & Learning
TMC:	Tri-Metro Conference
T Plus or T+	Transition Plus
TS GOLD:	Teaching Strategies GOLD® Assessment
UFARS:	Uniform Financial Accounting and Reporting Standards
VEBA:	Voluntary Employees' Beneficiary Association
VPK:	Voluntary Prekindergarten
WIDA:	World-Class Instructional Design & Assessment
WIN:	What I Need
YTD:	Year-to-Date

## **RPS Student and Staff Demographic Data:**

### **2025-2026 Student Data**

3,986 Students Districtwide

- 3,835 Traditional Count
  - 1,707 Elementary (K-5)      Average Class Size = 22.17
  - 748 Middle (6-8)              Average Class Size = 23.07
  - 1,246 High (9-12)            Average Class Size = 25.24
  - 103 Prekindergarten (16 ECSE VPK)
  - 31 Transition+
- 151 Voluntary Prekindergarten (VPK)

Student Diversity (based on state/federal categories\*)

- BIPOC: 71.25%
  - American Indian or Alaska Native: 1.13%
  - Asian: 3.31%
  - Hispanic: 45.06%
  - Black or African American: 13.62%
  - Native Hawaiian or Other Pacific Islander: 0.05%
  - 2 or More Races: 8.08%
- White: 28.75%

\*Understanding state/federal student race categories: The federal data collection of race/ethnic data requires a two-part question. The first part asks if the student is

Hispanic/Latino. The federal government considers Hispanic/Latino to be an ethnicity. The second part requests at least one of the following be selected: American Indian, Asian, Black or African American, Native Hawaiian or Pacific Islander, or White. The federal government considers these groups to be races. If a family selects Hispanic/Latino, a student is reported as Hispanic/Latino to the federal level. For example, if a student is indicated as Hispanic/Latino and White, they would be reported as Hispanic/Latino in the state and federal data. If a family selects more than one of the following: American Indian, Asian, Black or African American, Native Hawaiian/Pacific Islander, or White, the student is reported to the federal level as “two or more races.” For example, if a student is indicated as both American Indian or Alaska Native and White, they would be reported as “two or more races” in the state and federal data. If families do not fill out the race information, districts are required to decide the federal race/ethnicity questions based on the best information they have and to submit the information to MDE.

#### English Learners

- ELL: 25.74%
- Non-ELL: 74.26%

#### Free/Reduced Eligible

- Eligible: 55.7%
- Not Eligible: 44.3%

### **2025-2026 Staff Data**

#### 672 Total Staff Districtwide (629.398 FTE)

- 343 Teachers/Licensed Staff (Non-administrators)
- 121 Paraprofessionals
- 78 Facilities & Transportation
- 44 Administration & Classified Management
- 39 Nutrition Services
- 25 Administrative Support Professionals
- 11 Outreach Workers
- 11 Other

(Does not include casual, substitutes, or cocurricular assignments)

#### Staff Diversity (based on self-reported categories)

- BIPOC: 27.97%
  - Hispanic/Latino: 15.03%
  - Black/African American: 5.8%
  - Asian: 3.27%
  - Multiracial: 2.53%
  - American Indian/Alaskan: 1.34%
- White: 72.02%

**INFORMATION AND PROPOSALS –  
NON-ACTION ITEMS**

**Agenda Item II.B.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Ongoing Board Calendar**

Upcoming Events to Attend:

Wednesday, March 4: RHS Boys Basketball Quarterfinal Game, 7 p.m.  
Thursday, March 5: RHS Empty Bowls Community Art Event, 5 p.m.  
Saturday, March 7: RHS Boys Basketball Semifinal Game, 2 p.m. (tentative)  
Thursday, March 12: RHS Boys Basketball Championship Game, 7 p.m. (tentative)  
Monday, March 16: School Board Meeting  
Wednesday, March 18: RMS Chamber Ensembles Recital, 7 p.m.  
Tuesday, March 24: Districtwide Choral Festival, 6:10 p.m. @ RHS

Upcoming Holidays, Heritage Months, and Appreciation Days:

March is Women's History Month

March 1-7: School Social Workers Week

**INFORMATION AND PROPOSALS –  
NON-ACTION ITEMS**

**Agenda Item III.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Superintendent Update**

RDLS Principal Matthew Arnold will provide a presentation. Director of Special Education Jennifer Krueger will present the annual child count.

**Attachments:**

Richfield Dual Language School Presentation  
Special Education Child Count Presentation

*Enriching and accelerating learning*

**R**

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**Richfield Dual Language School - SEL Instruction and Supports**



School Board Presentation

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March 2, 2026

*Enriqueciendo y acelerando el aprendizaje*

## School Improvement Plan Goal



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- We will reduce the amount of physical contact behaviors from 79 incidents in 2024-2025 school year to 30 incidents for the 2025-2026 school year
- Tier One - strong classroom community, morning meeting, Conscious Discipline, Second Step
- Explicit instruction of social skills and problem solving
- Positive SEL → Academic Achievement



**RDLS**  
**Monarchs Are...**

*Las monarcas de RDLS son...*



**safe**  
seguros



**responsible**  
responsables



**kind**  
amables



**RICHFIELD**  
DUAL LANGUAGE  
SCHOOL

- Screener we give twice per year
- Students assess themselves and teachers assess each student
- SEL Team and Grade Level PLCs analyze data
- Plan for each student who shows need

## Expectativas de las Monarcas

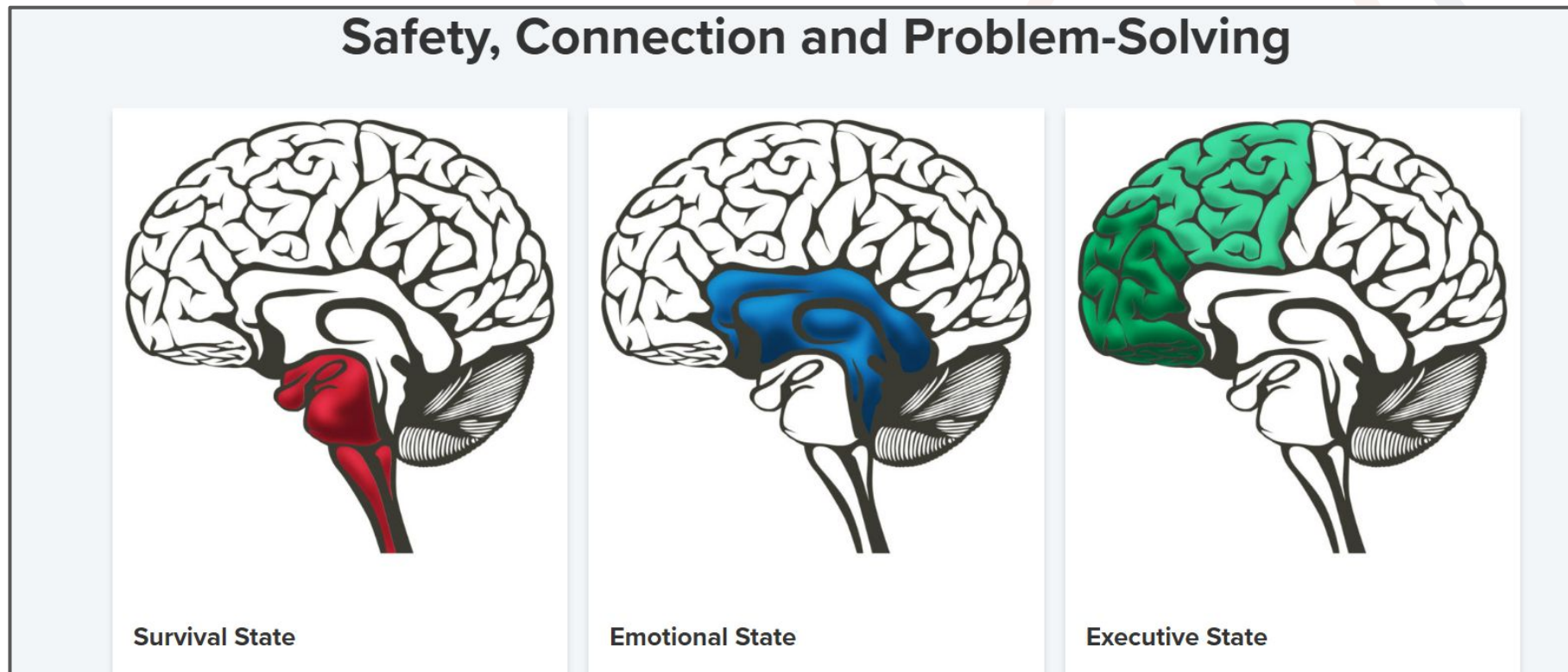
EN EL SALÓN		
Somos AMABLES	Somos RESPONSABLES	Somos SEGUROS
<ul style="list-style-type: none"> <li>• Utilizamos los materiales, la propiedad y la tecnología correctamente</li> <li>• Utilizamos palabras y acciones amables</li> </ul>	<ul style="list-style-type: none"> <li>• Nos esforzamos a hacerlo lo mejor posible</li> <li>• Mantenemos nuestro espacio limpio</li> <li>• Pedimos ayuda</li> <li>• Seguimos las instrucciones de los adultos</li> </ul>	<ul style="list-style-type: none"> <li>• Estamos en el salón a menos que tengamos permiso para salir</li> <li>• Mantenemos nuestras manos, pies y objetos para nosotros mismos</li> </ul>
		

# Conscious Discipline - Brain States



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- Conscious Discipline focuses on educators first
- Practices focus on creating safety and connection
- Problem solving is most effective when we are in the executive state



# Conscious Discipline - Time Machine



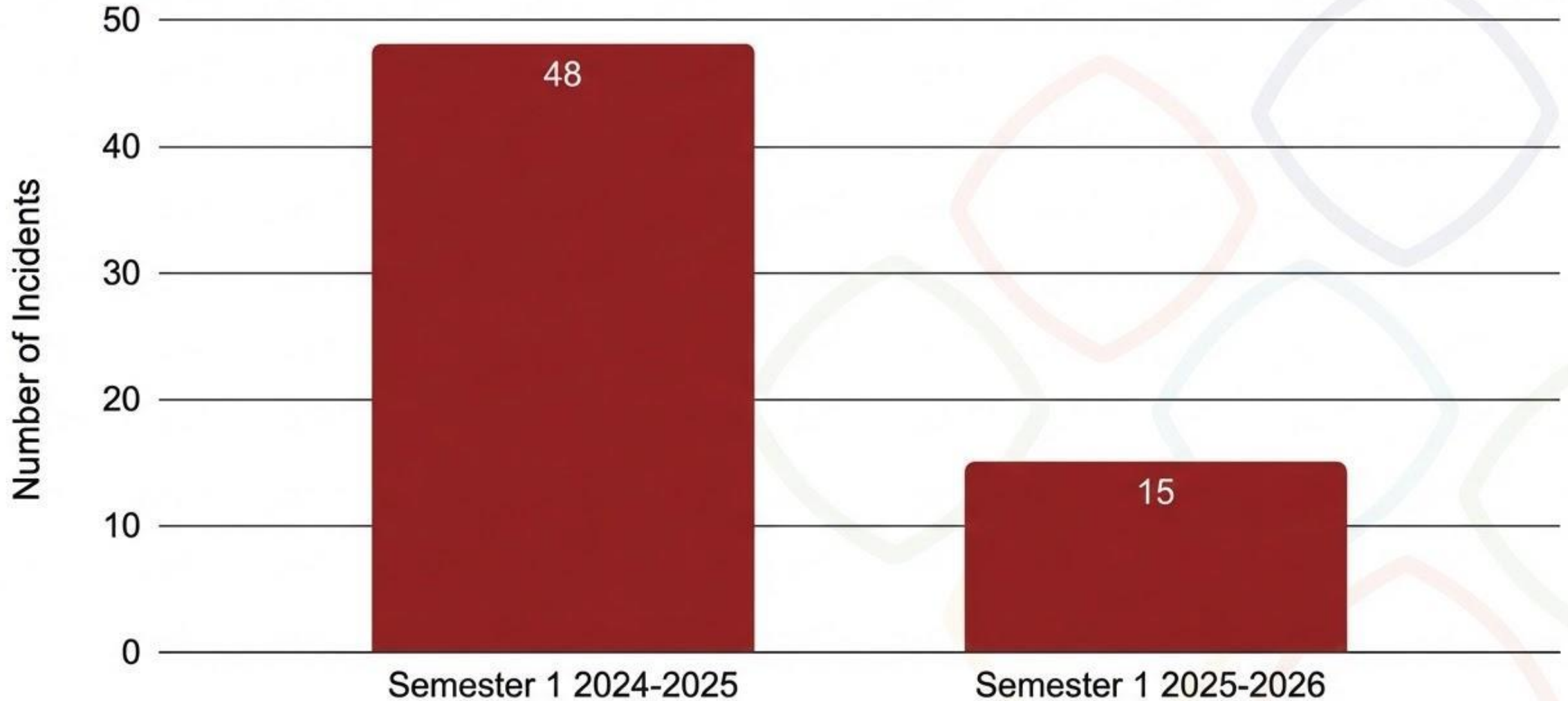
**RICHFIELD**  
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- Problem solving strategy for students to teach assertion
- Professional Development provided during PD Day in November
- Ongoing coaching and support for teachers from the School Social Worker and Student Engagement Specialist



# Impact of our SEL work

## Major Behavior Incidents



## Continue to Strengthen:

- Tier One Practices of belonging for all students
- Additional reinforcement with students around problem solving strategies





*Cielito Lindo*

*Count on Me*



*Enriching and accelerating learning*



**Special Education  
Unduplicated Child Count:  
School Board Presentation**

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Jennifer Krueger, Ed.D.  
Director of Special Education

March 2, 2026

*Enriqueciendo y acelerando el aprendizaje*



**Richfield Unduplicated Child Count 833**

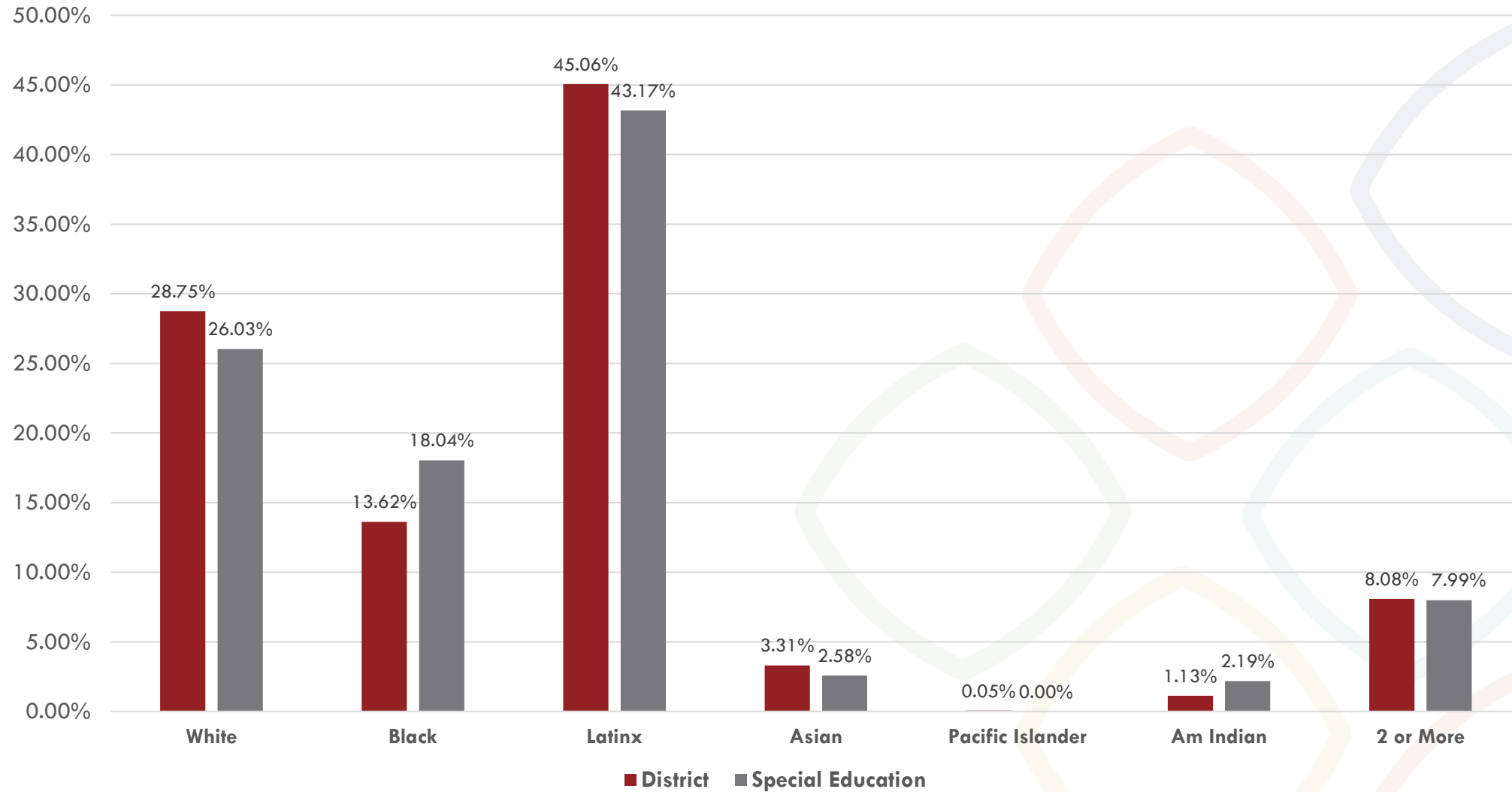
**Receiving service in Richfield 776**

- Included non-residents served 119

**Resident students served out of District 176**

- **Intermediate 287**
  - Special Education Placements 25
  - Alternative Learning Center 23
  - 2
- **Open Enrolled or Private School 151**

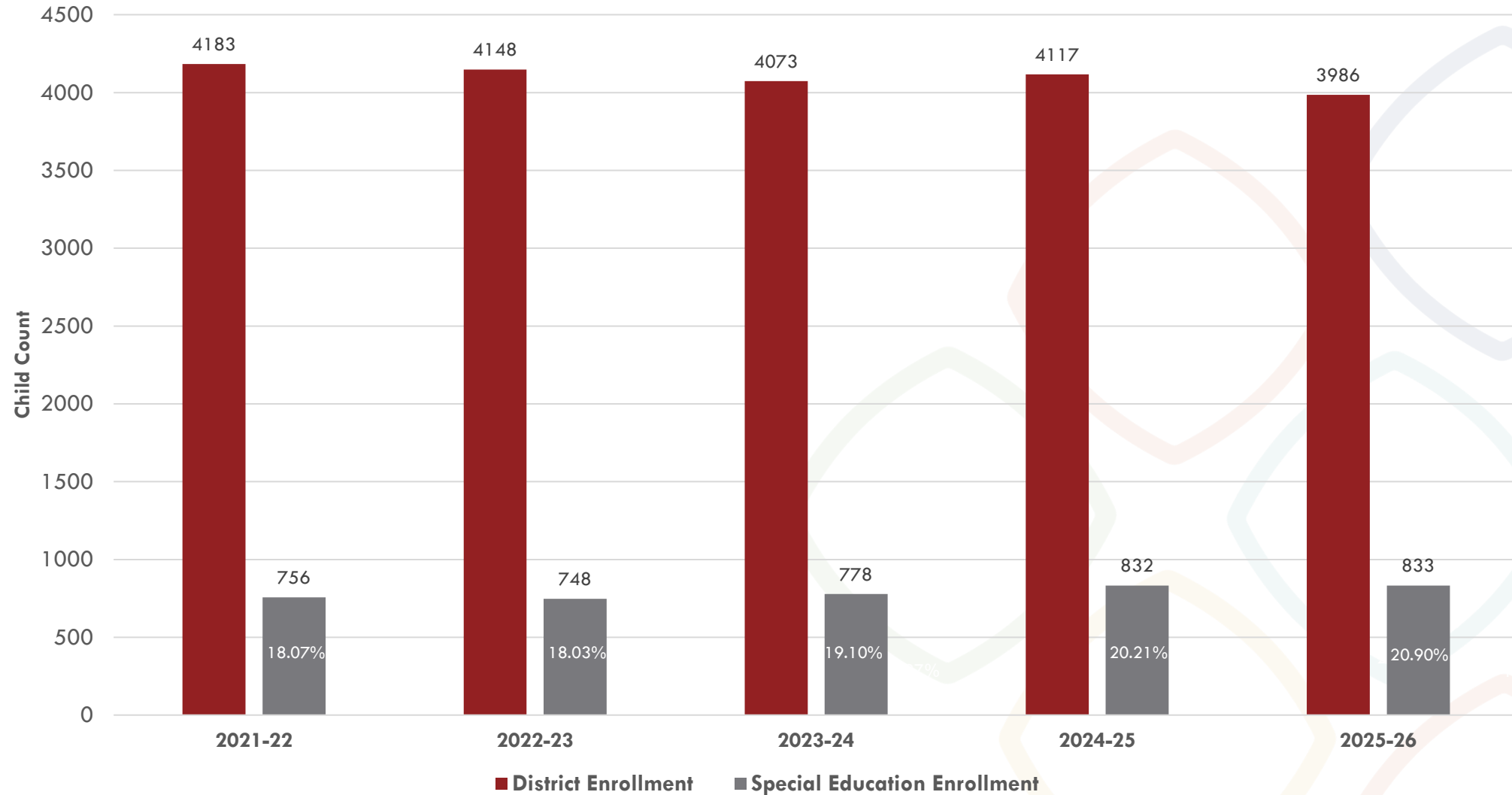
# Richfield Demographics



# Five Year Child Count Comparison



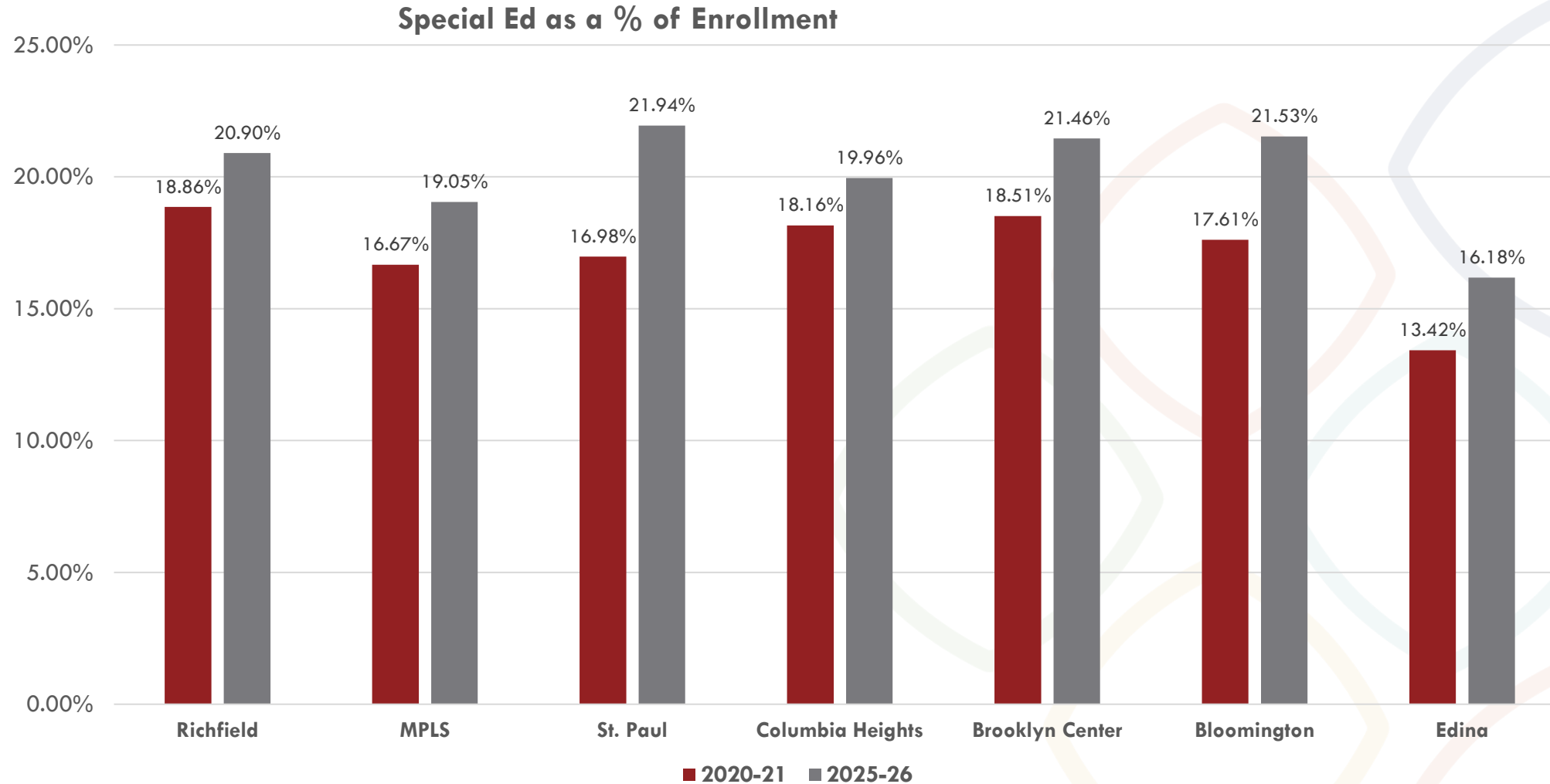
**RICHFIELD**  
PUBLIC SCHOOLS



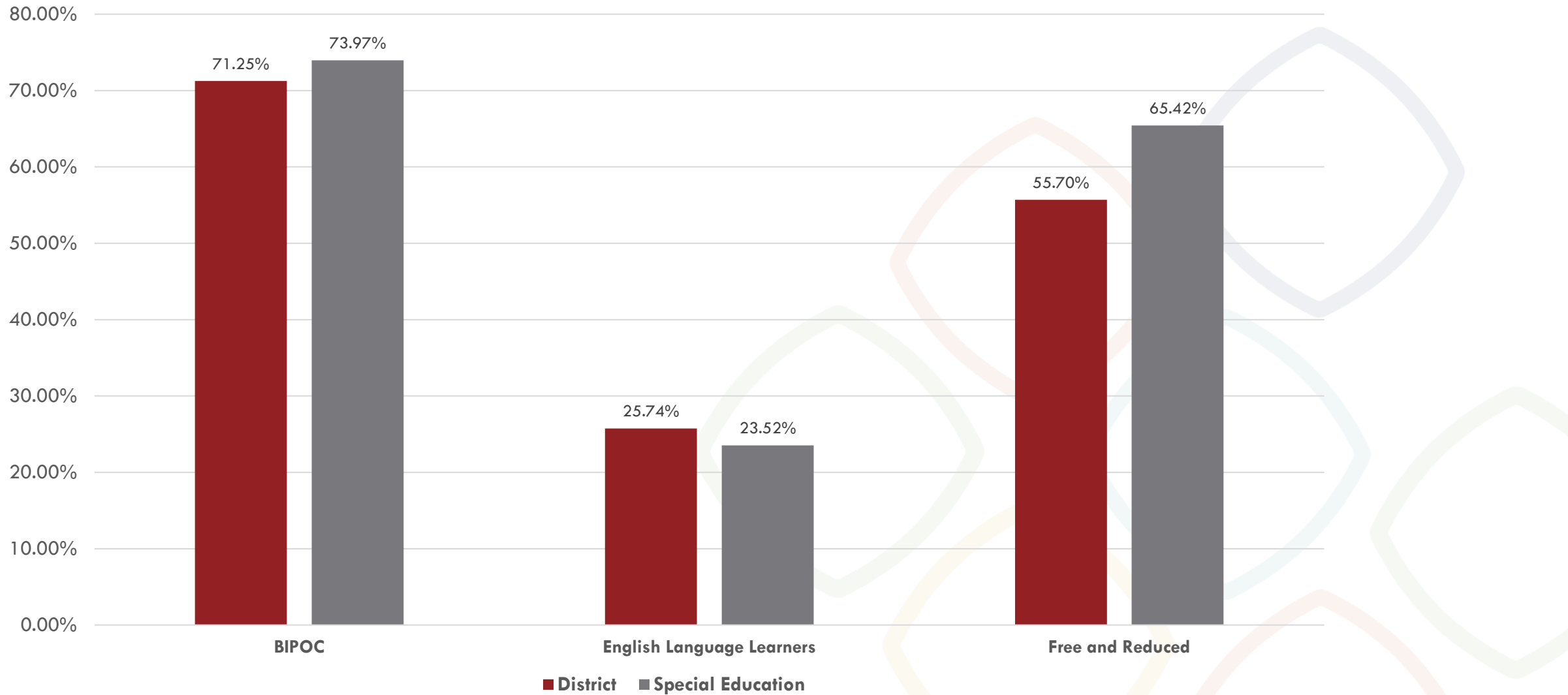
# District Special Education Child Count Comparison



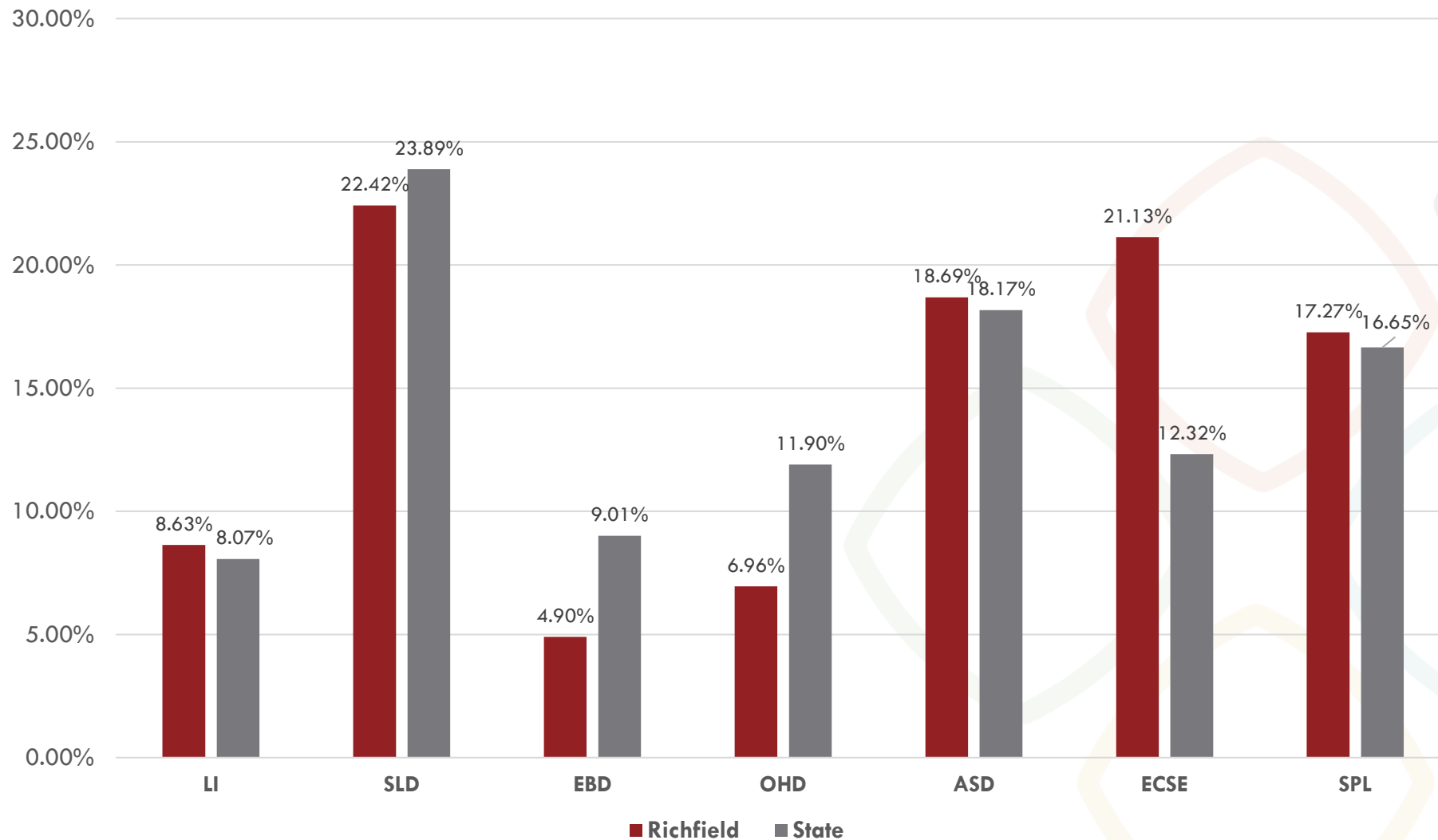
**RICHFIELD**  
PUBLIC SCHOOLS



# Special Education Demographics Compared to District



# State Disability Comparisons



LI – Low Incident  
(Developmental Cognitive Disabilities, Physically Impaired, Deaf/Hard of Hearing, Visually Impaired, Deaf/Blind, Severely Multiply Impaired)

SLD – Specific Learning Disabilities

EBD – Emotional/Behavioral Disorders

OHD – Other Health Disabilities

ASD – Autism Spectrum Disorder

ECSE – Early Childhood Special Ed

SPL – Speech/Language Impaired



## Districtwide Center Based Projections

	Developmental Cognitive Disabilities	Emotional/Behavioral Disorders
FY 23	57	14
FY 24	60	22
FY 25	81	36
FY 26	84	39
FY 27 (projected)	91	36
FY 28 (projected)	100	33

# District 287 Setting IV Placements:

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## District 287 Placements

	Setting IV Placements
FY 23	24
FY 24	31
FY 25*	30
FY 26	23
FY 27 (projected)	24

\* Setting IV Emotional/Behavioral Disorders (EBD) programming shifted to District 287 beginning in FY 25



- Our unduplicated child count remained stable, and there was a 3% increase in the number of students receiving special education services in RPS.
- Students served through Early Childhood Special Education in RPS increased 14% and continue to be above the state average. This is an opportunity for early intervention and supports.
- RPS has seen an increase in students requiring center-based programming to address intensive needs, and continued increases are anticipated.
- The number of RPS students receiving special education services who are served by Intermediate District 287 has decreased from last school year and is expected to remain stable next year.

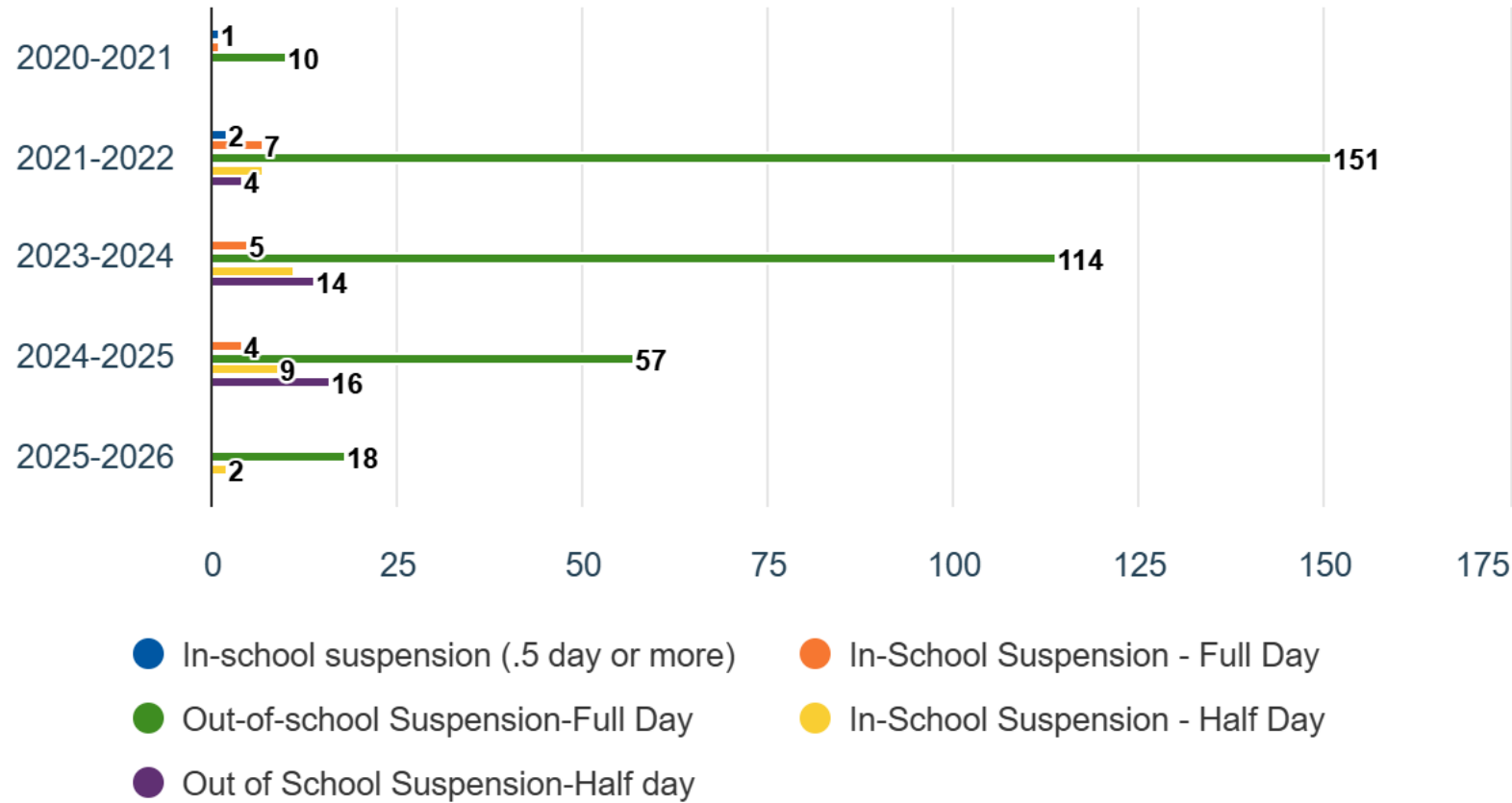
- Our Latinx scholars continue to make up the largest percentage of our students in the District and are also the largest percentage of students receiving special education services.
  - Of the students who qualify for Specific Learning Disability (SLD), 54.60% are Latinx – this is slightly up from 53.59% last year.
  - 35.52% of English Language Learners (ELL) in special education receive services in the category of SLD – this has decreased from 38% last year.
- Richfield continues to be below the state average in the disability categories of Emotional/Behavioral Disabilities and Other Health Disabilities
  - Of the students who qualify for Emotional Behavioral Disorder (EBD), 34% are Black or African American – this is the same as last year.
  - Of the students who qualify for EBD, 18.42% are students who identify as “two or more races” – down from 25% last year.

# Special Education Suspension Data



## Total Number of Suspensions by Year

The number of incidents with a suspension action as the primary response.



# Focus Areas Aligned with District Priorities

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- **LETRS Training**
  - Phase 1 (24-25 SY): 48 Special Education Teachers & Leads (ECSE 3-5 to Grade 12)
  - Phase 2 (25-26 SY): Paraprofessional training
    - 97% partially trained (sessions 1 & 2)
    - 70% fully trained (sessions 1-4)
  - Ongoing: Ensuring new staff have completed required training
- **Data-Based Decision Making**
  - Special education lead teachers are supporting building teams to utilize data to adjust instruction and support student progress, including use of FastBridge for progress monitoring
  - Data-based process to support teams to implement interventions prior to considering an increase in level of special education services

*Enriching and accelerating learning*

**R**

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**PUBLIC SCHOOLS**

**Thank you!**

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*Enriqueciendo y acelerando el aprendizaje*

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Commendations**

RPS would like to commend Laker Promotions, which recently provided the District with ten RPS-branded car door magnets at cost and on an expedited timeline. District leaders will be able to use these car magnets when responding to safety concerns at bus stops in order to ensure they are easily identifiable as RPS staff members.

RPS would also like to commend the Staff Recognition Committee, led by Laura Hrad, Cassandra Quam, and Cassi O'Meara, for their work in organizing celebrations and recognitions for our team members during Employee Appreciation Week. In addition to their regular jobs, this team goes above and beyond to make sure that our staff members are acknowledged for their contributions, publicly thanked, and receive recognition pins in 5-year increments. Thank you!

*Employee Appreciation Days*

March 1-7 is School Social Workers Week. School social workers serve as vital bridges between the classroom, the home, and the community, providing a soft landing for students navigating life's most difficult hurdles. Their unique ability to balance emotional support with practical advocacy ensures that every child feels seen, safe, and ready to learn. Thank you to our RPS school social workers!



**CONSENT AGENDA – FOR ACTION**

**Agenda Item IV.A.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Routine Matters**

(Recommended by the superintendent)

That the board of education approve the attached routine business items.

**Attachments:**

1. Minutes of the Regular Meeting held February 17, 2026
  - Disbursements from the February 17, 2026 Meeting
  - Checks & E-pay Register from the February 17, 2026 Meeting
  - Superintendent's Report and Agenda Meeting Minutes from February 17, 2026
2. General Disbursements as of 2/23/26 in the Amount of \$923,627.82
  - Disbursements for the March 2, 2026 Meeting
  - Checks & E-pay Register for the March 2, 2026 Meeting
3. Investment Holdings
  - Investment Holdings as of February 25, 2026

## Checks, E-Pays, PCards & Scholarships 02/17/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	1/29/2026	210,883.16
	2/3/2026	2,590.00
	2/5/2026	164,380.35
P-Cards January 2026	2/4/2026	28,429.90
E-Pays	1/29/2026	603.01
Scholarships	2/5/2026	4,000.00

<b>CHECK REGISTER BANK 05 TOTAL =</b>	<b>410,886.42</b>
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BREAKDOWN	
01-206-00	251,255.56
02-206-00	61,701.73
03-206-00	8,878.99
04-206-00	5,583.43
06-206-00	-
07-206-00	-
18-206-00	-
20-206-00	83,466.71
21-206-00	-
47-206-00	-
<b>BANK TOTAL =</b>	<b>410,886.42</b>

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	317770	01/29/2026	95 PERCENT GROUP LLC	R	306.90
01	317771	01/29/2026	AQUA LOGIC INC	R	320.00
01	317772	01/29/2026	BATTERIES R US	R	5,288.29
01	317773	01/29/2026	BRIN GLASS COMPANY	R	737.55
01	317774	01/29/2026	BSI MECHANICAL, INC.	R	3,789.02
01	317775	01/29/2026	CINTAS CORPORATION NO 2	R	323.26
01	317776	01/29/2026	DISTRICT 3 DECA	R	1,560.00
01	317777	01/29/2026	ECM PUBLISHERS INC	R	160.25
01	317778	01/29/2026	WW GRAINGER INC	R	544.83
01	317779	01/29/2026	HAWKINS INC	R	20.00
01	317780	01/29/2026	IDEAL ENERGIES SOLAR LEASE 2021,LLC	R	7,937.49
01	317781	01/29/2026	INTERMEDIATE DISTRICT 287	R	260.00
01	317782	01/29/2026	KEMPS LLC	R	1,582.90
01	317783	01/29/2026	KINECT ENERGY INC	R	69,958.86
01	317784	01/29/2026	LAKESHORE LEARNING MATERIALS, LLC	R	36.98
01	317785	01/29/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	6,927.16
01	317786	01/29/2026	MATRIX COMMUNICATIONS, INC	R	150.00
01	317787	01/29/2026	MAXORPLUS LTD, DBA: VYTLONE	R	32,168.57
01	317788	01/29/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	807.00
01	317789	01/29/2026	MTI DISTRIBUTING CO	R	321.96
01	317790	01/29/2026	MULTILINGUAL WORD INC	R	1,436.20
01	317791	01/29/2026	NOKOMIS SHOE SHOP	R	4,999.95
01	317792	01/29/2026	PAN O GOLD BAKING CO	R	293.51
01	317793	01/29/2026	PEDIATRIC HOME SERVICE	R	431.25
01	317794	01/29/2026	PROFESSIONAL WIRELESS COMMUNICATION	R	488.91
01	317795	01/29/2026	PROPIO LS, LLC	R	264.91
01	317796	01/29/2026	RO HEALTH, LLC	R	578.40
01	317797	01/29/2026	SCHOLASTIC INC	R	171.88
01	317798	01/29/2026	SMS ADMINISTRATIVE SERVICES	R	8,137.50
01	317799	01/29/2026	SQUIRES, WALDSPURGER & MACE, P.A.	R	382.20
01	317800	01/29/2026	ST MARY'S UNIVERSITY OF MINNESOTA	R	500.00
01	317801	01/29/2026	ST OLAF COLLEGE	R	2,000.00
01	317802	01/29/2026	STATE INDUSTRIAL PRODUCTS CORP	R	1,517.04
01	317803	01/29/2026	TOLL COMPANY	R	132.59
01	317804	01/29/2026	TORTILLERIA LA PERLA	R	78.93
01	317805	01/29/2026	TRIO SUPPLY COMPANY	R	191.28
01	317806	01/29/2026	UHL COMPANY INC	R	50.32
01	317807	01/29/2026	UNIVERSITY LANGUAGE CENTER	R	586.26
01	317808	01/29/2026	UPPER LAKES FOODS	R	19,127.45
01	317809	01/29/2026	VSP INSURANCE CO. (CT)	R	3,476.22
01	317810	01/29/2026	XCEL ENERGY	R	32,837.34
01	V2600675	01/29/2026	ELEANOR CARR	R	19.75
01	V2600676	01/29/2026	AMY L COUGHLIN	R	86.06
01	V2600677	01/29/2026	ERIN M HUBER	R	80.11
01	V2600678	01/29/2026	JOHN M LORENZINI	R	150.00
01	V2600679	01/29/2026	MICHAEL A MANNING	R	26.10
01	V2600680	01/29/2026	ROMALDO R MOROCHO CUZCO	R	168.72
01	V2600681	01/29/2026	AUBREE M YUNKER	R	72.27
01	317811	02/03/2026	BUREAU OF EDUCATION & RESEARCH	R	1,100.00
01	317812	02/03/2026	CENGAGE LEARNING INC	R	990.00
01	317813	02/03/2026	MN TRUE TEAM TRACK & FIELD	R	170.00
01	317814	02/03/2026	TIFFANY BEGIN	R	330.00
01	V2600682	02/04/2026	P-CARD BAIRD LISA	R	743.40
01	V2600683	02/04/2026	P-CARD BARLOW ERICA	R	2,854.77
01	V2600684	02/04/2026	P-CARD BROWN MATTHEW	R	284.96

01	V2600685	02/04/2026	P-CARD BRUNNER PATTI	R	1,803.11
01	V2600686	02/04/2026	P-CARD CARUSO MATTHEW	R	387.55
01	V2600687	02/04/2026	P-CARD CRUZ ESTEVA JENNIFER	R	1,659.63
01	V2600688	02/04/2026	P-CARD EDWARDS NATHAN	R	366.42
01	V2600689	02/04/2026	P-CARD GARCIA YVETTE	R	27.99
01	V2600690	02/04/2026	P-CARD GEURINK AREND	R	884.19
01	V2600691	02/04/2026	P-CARD GONZALEZ CHRISTINA	R	1,921.51
01	V2600692	02/04/2026	P-CARD HUERTA-ANAYA ALICIA	R	770.19
01	V2600693	02/04/2026	P-CARD KRETSINGER DAN	R	111.56
01	V2600694	02/04/2026	P-CARD KRUEGER JENNIFER	R	122.93
01	V2600695	02/04/2026	P-CARD LEIKNES LISA	R	513.13
01	V2600696	02/04/2026	P-CARD LEWIS JENNIFER	R	1,205.98
01	V2600697	02/04/2026	P-CARD LUNDY MICHELLE	R	4,560.07
01	V2600698	02/04/2026	P-CARD MAHONEY COLLEEN	R	278.08
01	V2600699	02/04/2026	P-CARD MANNING MICHAEL	R	185.44
01	V2600700	02/04/2026	P-CARD MCCLENDON LAURA	R	1,185.35
01	V2600701	02/04/2026	P-CARD MCGINN DAN	R	1,636.34
01	V2600702	02/04/2026	P-CARD MORALES LIZETTE	R	2,077.87
01	V2600703	02/04/2026	P-CARD PETERSON CHRIS	R	332.25
01	V2600704	02/04/2026	P-CARD SACHER GRACE	R	80.75
01	V2600705	02/04/2026	P-CARD SETZER ALEXIS	R	15.98
01	V2600706	02/04/2026	P-CARD SKARE-KLECKER AMY	R	892.94
01	V2600707	02/04/2026	P-CARD SMITH DANE	R	25.98
01	V2600708	02/04/2026	P-CARD SMITH JENNIFER	R	73.82
01	V2600709	02/04/2026	P-CARD VENTURA PEREZ RAMIRO	R	507.76
01	V2600710	02/04/2026	P-CARD WILLHITE KASYA	R	98.80
01	V2600711	02/04/2026	P-CARD WOODS KELLY	R	2,821.15
01	317815	02/05/2026	T-MOBILE	R	72.90
01	317816	02/05/2026	ALL STATE COMMUNICATIONS LLC	R	1,240.00
01	317817	02/05/2026	ARVIG ENTERPRISES INC	R	1,207.90
01	317818	02/05/2026	BCN TELECOM, INC TBS	R	932.14
01	317819	02/05/2026	BERG JASON	R	97.00
01	317820	02/05/2026	BERG, LUCAS J	R	97.00
01	317821	02/05/2026	BERRY COFFEE COMPANY INC.	R	170.51
01	317822	02/05/2026	BEST PLUMBING SPECIALTIES, INC.	R	1,151.88
01	317823	02/05/2026	BOOKER, CHRISTOPHER	R	68.00
01	317824	02/05/2026	BOTSFORD CODY W	R	63.15
01	317825	02/05/2026	HIRES LLC	R	2,450.00
01	317826	02/05/2026	BRITT KEVIN	R	97.00
01	317827	02/05/2026	BSN SPORTS, LLC	R	799.25
01	317828	02/05/2026	CAMMERRER, KARI	R	73.68
01	317829	02/05/2026	CAPTIVATE MEDIA & CONSULTING	R	1,600.00
01	317830	02/05/2026	CENTURYLINK	R	52.05
01	317831	02/05/2026	CHURCHILL LEE	R	68.00
01	317832	02/05/2026	CINTAS CORPORATION NO 2	R	152.95
01	317833	02/05/2026	COLUMBIA HEIGHTS PUB SCHL, ISD #13	R	100.00
01	317834	02/05/2026	DALLUM, TIMOTHY	R	28.43
01	317835	02/05/2026	EHLERS & ASSOCIATES	R	2,100.00
01	317836	02/05/2026	EUGENE PETERSEN	R	49.00
01	317837	02/05/2026	FINANGER PHILLIP J	R	126.30
01	317838	02/05/2026	FUECKER, PAIGAN	R	84.20
01	317839	02/05/2026	GENEREUX PAUL	R	165.00
01	317840	02/05/2026	GRAHAM THOMAS	R	73.68
01	317841	02/05/2026	WW GRAINGER INC	R	16.08
01	317842	02/05/2026	GUSTAFSON ZACHARY	R	97.00
01	317843	02/05/2026	GUSTAVUS ADOLPHUS COLLEGE	R	2,000.00

01	317844	02/05/2026	HILLYARD MINNEAPOLIS	R	15,283.23
01	317845	02/05/2026	IMPROVE YOUR TOMORROW, INC.	R	2,000.00
01	317846	02/05/2026	IN THE HEART OF THE BEAST (HOBT)	R	400.00
01	317847	02/05/2026	INNOVATIVE OFFICE SOLUTIONS LLC	R	67.02
01	317848	02/05/2026	INSTITUTE FOR ENVIROMENTAL	R	2,755.00
01	317849	02/05/2026	KEDRICK D HARRIS JR	R	12.10
01	317850	02/05/2026	KEE-BOWLING BONNIE	R	84.00
01	317851	02/05/2026	KELM-GOOD, REBECCA	R	28.43
01	317852	02/05/2026	KEMPS LLC	V	0.00
01	317853	02/05/2026	KEMPS LLC	R	2,390.69
01	317854	02/05/2026	KINECT ENERGY INC	R	569.00
01	317855	02/05/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	5,251.07
01	317856	02/05/2026	LINDLEY, CARMEN	R	28.43
01	317857	02/05/2026	LUND, SARAH	R	70.00
01	317858	02/05/2026	LYNN E. HENRY	R	72.00
01	317859	02/05/2026	MADISON NATIONAL LIFE INS CO INC	R	6,318.09
01	317860	02/05/2026	MASA/MASE	R	857.00
01	317861	02/05/2026	MAXORPLUS LTD, DBA: VYTLONE	R	51,298.14
01	317862	02/05/2026	MAYER CHAD	R	52.63
01	317863	02/05/2026	MAYER VALERIE	R	52.63
01	317864	02/05/2026	MERDA, EMELYN	R	12.10
01	317865	02/05/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	12,358.83
01	317866	02/05/2026	MIDWEST BUS PARTS INC	R	1,407.90
01	317867	02/05/2026	MOREY DOUGLAS	R	52.63
01	317868	02/05/2026	MPLS PUBLIC SCHOOL SPECIAL DIST 1	R	15,960.29
01	317869	02/05/2026	MSBA-MINNESOTA SCHOOL BOARD ASSOC	R	210.00
01	317870	02/05/2026	MTI DISTRIBUTING CO	R	314.71
01	317871	02/05/2026	NAPA AUTO PARTS	R	154.19
01	317872	02/05/2026	NAVARRO RAYMOND	R	68.00
01	317873	02/05/2026	NELSON BLAKE L	R	97.00
01	317874	02/05/2026	NELSON, DAVID A	R	84.00
01	317875	02/05/2026	NILFISK, INC.	R	768.40
01	317876	02/05/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	751.88
01	317877	02/05/2026	OKEY CHRIS	R	147.36
01	317878	02/05/2026	OLSON EMILY K	R	21.05
01	317879	02/05/2026	PAN O GOLD BAKING CO	R	311.94
01	317880	02/05/2026	PEAVEY, SHARA	R	68.00
01	317881	02/05/2026	PERRY, DWAIN	R	97.00
01	317882	02/05/2026	PITNEY BOWES BANK PURCHASE POWER	R	2,400.00
01	317883	02/05/2026	RASPEL, SERGEI	R	42.10
01	317884	02/05/2026	RICHFIELD CHAMBER OF COMMERCE	R	1,395.00
01	317885	02/05/2026	RO HEALTH, LLC	R	580.00
01	317886	02/05/2026	ROGERS HIGH SCHOOL	R	400.00
01	317887	02/05/2026	SCHERBER JASON	R	205.00
01	317888	02/05/2026	SNA-SCHOOL NUTRITION	R	20.00
01	317889	02/05/2026	SPENCER, RICKY	R	97.00
01	317890	02/05/2026	STARK MOLLY	R	252.61
01	317891	02/05/2026	STATE INDUSTRIAL PRODUCTS CORP	R	680.44
01	317892	02/05/2026	STOESZ MAUREEN	R	28.43
01	317893	02/05/2026	STONE ARCH STUDIO LLC	R	400.00
01	317894	02/05/2026	SULLIVAN LAMARR	R	97.00
01	317895	02/05/2026	TAHAR ANIS	R	68.00
01	317896	02/05/2026	THIMM, MICHAEL G	R	63.15
01	317897	02/05/2026	TILLMAN, MALCOLM	R	204.00
01	317898	02/05/2026	TYNER, RAHEEM	R	136.00
01	317899	02/05/2026	UNIVERSITY OF NORTHWESTERN-ST PAUL	R	2,000.00

01	317900	02/05/2026	UPPER LAKES FOODS	R	22,079.63
01	317901	02/05/2026	VERIZON WIRELESS	R	360.09
01	317902	02/05/2026	VILLAR, KRISTI	R	68.00
01	317903	02/05/2026	WALTON, AARON	R	97.00
01	317904	02/05/2026	WALZ CHRISTINE M	R	52.63
01	317905	02/05/2026	WALZ JEFFREY	R	28.43
01	317906	02/05/2026	TREMCO/WEATHERPROOFING TECH, INC.	R	773.00
01	317907	02/05/2026	WHITING, NATHAN	R	145.00

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<b>CHECKS, EPAYS, PCARDS &amp; SCHOLARSHIPS</b>					<b>410,886.42</b>
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SUPERINTENDENT'S REPORT AND AGENDA

Regular Meeting of the Board of Education  
Independent School District No. 280, Richfield, Minnesota

Richfield Public Schools *inspires* and *empowers* each individual to learn, grow and *excel*

**Tuesday, February 17, 2026  
7 p.m. School Board Meeting**

I. CALL TO ORDER

The regular meeting of the board of education of ISD 280, Hennepin County, Richfield, Minnesota was held on Tuesday, February 17, 2026 in the boardroom at the Richfield Public Schools District Office. Chair Carter called the regular board meeting to order at 7 p.m. with the following school board members in attendance: Cole, Dennis, Liss, Spencer and Tompkins. Administrators present were Superintendent Unowsky and Senior Executive Officer Clarkson.

II. REVIEW AND APPROVAL OF THE AGENDA

Motion by Cole, seconded by Liss, and unanimously carried, the board of education approved the agenda.

III. INFORMATION AND PROPOSALS - NON-ACTION ITEMS

- A. Public Comment
- B. Superintendent Update
  - 1. IPAC & Native American/Indigenous Education Presentation  
(The vote and resolution of concurrence was presented to the board.)
  - 2. Student Support Services Presentation
  - 3. Update on Temporary Online Program and Supports
- C. Commendation

IV. CONSENT AGENDA

- A. Routine Matters
  - 1. Minutes of the Regular Meeting held February 2, 2026
  - 2. General Disbursements as of 2/5/26 in the Amount of \$410,886.42
- B. Personnel Items

Management – Rehire							
Name	Employee Group	Position	Building	FTE	Effective Date	Years Service	Probation
Laura Otterness	Mgmt	Interim Director of Marketing &	District Office	Full-Time	2/2/2026		

(Hrad)		Communications					
<b>Certified – New Hire</b>							
Name	Employee Group	Position	Building	FTE	Effective Date	Years Service	Probationary
Sumaia Nur	Certified	Elementary Education Teacher	Richfield STEM Elementary	Full-Time	3/2/2026		1 of 3
<b>Certified – Retirement</b>							
Name	Employee Group	Position	Building	FTE	Effective Date	Years Service	Probationary
Christopher Olson	Certified	Elementary Education Teacher	Centennial Elementary School	Full-Time	6/8/2026	35	
Gayle Myles	Certified	Music Teacher	Richfield STEM Elementary	Full-Time	6/30/2026	38	
Judy Hansen	Certified	Elementary Education Teacher	Richfield STEM Elementary	Full-Time	6/8/2026	15	
Karen Redlin	Certified	Elementary Education Teacher	Sheridan Elementary School	Full-Time	6/8/2026	31	
Katrina Morgan	Certified	Early Childhood Special Education Teacher	Central Education Center	Full-Time	8/11/2026	19	
Steven Leduc	Certified	Physical Education/Health Teacher	Richfield Middle School	Full-Time	6/20/2026	7	
Tiffany Stecker	Certified	Special Education Teacher	Centennial Elementary School	Full-Time	12/31/2026	32	
<b>Certified – Resignation</b>							
Name	Employee Group	Position	Building	FTE	Effective Date	Years Service	Probationary
Kimberly Levine	Certified	Math Teacher	Richfield High School	Full-Time	6/5/2026	1	

<b>Classified – New Hire</b>							
<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years Service</b>	<b>Probation</b>
San Juana Rodriguez	Facilities & Transp.	Building Cleaner	Richfield Middle School	Full-Time	2/9/2026		120 days
Xavier Rodgers	Facilities & Transp.	Truck Driver	Richfield Middle School	Full-Time	2/9/2026		120 days
<b>Classified – Retirement</b>							
<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years Service</b>	<b>Probation</b>
Laurie Jackson	Para.	Health Assistant	Richfield STEM Elementary	Full-Time	6/5/2026	26	
<b>Classified – Resignation</b>							
<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years Service</b>	<b>Probation</b>
Sandra Haug	Facilities & Transp.	Transportation Coordinator	Garage	Full-Time	2/17/2026	7	
Stephanie Blonigan	Para.	Special Education	South Education Center	Full-Time	1/28/2026	1	
Xavier Rodgers	Facilities & Transp.	Bus Driver	Garage	Part-Time	2/8/2026	2	

**C. Pay Equity Compliance Report**

Motion by Spencer, seconded by Tompkins, and unanimously carried, the board of education approved the consent agenda.

**V. OLD BUSINESS**

**A. Policy 406: Professional Learning & Administrative Guideline 406.1 - third read**

Motion by Cole, seconded by Liss, and unanimously carried, the board of education approved the revised policy.

VI. NEW BUSINESS

- A. Authorization to Proceed with District Office Enclosed Offices Completion Project

Motion by Spencer, seconded by Dennis, and unanimously carried, the board of education approved the authorization.

- B. Policy 701: Budget and Fund Reserves & Administrative Guideline 701.1
- C. Policy 413: Staff Use of School Facilities & Administrative Guideline 413.1
- D. Donations

Motion by Tompkins, seconded by Dennis, and unanimously carried, the board of education accepted the donations with gratitude.

VII. ADVANCE PLANNING

- A. Legislative Update
- B. Information and Questions from Board
- C. Suggested/Future Agenda Items
- D. Future Meeting Dates
  - 3-2-26            7 p.m.            Regular Board Meeting
  - 3-16-26          7 p.m.            Regular Board Meeting

XII. ADJOURN REGULAR MEETING

Chair Carter adjourned the meeting at 9:20 p.m.

## Checks, E-Pays & Scholarships 03/02/2026 BOARD REPORTS

BANK 05	DATE	AMOUNT
Checks	2/11/2026	435,518.23
	2/12/2026	52,451.86
	2/18/2026	425,849.06
	2/23/2026	1,334.45
E-Pays	2/13/2026	5,127.25
	2/19/2026	2,446.97
Scholarships	2/18/2026	900.00

<b>CHECK REGISTER BANK 05 TOTAL =</b>	<b>923,627.82</b>
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BREAKDOWN	
01-206-00	334,454.73
02-206-00	83,394.50
03-206-00	393,661.99
04-206-00	3,535.01
06-206-00	-
07-206-00	-
18-206-00	-
20-206-00	107,484.77
21-206-00	1,096.82
47-206-00	-
<b>BANK TOTAL =</b>	<b>923,627.82</b>

FUND	CHECK	DATE	VENDOR	TYPE	AMOUNT
01	317908	02/11/2026	AB STAFFING SOLUTIONS, LLC	R	1,880.00
01	317909	02/11/2026	ARMSTRONG BOYS CRS COUNTRY BOOSTERS	R	550.00
01	317910	02/11/2026	AVIBEN	R	540.06
01	317911	02/11/2026	BCBS OF MINNESOTA & BLUE PLUS	R	8,496.00
01	317912	02/11/2026	CEP ART & DESIGN	R	144.00
01	317913	02/11/2026	CITY OF RICHFIELD	R	8,801.63
01	317914	02/11/2026	COMCAST BUSINESS	R	569.32
01	317915	02/11/2026	CUB FOODS	R	353.01
01	317916	02/11/2026	DICKS SANITATION SERVICE, INC (DSI)	R	8,137.99
01	317917	02/11/2026	DIGITAL INSURANCE LLC	R	3,607.00
01	317918	02/11/2026	PRECISION ARTS, INC	R	567.20
01	317919	02/11/2026	GOPHER STAGE LIGHTING	R	1,500.00
01	317920	02/11/2026	WW GRAINGER INC	R	611.86
01	317921	02/11/2026	HAWKINS INC	R	263.26
01	317922	02/11/2026	HEALTHJOY LLC	R	11,999.00
01	317923	02/11/2026	HILLYARD MINNEAPOLIS	R	1,797.20
01	317924	02/11/2026	HOGAN ASSESSMENT SYSTEMS INC	R	1,845.00
01	317925	02/11/2026	HOME DEPOT CREDIT SERVICES	R	701.74
01	317926	02/11/2026	HOPE CHURCH	R	15,910.11
01	317927	02/11/2026	IIX INSURANCE INFORMATION EXCHANGE	R	57.35
01	317928	02/11/2026	JULIE ANDERSON FOLK ART	R	180.00
01	317929	02/11/2026	LEROY'S GREAT BEAR	R	49.99
01	317930	02/11/2026	MASA/MASE	R	359.00
01	317931	02/11/2026	MAXORPLUS LTD, DBA: VYTLONE	R	42,931.27
01	317932	02/11/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	1,261.50
01	317933	02/11/2026	MINNESOTA MEMORY, INC.	R	649.75
01	317934	02/11/2026	MRI SOFTWARE LLC	R	594.00
01	317935	02/11/2026	NOKOMIS SHOE SHOP	R	369.90
01	317936	02/11/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	651.68
01	317937	02/11/2026	NUSS TRUCK & EQUIPMENT	R	2,950.00
01	317938	02/11/2026	ONEBRIDGE BENEFITS INC.	R	2,401.50
01	317939	02/11/2026	PAYDHEALTH	R	4,200.73
01	317940	02/11/2026	PLUNKETT'S /VARMEN GUARD	R	1,111.09
01	317941	02/11/2026	POMPS TIRE SERVICE	R	5,887.40
01	317942	02/11/2026	PREMIUM WATERS INC	R	39.00
01	317943	02/11/2026	PROFESSIONAL WIRELESS COMMUNICATION	R	1,898.40
01	317944	02/11/2026	RX VALET, LLC	R	18,643.01
01	317945	02/11/2026	SCHOOL SERVICE EMPLOYEES UNION	R	5,153.36
01	317946	02/11/2026	SYN-TECH SYSTEMS, INC	R	1,175.00
01	317947	02/11/2026	TOLL COMPANY	R	13.20
01	317948	02/11/2026	TRAFERA, LLC	R	2,000.00
01	317949	02/11/2026	TRANSPORTATION PLUS, INC.	R	30.00
01	317950	02/11/2026	TWIN CITY TRANSPORTATION	R	205,244.75
01	317951	02/11/2026	UHL COMPANY INC	R	49,595.50
01	317952	02/11/2026	UNITED HEALTHCARE/AARP MEDICARE RX	R	119.10
01	317953	02/11/2026	UNITED HEARTHCARE /AARP MEDICARE RX	R	9.50
01	317954	02/11/2026	UNITEDHEALTHCARE	R	655.91
01	317955	02/11/2026	VANESSA MERRY	R	180.00
01	317956	02/11/2026	ALLSTATE PETERBILT OF S ST PAUL	R	371.40
01	317957	02/11/2026	WORLD FUEL SERVICES, INC.	R	18,460.56
01	317958	02/12/2026	ADVANCED COMMERCIAL KITCHENS	R	1,173.17
01	317959	02/12/2026	BOTSFORD CODY W	R	63.15
01	317960	02/12/2026	CENTURYLINK	R	142.00
01	317961	02/12/2026	CONSOLIDATED COMMUNICATIONS	V	0.00
01	317962	02/12/2026	CONSOLIDATED COMMUNICATIONS	R	2,578.93

01	317963	02/12/2026	EGAN DANIEL	R	68.00
01	317964	02/12/2026	FINANGER PHILLIP J	R	42.10
01	317965	02/12/2026	HALL CHARLES	R	68.00
01	317966	02/12/2026	HILLYARD MINNEAPOLIS	R	1,768.86
01	317967	02/12/2026	HUGHES, DENNIS (SCOTT)	R	97.00
01	317968	02/12/2026	KEMPS LLC	V	0.00
01	317969	02/12/2026	KEMPS LLC	R	4,280.67
01	317970	02/12/2026	KENDALL MARIEY	R	136.00
01	317971	02/12/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	4,901.56
01	317972	02/12/2026	MADISON PAUL	R	97.00
01	317973	02/12/2026	MERDA, EMELYN	R	12.10
01	317974	02/12/2026	OKEY CHRIS	R	147.36
01	317975	02/12/2026	OLIVER JOSEPH	R	97.00
01	317976	02/12/2026	OLSON EMILY K	R	21.05
01	317977	02/12/2026	PAN O GOLD BAKING CO	R	337.96
01	317978	02/12/2026	PITTMAN DARIAN	R	136.00
01	317979	02/12/2026	RICHIE WEIGEL JR.	R	97.00
01	317980	02/12/2026	SMARTSENSE BY DIGI	R	248.94
01	317981	02/12/2026	SQUIRES, WALDSPURGER & MACE, P.A.	R	4,387.50
01	317982	02/12/2026	STARK MOLLY	R	84.20
01	317983	02/12/2026	STENE, JEREMIAH	R	68.00
01	317984	02/12/2026	TAYLOR BRANDON	R	97.00
01	317985	02/12/2026	THE MUSIC MART, INC.	R	1,435.00
01	317986	02/12/2026	THIMM, MICHAEL G	R	147.36
01	317987	02/12/2026	TRIO SUPPLY COMPANY	R	1,304.18
01	317988	02/12/2026	LAMAR WILLIS	R	97.00
01	317989	02/12/2026	UPPER LAKES FOODS	V	0.00
01	317990	02/12/2026	UPPER LAKES FOODS	R	28,317.77
01	V2600712	02/13/2026	MEGAN AMBROSIUS	R	1,862.25
01	V2600713	02/13/2026	MATTHEW ARNOLD	R	70.00
01	V2600714	02/13/2026	MICHELLE L AXELL	R	70.00
01	V2600715	02/13/2026	BRADLEY BADOUR	R	40.00
01	V2600716	02/13/2026	ERICA T BARLOW	R	70.00
01	V2600717	02/13/2026	NIKOLAS BAUZA	R	40.00
01	V2600718	02/13/2026	MARY L CLARKSON	R	70.00
01	V2600719	02/13/2026	PETER J FITZPATRICK	R	40.00
01	V2600720	02/13/2026	YVETTE GARCIA	R	70.00
01	V2600721	02/13/2026	RACHEL GENS	R	70.00
01	V2600722	02/13/2026	AREND J GEURINK	R	70.00
01	V2600723	02/13/2026	CHRISTINA M GONZALEZ	R	70.00
01	V2600724	02/13/2026	AMY E HAGER	R	70.00
01	V2600725	02/13/2026	KEVIN D HARRIS	R	40.00
01	V2600726	02/13/2026	MICHAEL G HARRIS	R	70.00
01	V2600727	02/13/2026	LANA HENDRICKS LEUNING	R	40.00
01	V2600728	02/13/2026	JONATHAN W HEYER	R	70.00
01	V2600729	02/13/2026	JESSICA M HOFFMAN	R	40.00
01	V2600730	02/13/2026	CRAIG D HOLJE	R	70.00
01	V2600731	02/13/2026	JEFFREY KELLER	R	70.00
01	V2600732	02/13/2026	JENNIFER KRUEGER	R	70.00
01	V2600733	02/13/2026	ANOOP KUMAR	R	40.00
01	V2600734	02/13/2026	JOHN M LORENZINI	R	70.00
01	V2600735	02/13/2026	DAVANAND MAHADEO	R	40.00
01	V2600736	02/13/2026	COLLEEN M MAHONEY	R	70.00
01	V2600737	02/13/2026	MICHAEL A MANNING	R	70.00
01	V2600738	02/13/2026	DANIEL P MCGINN	R	40.00
01	V2600739	02/13/2026	DOUG R MCMEEKIN	R	70.00

01	V2600740	02/13/2026	KENT D MEYER	R	70.00
01	V2600741	02/13/2026	KATRINA L MORGAN	R	40.00
01	V2600742	02/13/2026	ERIN H NEILON	R	40.00
01	V2600743	02/13/2026	STEPHANIE NICHOLS	R	45.00
01	V2600744	02/13/2026	ROBERT G OLSON	R	70.00
01	V2600745	02/13/2026	LAURA B OTTERNESS	R	70.00
01	V2600746	02/13/2026	CHRISTOPHER A PETERSON	R	70.00
01	V2600747	02/13/2026	CASSANDRA QUAM	R	70.00
01	V2600748	02/13/2026	LAURA RAMSBORG	R	70.00
01	V2600749	02/13/2026	RENEE C REED-KARSTENS	R	40.00
01	V2600750	02/13/2026	HEIDI SAVATDY	R	70.00
01	V2600751	02/13/2026	CHRISTIAN SCHEMP	R	40.00
01	V2600752	02/13/2026	AMY B SKARE-KLECKER	R	70.00
01	V2600753	02/13/2026	JUSTIN STEELE	R	70.00
01	V2600754	02/13/2026	STACY THEIEN-COLLINS	R	70.00
01	V2600755	02/13/2026	RICKY THOMPSON	R	40.00
01	V2600756	02/13/2026	VLADIMIR S TOLEDO	R	40.00
01	V2600757	02/13/2026	STEVEN P UNOWSKY	R	270.00
01	V2600758	02/13/2026	CARRIE A VALA	R	70.00
01	V2600759	02/13/2026	REBECCA S WALD	R	40.00
01	V2600760	02/13/2026	ALEXANDER WARD	R	70.00
01	V2600761	02/13/2026	MICHELLE R WHITESIDE	R	70.00
01	V2600762	02/13/2026	KASYA L WILLHITE	R	70.00
01	V2600763	02/13/2026	KELLY L WOODS	R	70.00
01	317991	02/18/2026	ADVANCED COMMERCIAL KITCHENS	R	1,860.09
01	317992	02/18/2026	ALERUS RETIREMENT AND BENEFITS	R	846.60
01	317993	02/18/2026	AI TECHNOLOGIES LLC	R	240.00
01	317994	02/18/2026	AZURE ADLER	R	130.00
01	317995	02/18/2026	BATTERIES R US	R	349.99
01	317996	02/18/2026	BLOCK DANIEL M	R	97.00
01	317997	02/18/2026	BOTSFORD CODY W	R	63.15
01	317998	02/18/2026	BRINK'S INCORPORATED	R	2,902.68
01	317999	02/18/2026	BURRILL, STEVEN	R	68.00
01	318000	02/18/2026	CINTAS CORPORATION NO 2	R	323.26
01	318001	02/18/2026	COMCAST	R	448.80
01	318002	02/18/2026	CONSORTIUM ON REACHING EXCELL IN ED	R	5,205.00
01	318003	02/18/2026	ECM PUBLISHERS INC	R	173.00
01	318004	02/18/2026	EGAN DANIEL	R	68.00
01	318005	02/18/2026	FINANGER PHILLIP J	R	126.30
01	318006	02/18/2026	FRONTIER TRANSPORTATION SRVCS, LLC	R	158,880.00
01	318007	02/18/2026	GERIAND COOK JR	R	68.00
01	318008	02/18/2026	GOEBEL JUDITH K	R	250.00
01	318009	02/18/2026	WW GRAINGER INC	R	534.81
01	318010	02/18/2026	GROUP MEDICAREBLUE RX	R	8,325.00
01	318011	02/18/2026	HALL CHARLES	R	68.00
01	318012	02/18/2026	HAWKINS INC	R	5,943.08
01	318013	02/18/2026	HAWKINS, CLAUDE	R	97.00
01	318014	02/18/2026	HILLYARD MINNEAPOLIS	R	8,623.50
01	318015	02/18/2026	HOOKS, DESMOND	R	97.00
01	318016	02/18/2026	INTEGRATED FOOD SERVICE	R	4,100.00
01	318017	02/18/2026	INTERMEDIATE DISTRICT 287	R	142,820.47
01	318018	02/18/2026	JACOBSON, AIDEN	R	97.00
01	318019	02/18/2026	JARED R NELSON	R	250.00
01	318020	02/18/2026	KEMPS LLC	V	0.00
01	318021	02/18/2026	KEMPS LLC	R	4,263.76
01	318022	02/18/2026	LAIL, ADAM	R	68.00

01	318023	02/18/2026	LAKER PROMOTIONS	R	241.45
01	318024	02/18/2026	RUSS DAVIS WHOLESALE/LIBERTY FRESH	R	3,960.40
01	318025	02/18/2026	LOFFLER	R	1,031.91
01	318026	02/18/2026	LOFFLER COMPANIES	R	139.36
01	318027	02/18/2026	MAXORPLUS LTD, DBA: VYTLONE	R	27,380.03
01	318028	02/18/2026	MCDOWALL COMPANY	R	2,585.00
01	318029	02/18/2026	METROPOLITAN MECHANICAL CONTRACTORS	R	12,327.40
01	318030	02/18/2026	MIDWEST BUS PARTS INC	R	198.94
01	318031	02/18/2026	MILLER, KYLE	R	97.00
01	318032	02/18/2026	MINNESOTA STATE UNIVERSITY, MANKATO	R	900.00
01	318033	02/18/2026	MULTILINGUAL WORD INC	R	453.28
01	318034	02/18/2026	NAPA AUTO PARTS	R	199.24
01	318035	02/18/2026	NEI ELECTRIC, INC.	R	367.66
01	318036	02/18/2026	NILFISK, INC.	R	615.00
01	318037	02/18/2026	NORTH CENTRAL INTERNATIONAL, LLC	R	1,071.85
01	318038	02/18/2026	OKEY CHRIS	R	115.78
01	318039	02/18/2026	PAN O GOLD BAKING CO	R	63.60
01	318040	02/18/2026	PEAVEY, SHARA	R	68.00
01	318041	02/18/2026	PLOY KHUNISOM	R	20.00
01	318042	02/18/2026	PROSHEK NATHAN	R	97.00
01	318043	02/18/2026	RICHIE WEIGEL JR.	R	97.00
01	318044	02/18/2026	SCOTT DESTINY	R	97.00
01	318045	02/18/2026	SHERWIN WILLIAMS CO	R	394.27
01	318046	02/18/2026	STARK MOLLY	R	168.40
01	318047	02/18/2026	TAYLOR BRANDON	R	97.00
01	318048	02/18/2026	TERREL'S TOOLBOX LLC	R	174.50
01	318049	02/18/2026	THIMM, MICHAEL G	R	63.15
01	318050	02/18/2026	TRIO SUPPLY COMPANY	R	2,484.28
01	318051	02/18/2026	UPPER LAKES FOODS	R	23,711.74
01	318052	02/18/2026	WOODCRAFT	R	39.96
01	318053	02/18/2026	XCEL ENERGY	R	101.37
01	V2600764	02/19/2026	SHELBY TURNER BASTIAN	R	13.86
01	V2600765	02/19/2026	DAVID H BIPES	R	18.69
01	V2600766	02/19/2026	DANIEL BJOSTAD	R	175.00
01	V2600767	02/19/2026	LEAH BROWN	R	35.91
01	V2600768	02/19/2026	DAVID BUTLER	R	22.04
01	V2600769	02/19/2026	EDELIA COYOTE TENANGO	R	174.93
01	V2600770	02/19/2026	KRISTI A DINGMAN	R	440.31
01	V2600771	02/19/2026	ANGELA M FISH	R	90.12
01	V2600772	02/19/2026	PETER J FITZPATRICK	R	80.00
01	V2600773	02/19/2026	LINDA G FREDERICKSON	R	59.98
01	V2600774	02/19/2026	KEVIN D HARRIS	R	125.00
01	V2600775	02/19/2026	JESSICA M HOFFMAN	R	55.25
01	V2600776	02/19/2026	NASHWA M IBRAHIM	R	175.00
01	V2600777	02/19/2026	JOHN M LORENZINI	R	125.00
01	V2600778	02/19/2026	MICHAEL A MANNING	R	124.70
01	V2600779	02/19/2026	ERIN H NEILON	R	175.97
01	V2600780	02/19/2026	TANYA R OLSON	R	84.14
01	V2600781	02/19/2026	BREANNA REMER	R	50.00
01	V2600782	02/19/2026	MICHELLE T THOEMKE	R	261.77
01	V2600783	02/19/2026	ALEXANDER WARD	R	28.93
01	V2600784	02/19/2026	SAMANTHA WEAVER	R	124.64
01	V2600785	02/19/2026	MICHELLE R WHITESIDE	R	5.73
01	318054	02/23/2026	ELIZABETH RODRIGUEZ	R	1,334.45

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**TOTAL CHECKS, EPAYS & SCHOLARSHIPS**

**923,627.82**

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# RICHFIELD PUBLIC SCHOOLS

Investment Holdings as of  
February 25, 2026

Description	Matures	Rate	Cost	General Operating	OPEB Bond
Solera National Bank	03/19/26	4.09%	240,100.00	240,100.00	-
Royal Business Bank	03/19/26	4.02%	240,200.00	240,200.00	-
NorthEast Community Bank	03/19/26	4.02%	240,200.00	240,200.00	-
Pelican State Credit Union	03/19/26	3.98%	240,300.00	240,300.00	-
MN TRUST TERM SERIES	05/18/26	4.70%	1,000,000.00	1,000,000.00	-
MNTrust TERM SERIES II	07/23/26	3.94%	1,000,000.00	1,000,000.00	-
MNTrust TERM SERIES	07/27/26	3.95%	1,000,000.00	1,000,000.00	-
First Bank of Ohio	10/19/26	3.79%	239,200.00	239,200.00	-
Cornerstone Bank	10/19/26	4.02%	238,600.00	238,600.00	-
FirstBank Puerto Rico	10/19/26	4.00%	238,700.00	238,700.00	-
Financial Federal Bank	10/19/26	4.05%	238,700.00	238,700.00	-
GreenState Credit Union	10/19/26	3.93%	239,000.00	239,000.00	-
SIGNATURE BK OF ARKANSAS STRIPS	10/29/26	3.80%	249,559.92	249,559.92	-
MNTrust TERM SERIES	11/15/26	4.19%	499,807.02	499,807.02	-
MNTrust TERM SERIES	01/25/27	3.76%	2,000,000.00	2,000,000.00	-
MNTrust TERM SERIES	01/25/27	3.93%	1,000,000.00	1,000,000.00	-
American Commercial Bank & Trust, National Association	03/04/27	3.89%	235,700.00	235,700.00	-
Freedom Northwest Credit Union	03/04/27	3.89%	235,700.00	235,700.00	-
GOLDMAN SACHS GOVERNMENT MONEY MARKET		3.33%	5,861,913.11	-	5,861,913.11
US TREASURY N/B	09/30/26	4.34%	789,398.44	-	789,398.44
FIRST INTERNET BANK OF INDIANA	09/30/26	4.00%	209,500.00	-	209,500.00
BANK HAPOALIM	10/01/26	4.45%	206,700.00	-	206,700.00
<b>Total Investments Held</b>			<b>16,443,278.49</b>	<b>9,375,766.94</b>	<b>7,067,511.55</b>

**Consent Agenda - For Action**                      **Agenda Item IV.B.**  
**Board of Education**  
**Independent School District 280, Richfield, MN**  
**Regular Meeting**  
**March 2, 2026**

**Management – Leave of Absence**

<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years of Service</b>	<b>Probationary</b>
Colleen Mahoney	Management	Elementary Principal	Centennial Elementary School	Full-Time	8/1/2026 - 07/31/2029		

**Certified – Resignation**

<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years of Service</b>	<b>Probationary</b>
Javier Salmeron Chacon	Certified	Elementary Education Teacher	Richfield Dual Language	Full-Time	6/8/2026	5	

**Classified – New Hire**

<b>Name</b>	<b>Employee Group</b>	<b>Position</b>	<b>Building</b>	<b>FTE</b>	<b>Effective Date</b>	<b>Years of Service</b>	<b>Probationary</b>
Edlloeline Ruiz Salgado	Outreach Worker	Temporary Bilingual Outreach Worker	Central Education Center	Part-Time	2/18/2026		
Ernest Williams	Facilities and Transportation	Transportation Coordinator	Garage	Full-Time	2/23/2026		120 days
Israel Pliego Montesinos	Facilities and Transportation	Bus Driver	Garage	Part-Time	2/23/2026		120 days

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Budget and Fund Reserves**

(Recommended by the superintendent)

A second read of Policy 701: Budget and Fund Reserves & Administrative Guideline 701.1. The policy defines the purpose of the budget and fund reserves as well as the guiding principles for budgeting and the classifications of fund balances. The guideline provides specific ranges for fund balances and considerations for how to budget reduction decisions.

The policy and guideline have been reviewed by the Finance Department and the Fiscal Planning Advisory Committee, and suggested changes are included.

**Attachments:**

Policy 701: Budget and Fund Reserves - **redlined**

Administrative Guideline 701.1 - **redlined**

MSBA Model Policy 714: Fund Balances

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**RICHFIELD PUBLIC SCHOOLS**  
**BUDGET AND FUND RESERVES**

**I. GENERAL STATEMENT OF POLICY**

The Richfield Public Schools ~~b~~Board of education will provide direction regarding ~~school-d~~District budget and financial affairs ~~which-that~~ which-that reflects the general philosophy and goals of the community and ~~which-that~~ which-that provides a framework within which the school system's administrative team can operate.

The budget and finance processes will conform to all state and local requirements as set forth by ~~State-Minnesota~~ State-Minnesota statutes, the Minnesota Department of Education and ~~Board-board~~ Board-board policies.

**II. PURPOSE AND GOALS**

A. The purpose of ~~district-District~~ District budget and finance policies will be to provide direction for a systematized procedure such that continuity is maintained from year to year and the public is kept informed regarding the educational and financial operations of the ~~school-d~~District.

B. In the ~~district's-District's~~ District's fiscal management, the ~~Board-board~~ Board-board will seek to achieve the following goals:

1. To establish levels of funding which will provide quality education for the ~~district's-District's~~ District's students, including a review of the District's revenue sources in comparison to other ~~Districts-districts~~ Districts-districts to ensure equitable access to programming for Richfield students.
2. To develop budgets and to guide expenditures so that the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended may be achieved.
3. To use the best available techniques of long-range planning, budget development, and budget administration, and to establish efficient procedures for accounting, reporting, purchasing, contracting, payments, auditing, and all other areas of fiscal management.
4. To maintain adequate fund reserves so that the ~~district-District~~ District remains ~~debt-debt~~ debt-free and avoids the negative financial impact associated with borrowing for normal operational needs.
5. To promote transparency in the budget process to ensure community understanding and support in helping the ~~district-District~~ District achieve its educational and financial goals.

1 **III. PREPARATION OF THE BUDGET**

2  
3 Preparation of the budget shall include the following phases:

4  
5 A. Preliminary Budget

6  
7 The preliminary budget is a rough estimate of total revenues and  
8 expenditures in each fund.—It will be prepared in May of each year.

9  
10 B. Adopted Budget

11  
12 The adopted budget will be approved in June of each year and will include  
13 the following:

- 14  
15 1. Current and projected year-end balances  
16 2. Statements of estimated revenues by fund and source  
17 3. Statements of estimated expenditures by fund and program.

18  
19 C. Revised Budget

20  
21 The revised budget will incorporate itemized amendments to the adopted  
22 budget.—Said amendments, insofar as possible, shall reflect changes in  
23 enrollment, legislation, negotiations, and other circumstances having a  
24 material impact on the district's finances.—Typically, the revised budget will  
25 be approved in March; however, budget amendments may be submitted for  
26 ~~Board-board~~ approval whenever material deviations are recognized and  
27 quantified.

28  
29 Upon acceptance by the ~~Boardboard~~, the budget represents the granting of  
30 authority to the administration for all expenditures, which are to be made  
31 during the fiscal year.

32  
33 **IV. BUDGET RESERVE POLICIES**

34  
35 In preparing budgets, the administration shall be guided by the following budget  
36 reserve policies:

37  
38 A. It is desirable to have a positive reserve balance in each of the ~~district's~~  
39 District's operating funds in order to:

- 40  
41 1. provide a positive cash position at all times,  
42 2. provide a ~~cushion-reserve~~ to smooth out revenue and expenditure  
43 variances,  
44 3. cover appropriation deficiencies,  
45 4. retain credit-worthiness and a high bond rating,  
46 5. provide for unexpected or emergency expenditures, and  
47 6. provide sustainability of programming ~~which-that~~ may be limited due  
48 to external factors in state or local revenue sources.

49  
50 B. In order to achieve the goals identified in part A of this section, the District  
51 should seek to maintain an adequate reserve of funds in the ~~Unassigned~~

1 unassigned fund balance.—Further, the District may identify specific  
2 priorities for future funding or specific anticipated risks to district financial  
3 stability using the ~~Assigned~~assigned and/or ~~Committed~~committed fund  
4 balances to be reviewed at least annually.  
5

- 6 C. Therefore, the ~~Board~~board of ~~Education~~education desires to maintain an  
7 unassigned balance in each operating fund in the range of 4% to 10% of  
8 the annual expenditure budget. The superintendent shall be responsible for  
9 annually presenting plans to the board of education that effectively  
10 consider the budgetary impact of the current unassigned fund balance.  
11 Recommendations for this are found in Administrative Guideline 701.1.  
12 Annually, the ~~Board~~board will consider the superintendent's  
13 recommendation, review economic conditions and financial prospects and  
14 decide if the 4-10% reserve is realistic.  
15

## 16 V. FUND BALANCE CLASSIFICATIONS

17  
18 The Governmental Accounting Standards Board (GASB) issued Statement No.  
19 54 to enhance the usefulness and to achieve more consistent fund balance  
20 reporting.  
21

### 22 A. Definitions

23  
24 Fund Equity – A fund's equity is generally the difference between its assets  
25 and its liabilities.  
26

27 Fund Balance – An accounting distinction is made between the portions of  
28 fund equity that are spendable and nonspendable. These are broken into  
29 five categories:  
30

- 31 1. "Assigned" fund balance amounts are comprised of unrestricted funds  
32 constrained by the school district's intent that they be used for specific  
33 purposes, but that do not meet the criteria to be classified as  
34 restricted or committed.—In funds other than the general fund, the  
35 assigned fund balance represents the remaining amount that is not  
36 restricted or committed.—The assigned fund balance category will  
37 cover the portion of a fund balance that reflects the school district's  
38 intended use of those resources.—The action to assign a fund  
39 balance may be taken after the end of the fiscal year.—An assigned  
40 fund balance cannot be a negative number.  
41
- 42 2. "Committed" fund balance amounts are comprised of unrestricted  
43 funds used for specific purposes pursuant to constraints imposed by  
44 formal action of the school board and that remain binding unless  
45 removed by the school board by subsequent formal action.—The  
46 formal action to commit a fund balance must occur prior to fiscal year  
47 end; however, the specific amounts actually committed can be  
48 determined in the subsequent fiscal year.—A committed fund balance  
49 cannot be a negative number.  
50

- 1           3.   “Nonspendable” fund balance amounts are comprised of funds that  
2           cannot be spent because they are either not in spendable form or are  
3           legally or contractually required to be maintained intact.—\_They  
4           include items that are inherently unspendable, such as, but not  
5           limited to, inventories, prepaid items, long-term receivables, non-  
6           financial assets held for resale, or the permanent principal of  
7           endowment funds.  
8
- 9           4.   “Restricted” fund balance amounts are comprised of funds that have  
10          legally enforceable constraints placed on their use that either are  
11          externally imposed by resource providers or creditors (such as  
12          through debt covenants), grantors, contributors, voters, or laws or  
13          regulations of other governments, or are imposed by law through  
14          constitutional provisions or enabling legislation.  
15
- 16          5.   “Unassigned” fund balance amounts are the residual amounts in the  
17          general fund not reported in any other classification.—\_Unassigned  
18          amounts in the general fund are technically available for expenditures  
19          for any purpose.—\_The general fund is the only fund that can report a  
20          positive unassigned fund balance.—\_Other funds would report  
21          negative unassigned fund balance should the total of nonspendable,  
22          restricted, and committed fund balances exceed the total net  
23          resources of that fund.  
24

25   B.   Classification of Fund Balances

26  
27   The ~~school-d~~District shall classify its fund balances in its various funds in  
28   one or more of the following five classifications: nonspendable, restricted,  
29   committed, assigned, and unassigned.  
30

31   C.   Order of Resource Use

32  
33   If resources from more than one fund balance classification could be spent,  
34   the ~~school-d~~District will strive to spend resources from fund balance  
35   classifications in the following order: restricted, committed, assigned, and  
36   unassigned.  
37

38   D.   Committing Fund Balance

39  
40   A majority vote of the school board is required to commit a fund balance to  
41   a specific purpose and subsequently to remove or change any constraint  
42   so adopted by the board.  
43

44   E.   Assigning Fund Balance

45  
46   The school board, by majority vote, may assign fund balances to be used  
47   for ~~the~~-specific purposes when appropriate.—\_ The board also delegates the  
48   power to assign fund balances to the ~~Superintendent and Chief Human~~  
49   ~~Resources and Administrative-Senior Executive~~ Officer.—\_All assigned fund  
50   balances shall be reported to the board on an annual basis.  
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RATIFIED BY THE BOARD OF EDUCATION: August 6, 1990

REVISED BY THE BOARD OF EDUCATION: July 10, 2000; January 8, 2001;  
October 15, 2007; April 7, 2008;  
May 16, 2011; March 15, 2021

REAFFIRMED BY THE BOARD OF EDUCATION: November 19, 2001; June 24,  
2003

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**RICHFIELD PUBLIC SCHOOLS**  
**ADMINISTRATIVE GUIDELINES**  
**BUDGET AND FUND RESERVES**

**I. PURPOSE OF THE GUIDELINE**

This guideline will provide direction regarding ~~school-district~~Richfield Public Schools budget and financial affairs ~~which-that~~ reflects the general philosophy and goals of the community and ~~which-that~~ provides detailed procedures in which the school system's administrative team can operate.

**II. UNASSIGNED FUND BALANCES**

The ~~Board-board~~ of ~~Education-education~~ desires to maintain an unassigned balance in each operating fund in the range of 4% to 10% of the annual expenditure budget. The details outlined in this guideline provide suggestions and overall guidance to the superintendent to support the development of a budget and unassigned fund balance plan.

- A. When an unassigned fund balance is at or above 8%, the superintendent shall consider opportunities to add programming to specifically meet ~~district-District~~ priorities and/or consider use of the reserve fund balance to limit reductions in the following year's budget.
- B. When an unassigned fund balance is at or below 8% but greater than 6% of projected annual expenditures, the superintendent shall specifically alert the ~~Board-board~~ to this condition and propose options for the ~~Board-board~~ to consider in order to limit deficit spending and maintain existing fund balance. -Options might include actions such as:
  - limiting new program proposals
  - reducing per-pupil allocations for non-personnel expenses
  - adjusting staffing ratios
  - identifying other financial measures which do not materially degrade quality of program offerings or services
- C. When an unassigned fund balance is at or below 6% but greater than 4% of projected annual expenditures, the superintendent shall alert the ~~Board-board~~ to this condition and propose options for the ~~Board-board~~ to consider in order to maintain and/or increase the fund balance. -Options might include actions such as:

- 1 • identifying resources for additional revenue to provide  
2 needed programming, including ~~voter~~—voter-approved  
3 referendums or legislative support
- 4 • ensuring new programs are at least partially off-set with  
5 reductions in other areas
- 6 • reducing per-pupil allocations for non-personnel expenses
- 7 • adjusting staffing ratios
- 8 • reviewing opportunities to reallocate assigned or committed  
9 fund balances
- 10 • other financial measures which do not materially degrade  
11 quality of program offerings or services

12  
13 D. When an unassigned fund balance is at or below 4% of projected  
14 annual expenditures, the superintendent shall specifically alert the  
15 ~~Board~~—board to this condition and shall propose measures to  
16 improve the balance. -Such measures could include:

- 17
- 18 • taking immediate action to obtain additional revenue needed  
19 for maintaining programming
- 20 • ensuring new program proposals are equally off-set with  
21 reductions in other areas
- 22 • reducing program offerings or services based on program  
23 priorities
- 24 • increasing student/staff ratios
- 25 • reallocating non-essential categories within the assigned or  
26 committed fund balances
- 27 • planning budget and expenditure assumptions to account for  
28 any potential financial risk to the organization in order to  
29 provide, at a minimum, a balanced budget.

30  
31 **III. POLICIES REGARDING EXPENDITURES AND EXPENDITURE**  
32 **REDUCTIONS**

33  
34 The following guidelines have been adopted by the ~~Board~~—board of  
35 ~~Education~~—education for consideration when making budgetary decisions  
36 regarding expenditures and expenditure reduction.

37  
38 A. General Considerations Impacting More Than One Fund

- 39
- 40 1. Budgetary decisions should be focused on meeting student and  
41 community needs and supporting the ~~school-d~~District's mission and  
42 goals.
- 43
- 44 2. Budgeting should be based on a comprehensive needs  
45 assessment that considers:
  - 46 a. Current and emerging instructional needs and trends
  - 47 b. Research and best practices that support student learning
  - 48 c. Demographic changes
  - 49 d. Enrollment fluctuations

- 1 e. Programmatic changes
- 2 f. Community values and needs
- 3 g. Ensuring equitable opportunities for success in achieving
- 4 programmatic outcomes.
- 5
- 6 3. Additional factors to be considered when making decisions
- 7 regarding expenditure reductions include:
- 8
- 9 a. Services which other governmental agencies, private groups, or
- 10 families themselves can assume (at least potentially) should be
- 11 given extra consideration when making budget reductions.
- 12 b. Apply budget modifications objectively across all buildings in the
- 13 district.
- 14 c. Where possible, make personnel cuts through attrition as
- 15 opposed to layoffs.
- 16 d. Do not restore or add programs/services/personnel unless they
- 17 can be sustained on a long-term basis.
- 18 e. Uphold ~~Federal~~federal and ~~State~~state laws and regulations,
- 19 policies and administrative regulations of the Richfield ~~Board~~
- 20 board of ~~Education~~education, and contractual obligations with
- 21 employees.
- 22 f. Consolidate programs or operate on a reduced basis in order to
- 23 retain programs, eliminating them only when program funding is
- 24 so minimal that goals cannot be achieved or public expectations
- 25 cannot be met.
- 26
- 27 B. Budgetary Considerations Regarding Education-Related Items
- 28 (General Fund)
- 29
- 30 1. Educational priorities and use of education resources should be
- 31 grounded in the District's ~~Strategic~~strategic Plan~~plan~~, including the
- 32 ~~district's~~District's mission, beliefs, strategic policies, objectives and
- 33 strategies.
- 34
- 35 2. Factors to be considered when making decisions regarding
- 36 education-related expenditure reductions include:
- 37
- 38 a. Despite budget reductions, the educational system should
- 39 remain progressive and dedicated to quality, serving the
- 40 various capabilities and interests of all students. ~~Efforts to~~
- 41 promote student learning, advance administrative and
- 42 instructional uses of technology, promote professional
- 43 development, and improve programs should persist.
- 44 b. Maintain the integrity of basic programs. ~~If~~ programs need to
- 45 be reduced or eliminated, use the District's mission, beliefs,
- 46 and strategic policies as a guide in establishing priorities.
- 47 c. Within the ~~General~~general Fund~~fund~~, seek methods of
- 48 cutting expenses that minimize the impact on the
- 49 educational program.
- 50 d. Consider budget reductions; ~~which~~that adversely impact the
- 51 fewest pupils.

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- e. Consider expanding class sizes to avoid total elimination of specialized programs such as art, music, technology education, and enrichment activities.
- f. Consolidate programs or operate on a reduced basis, rather than totally eliminating programs.
- g. ~~Rather than funding a program at a very minimal level, eliminate the program altogether to avoid misconceptions and misplaced expectations. If consolidation or reduced operations are not adequate solutions to programmatic funding shortfalls, consider eliminating the program altogether rather than funding it at a minimal level such that program goals cannot be achieved.~~
- h. Where possible, allow desired services to remain on a "pay-as-you-go" basis or via user fees; regularly update fees and rental rates to reflect market conditions and reasonably reflect actual costs.
- i. Make cuts in services that might be subsidized by other groups such as parent/teacher organizations and booster groups.

C. Budget Considerations Regarding Facilities, Operations and Maintenance and other Capital Expenses

- 1. Facility changes should reflect comprehensive facility planning that reflects the following goals and criteria:
  - a. Criteria such as enrollment and deferred maintenance thresholds will trigger facility changes.
  - b. Facilities will be designed and used in ways that make Richfield Public Schools exciting, attractive, accessible, and productiveeffective, while maximizing efficiency.
  - c. Facilities will meet building and life safety codes and protect the safety and well-being of students, staff, and occupants.
  - d. Proposals for facility change will have reasonable cost implications.
  - e. The community will have a sense of ownership of the comprehensive facility plan.
- 2. Additional factors to be considered when considering capital expenditure reductions or revenue increases include:
  - a. Avoid cutbacks in areas such as preventative maintenance which, if not conducted on a timely basis, may lead to greater costs over the long term.
  - b. Evaluate whether the use of purchased/contracted services or existing personnel are more efficient in fulfilling responsibilities.
  - c. If cutbacks are made in the area of building cleaning, attempt to spread the reductions in service such that the impact of the reductions is as minimal as possible.

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d. Revise building user fees and rents to reflect the actual costs of operating the buildings.

D. Budgetary Considerations Regarding Transportation Services

1. Transportation resources should be used efficiently to meet legal requirements and facilitate student participation in school programs and activities.
2. Additional factors to be considered when considering transportation expenditure reductions or revenue increases include:
  - a. Consider eliminating or consolidating services where possible.
  - b. Review all transportation services not required by law.
  - c. Consider providing some services on a ~~fee-fee-for-for~~-service basis.

E. Considerations Regarding the Process for Budgetary Decision-making

1. Each recommended adjustment will be accompanied by an impact statement for consideration prior to making budgetary decisions.
2. Recommendations may take several forms, including but not limited to elimination, consolidation, delay, increasing revenues, and alternative methods of delivery of service. —The impact statement will address implications of the type of reduction.
3. The judgments of employees relative to consequences and likely impact of proposed budgetary reductions are to be considered.
4. When budget cuts are site-specific, implications of the cut on other sites and on programs and services across the district are to be considered.
5. Community expectations regarding types and quantity of educational services needed are to be considered; that is, budgetary decisions ultimately are to recognize community values and priorities as expressed through individual citizens, organized groups, employees, and elected school officials. —Whenever possible, opportunities for communication and consultation with multiple stakeholders will be provided prior to making budgetary decisions.

F. Communicating Regarding School Finance Concerns

1. Lobby for adequate funding of public schools.
2. Work to increase public awareness of Richfield Public Schools financial concerns.

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Dated: March 15, 2021  
Reviewed:  
Revised:

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 714

Orig. 2011

Revised: \_\_\_\_\_

Rev. 2022

## **714 FUND BALANCES**

**[NOTE: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]**

### **I. PURPOSE**

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

### **II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

### **III. DEFINITIONS**

- A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

- G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

**IV. CLASSIFICATION OF FUND BALANCES**

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

**V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of [ \_\_\_\_ percent of the annual budget.] [ \_\_\_\_ months of operating expenses.]

**[NOTE: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]**

**VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

**[NOTE: The school board determines this order.]**

**VII. COMMITTING FUND BALANCE**

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

**VIII. ASSIGNING FUND BALANCE**

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: \_\_\_\_\_. **[Specify individual(s), such as the superintendent, business manager, etc., or an entity, such as the finance committee, authorized to make these assignments.]** Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

**IX. STABILIZATION ARRANGEMENTS**

**[NOTE: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school**

**board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]**

**X. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

**[NOTE: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]**

***Legal References:***

Statement No. 54 of the Governmental Accounting Standards Board

***Cross References:***

None

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Staff Use of School Facilities**

(Recommended by the superintendent)

A second read of Policy 413: Staff Use of School Facilities & Administrative Guideline 413.1. The policy establishes that staff members may use school facilities for health and wellness activities when the space is not otherwise being used. The guideline establishes the rules for reserving and using the school facilities.

The policy and guideline have been reviewed by the Facilities Department and the Facilities Use Office, and suggested changes are included.

**Attachments:**

Policy 413: Staff Use of School Facilities - **redlined**

Administrative Guideline 413.1 - **redlined**

Attachment: Release and Waiver of Liability, Assumption of Risk, and Indemnity Agreement

1  
2 **RICHFIELD PUBLIC SCHOOLS**  
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4 **STAFF USE OF SCHOOL FACILITIES**  
5  
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7 **GENERAL STATEMENT OF POLICY**

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8  
9 The ~~Richfield Public Schools Board-board~~ of ~~Education-education~~ supports ~~active~~  
10 ~~and healthy~~ staff members ~~in being active and healthy~~ and encourages the use  
11 of school facilities for such ~~use~~purposes. It is the policy of the ~~Board-board~~ of  
12 ~~Education-education~~ that school facilities are made available for health and  
13 wellness activities of ~~district-District~~ staff members when space is not being used  
14 for educational program purposes or reserved by outside groups, subject to  
15 certain rules and regulations of the ~~Board-board~~ of ~~Education-education~~. All staff  
16 members who wish to use school facilities for health or wellness activities are  
17 required to sign the release form found in Administrative Guideline 413.2.  
18

19 The ~~school-d~~District may cancel facilities use when emergencies occur  
20 (inclement weather, facility damage, safety considerations, power outages, etc.).  
21

22 Any deviation from the procedures outlined in the Administrative Guideline 413.1  
23 must be approved by the ~~Superintendent-superintendent~~ or designee.  
24  
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30 RATIFIED BY THE BOARD OF EDUCATION: \_\_\_\_\_ June 13, 2011

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32 REVIEWED- ~~AND REAFFIRMED~~ BY THE BOARD OF EDUCATION:

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34 REVISED BY THE BOARD OF EDUCATION: \_\_\_\_\_ April 5, 2021  
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**RICHFIELD PUBLIC SCHOOLS**  
**ADMINISTRATIVE GUIDELINES**  
**STAFF USE OF SCHOOL FACILITIES**

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**I. GOAL OF THE RICHFIELD PUBLIC SCHOOLS REGARDING STAFF USE OF SCHOOL FACILITIES**

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It is the desire of the Richfield ~~Board~~ ~~board~~ of ~~Education~~ ~~education~~ that school facilities are made available to staff for personal health and wellness activities.

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**II. RULES AND REGULATIONS IMPLEMENTING BOARD POLICY**

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~~School~~ ~~d~~istrict staff will be permitted to use school facilities during normal working open hours when facilities are not being used for educational purposes ~~or if and~~ facilities have not been reserved by individuals or outside groups. Such use should not occur during the staff member's assigned duty day.

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A. Request Use of Facilities:

1. Facilities will be available during a defined schedule as determined by the Facilities Use Office.
2. Educational uses, and individuals or groups who have reserved facilities through the permit process will have priority use of facilities.
3. A list of available facilities will be provided to staff members who submit the required documentation to the Facilities Use Office.
4. Staff ~~that~~ ~~who~~ would like to use facilities during non-scheduled times will complete a permit for extended use of the facility (e.g. Gym-gym facility) through the ~~district~~ ~~District~~ reservation system.

B. Use by Staff Dependents and Guests

1. Staff members may bring their dependent children with them to use school facilities. Staff members must supervise their children at all times.
2. Staff members may not bring other guests who are not RPS staff members to use school facilities. Mixed groups of RPS staff members and other individuals (except dependent children of RPS staff members) must request use of school facilities as established in Policy 979: Community Use of School Facilities and Grounds.

**III. USE OF EQUIPMENT**

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Staff is expected to supply their own equipment such as basketballs, volleyballs, bats, baseballs, etc.

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**IV. RESPONSIBILITIES**

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6. ~~Adhere~~ Adherence to the hours of use designated in the permit is required.

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C. If a problem occurs:

1. ~~Report any~~ Any damage of school property must be reported to the Facilities Use Office within 24 hours. ~~If you fail to report any damage is not reported, your~~ the staff member's right to future use may be forfeited.

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2. ~~If you don't~~ the staff member does not make satisfactory replacement or payment for any loss or damage , or you violates the rules, your their right to future use will be forfeited. ~~The school &~~ District assumes no liability for loss of personal effects of participants.

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Cross References:  
Policy 105: Tobacco-Free Environment  
Policy 979: Community Use of School Facilities and Grounds

DATED: June 13, 2011

REVIEWED:

REVISED: April 5, 2021

**I.S.D. No. 280 Facilities Use Release**

**RELEASE AND WAIVER OF LIABILITY, ASSUMPTION of RISK, AND INDEMNITY AGREEMENT (“AGREEMENT”)**

IN CONSIDERATION of the Richfield Public Schools, I.S.D. No. 280 permitting me and my minor child(ren) to participate in any way in sports activities on premises owned by the district, I, on behalf of my child(ren), if applicable, for myself and for my personal representatives, assigns, heirs, and next of kin, and for my child(ren)’s personal representatives, assigns, heirs, and next of kin, if applicable:

1) ACKNOWLEDGE, agree, and represent that I and/or my child(ren), if applicable, understand the nature of sports activities and that I am qualified, in good health, and in proper physical condition to participate in such activity, and/or that my child(ren) is/are qualified, in good health, and in proper physical condition to participate in such activity. I agree and warrant that, to the extent that I may have any temporary or permanent physical condition that would limit my ability to safely engage in a particular activity or activities, I will not engage in any such activity, and that, to the extent my child(ren) has/have any temporary or permanent physical condition that would limit his/her/their ability to safely engage in a particular activity or activities, I will prevent them from engaging in any such activity. I further agree and warrant that if at any time I believe the conditions of the District’s facilities to be unsafe, I will immediately discontinue further participation in the activity and notify the District of such conditions.

2) FULLY UNDERSTAND THAT: (a) SPORTS ACTIVITIES INVOLVE RISKS AND DANGERS OF SERIOUS BODILY INJURY, INCLUDING PERMANENT DISABILITY, PARALYSIS, AND DEATH (“RISKS”); (b) these Risks and dangers may be caused by my own actions or inactions, the actions or inactions of my child(ren) who use the District’s facilities in accordance with this release, the actions or inactions of others participating in the Activity, the condition in which the Activity takes place, or THE NEGLIGENCE OF THE “RELEASEES” NAMED BELOW; (c) there may be OTHER RISK AND SOCIAL AND ECONOMIC LOSSES either not known to me or not readily foreseeable at this time; and I FULLY ACCEPT AND ASSUME ALL SUCH RISKS AND ALL RESPONSIBILITY FOR LOSSES, COSTS, AND DAMAGES I incur or that my child(ren) incur as a result of my participation in the activity, except to the extent that any such injury or damage may arise from the gross negligence or intentional misconduct of the District.

3) HEREBY RELEASE, DISCHARGE, AND COVENANT NOT TO SUE I.S.D. NO. 280 AND ITS SCHOOL BOARD, administrators, agents, volunteers, and employees, (each considered one of the “RELEASEES” herein) FROM ALL LIABILITY, CLAIMS, DEMANDS, LOSSES, OR DAMAGES ON MY ACCOUNT OR MY CHILD(REN)’S ACCOUNT(S) CAUSED OR ALLEGED TO BE CAUSED IN WHOLE OR IN PART BY THE NEGLIGENCE OF THE “RELEASEES” OR OTHERWISE, EXCEPT TO THE EXTENT THAT ANY SUCH INJURY OR DAMAGE MAY ARISE FROM THE GROSS

NEGLIGENCE OR INTENTIONAL MISCONDUCT OF THE DISTRICT. I FURTHER AGREE that if, despite this RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK, AND INDEMNITY AGREEMENT I, my child(ren), or anyone on my behalf or my child(ren)'s behalf, makes a claim against any of the Releasees, I WILL INDEMNIFY, SAVE, AND HOLD HARMLESS EACH OF THE RELEASEES from any litigation expenses, attorney fees, loss, liability, damage, or cost which may incur as the result of such claim.

I HAVE READ THIS AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING IT AND HAVE SIGNED IT FREELY AND WITHOUT INDUCEMENT OR ASSURANCE OF ANY NATURE AND INTEND IT TO BE A COMPLETE AND UNCONDITIONAL RELEASE OF ALL LIABILITY TO THE GREATEST EXTENT ALLOWED BY LAW AND AGREE THAT IF ANY PORTION OF THIS AGREEMENT IS HELD TO BE INVALID THE BALANCE, NOTWITHSTANDING, SHALL CONTINUE IN FULL FORCE AND EFFECT.

Signature of Adult Participant: \_\_\_\_\_

Name(s) of Child(ren) authorized by Adult Participant: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Achievement & Integration Plan Approval**

(Recommended by the superintendent)

That the board of education approve the Achievement & Integration plan for July 1, 2026 to June 30, 2029.

**Background Information:**

(Prepared by Rachel Gens and Christina Gonzalez)

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

In RPS, A&I provides funding for staffing in the areas of school counseling, outreach work, and Native & Indigenous Education.

The RPS A&I Plan focuses on improvements/services in the following areas: supporting a smooth and aligned transition system Prekindergarten to graduation; building, supporting, and retaining an educational staff that utilizes equity-focused, anti-racist, and culturally-sustaining practices; and creating and strengthening career and college pathways for underserved students.

**Attachments:**

A&I Plan Document

## Achievement and Integration Plan

July 1, 2026 to June 30, 2029

**District ISD# and Name:** #280 Richfield Public Schools  
**District Integration Status:** Racially Isolated District (RI)  
**Superintendent:** Dr. Steven Unowsky  
Phone: (612) 798-6011  
Email: [steven.unowsky@rpsmn.org](mailto:steven.unowsky@rpsmn.org)

**Plan submitted by:** Rachel Gens  
Title: Director of Elementary Education  
Phone: (612) 798-6058  
Email: [rachel.gens@rpsmn.org](mailto:rachel.gens@rpsmn.org)

### Partnering Districts

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

1. **#283 St. Louis Park Public Schools**

Provide the name of your integration collaborative if you have one: **NA**

### Racially Identifiable Schools within District

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

1. **NA**

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

### School Board Approval

- We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Dr. Steven Unowsky**  
Signature:

Date Signed:

School Board Chair: **Eric Carter**  
Signature:

Date Signed:

## Plan Input

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

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

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

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

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

### Multidistrict Collaboration Council:

- Rachel Gens, Richfield Public Schools, Director of Elementary Education
- Alex Ward, Richfield Public Schools, Director of Secondary Education
- Christina Gonzalez, Richfield Public Schools, Director of Student Support Services
- Sam Weaver, Richfield Public Schools, Native American / Indigenous Education Coordinator (American Indian Parent Committee Member)
- Megan Pershica, Saint Louis Park Public Schools, Coordinator of Instructional Design and Support
- Quannel Cooper, Saint Louis Park Public Schools, Assistant Superintendent

Achievement and Integration goals and strategies for both districts are closely aligned with our individual Strategic Plans and our Comprehensive Achievement and Civic Readiness (CACR) goals. Both of our districts solicit input and feedback on our individual goals and metrics from a variety of advisory groups throughout the year. Our council recommends a continuing focus on career and college readiness by providing access to a variety of advanced course options and opportunities for students to learn about various career and college pathways.

## Submitting this Plan

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

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

## Achievement and Integration Goals

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

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

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

**Goal #1: To eliminate systemic disparities in academic outcomes, the district will increase the percentage of students of color graduating within four years from 83% to 90% by the end of the 2028-29 school year.**

**Goal type:** Achievement Disparity

## Strategies

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

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

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

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

**Strategy Name and # 1: Create a support a strong and navigable PreK-12 transition system anchored by family outreach and student counseling**

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

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

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

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

**Building a clear path to graduation starts in PreK and relies on seamless transitions between schools, particularly during the shifts from elementary to middle and middle to high school. During these "bridge" years, students often face increased academic rigor alongside significant social-emotional changes, making them vulnerable to**

disengagement if support systems lapse. Outreach workers and counselors will play a critical role in ensuring families remain empowered partners throughout these transitions by helping them navigate new school environments, including complex schedules, grading practices, communication systems, and graduation pathways. They will partner with administrators and teachers to plan and implement transition and family engagement events and activities, including, but not limited to the following:

- Kindergarten Kickoff and Preschool Preview
- 6th Grade Information Night
- Richfield High School New Student Orientation
- Building Open Houses
- Connect and Assess Conferences
- Parent-Teacher Conferences
- Parent/guardian outreach to support consistent attendance, engagement, and achievement

Outreach workers and counselors will provide continuity of care across buildings, ensuring that a student's specific strengths and needs are clearly communicated to staff during grade-level and/or building transitions. Outreach workers will serve as a vital resource for families, providing information about whom to contact for specific academic supports or specialized programs. By partnering closely with school administration to cultivate an environment where families of color and multilingual families feel welcome and valued, outreach workers will help them navigate the school system with confidence, leading to higher graduation rates for students.

Location of services: **Central Education Center, Centennial Elementary, Richfield Dual Language School, Richfield STEM School, Sheridan Hills Elementary, Richfield Middle School, Richfield High School, Richfield College Experience Program, South Education Center**

## Key Indicators

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

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

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
All schools will host parent engagement nights at each key transition (K, 6, 9, and 12), achieving at least 50% family attendance to ensure parents and guardians are fully equipped to navigate and support their child’s next academic stage.	50%	55%	60%
All schools will facilitate personalized transition meetings for 100% of students receiving specialized academic, social-emotional, or other learning supports who are entering Kindergarten, 6th grade, and 9th grade, ensuring that counselors and other support staff collaborate with students and families.	90%	95%	100%
Counselors, in collaboration with Student Support Services and Special Education staff, will facilitate transition meetings for 100% of students moving from Richfield High School to Richfield College Experience Program or South Education Center, ensuring a seamless handoff of services and a clear, family-centered plan for student success.	90%	95%	100%
To ensure every student remains on a clear path to graduation, counselors will provide individualized coaching and credit-recovery planning for 90% of eligible students.	60%	75%	90%

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

**Goal #2: To ensure every student has access to highly effective, culturally competent educators, the district will increase the percentage of licensed staff trained in equity-focused, anti-racist, and culturally-sustaining practices from 50% to 90% by the end of the 2028-29 school year.**

**Goal type:** Teacher Equity

## Strategies

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

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

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

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

**Strategy Name and # 2: Build, support, and retain an educational staff that utilizes equity-focused, anti-racist, and culturally-sustaining practices**

**Type of Strategy:** Equitable access to effective and more diverse teachers.

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

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

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

**In alignment with our equity policy, the district will provide ongoing professional development for all licensed staff on equity-focused, anti-racist, and culturally-sustaining practices. This professional development will ensure that staff can effectively serve a diverse student body. Specific topics to be addressed in professional development sessions include:**

- Exploring identity and intersectionality
- Understanding U.S. racial history and its impact on modern education
- Identifying and interrupting implicit biases and micro-aggressions
- Designing instruction that leverages students' knowledge, skills, lived experiences, and cultural assets

**Trainings will occur on district professional development days and/or during staff meetings.**

Location of services: **Central Education Center, Centennial Elementary, Richfield Dual Language School, Richfield STEM School, Sheridan Hills Elementary, Richfield Middle School, Richfield High School, Richfield College Experience Program, South Education Center**

## Key Indicators

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

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

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>90% of teachers new to the district will complete a comprehensive onboarding program that supports them in embedding equity-focused, anti-racist, and culturally-sustaining practices into their daily classroom instruction.</b>	70%	80%	90%
<b>90% of licensed staff will participate annually in at least 1 professional development session designed to deepen the implementation of equity-focused, anti-racist, and culturally-sustaining practices across all learning environments.</b>	70%	80%	90%
<b>75% of students will report on an annual survey that their teachers consistently foster a respectful, anti-racist classroom environment where every student's unique cultural background is valued, and their individual needs for success are met.</b>	55%	65%	75%

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

**Goal #3: The district will foster increased racial integration within advanced courses by ensuring that enrollment in AP, CTE, and dual-credit programs reflects the district's overall student population, specifically increasing the participation of students of color from 42% to 50% by the end of the 2028-29 school year.**

**Goal type:** Integration

## Strategies

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

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

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

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

**Strategy Name and # 3: Create and strengthen career and college pathways for underserved students**

**Type of Strategy:** Equitable access to effective and more diverse teachers.

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

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

Increases graduation rates.

Increases access to effective and diverse teachers.

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

**We will coordinate efforts to expand and diversify our Career and Technical Education (CTE), Advanced Placement (AP), and College in the Schools (CIS) programs. The goal is to close the "opportunity gap" by ensuring students of color have the same access to college-credit-bearing courses as their peers. While these courses are open to all students, counselors and teachers will review student data to identify students of color who show potential for success in advanced coursework but may not have self-selected into these courses. They will proactively recruit students to participate in advanced courses to increase students' confidence in their ability to successfully complete rigorous courses. Outreach workers will serve as initial points of contact for parents and guardians who have questions about advanced courses, including AP, CIS, and CTE.**

**We will continue to strengthen existing courses and create new ones that allow students to explore career pathways and earn college credit while in high school. We will ensure teachers, counselors, and administrators partner to recruit students of color into CTE, Advanced Placement, and College in Schools courses at the high school level. To ensure that students entering high school are ready, middle school staff will gain a thorough understanding of high school course offerings.**

**We will offer a variety of career and college planning events and programs for students at the secondary level. Indigenous students will engage in career and college exploration and planning with their school counselor and our Native American and Indigenous Coordinator. Additional offerings will include FAFSA preparation, career fairs/visits, and college fairs/visits. We will work to expand our offerings in collaboration with our partner district.**

Location of services: **Richfield Middle School, Richfield High School, Richfield College Experience Program, South Education Center**

## Key Indicators

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

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

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<b>100% of indigenous students in grades 11-12 will participate in college and career planning conferences with the Native American and Indigenous Education Coordinator, who will assist in coordinating visits as appropriate.</b>	80%	90%	100%
<b>90% of students enrolled at RHS or RCEP will attend at least 1 CACR event, including college fairs/visits, career fairs/visits, and FAFSA Nights.</b>	70%	80%	90%
<b>At least 30% of 10th-12th-grade Latino students will enroll in an advanced course (CTE, AP, CIS).</b>	30%	40%	50%

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **This plan transforms traditionally fragmented, site-based activities into a cohesive K-12 academic pathway where a student’s academic history, social-emotional needs, and personal goals remain at the forefront throughout their educational journey. In many traditional systems, the hand-off between elementary, middle, and high school can result in a "data reset" that disrupts student progress. This plan ensures that critical student data and program goals are seamlessly integrated as students move from one building to the next. While the system is designed to support the entire PreK-12 population, outreach workers, counselors, and our Native American and Indigenous Education Coordinator will leverage centralized data to proactively identify and prioritize students who have been underserved or overlooked at key transition points, and to ensure families have a clear, reliable roadmap for their child’s success from PreK to graduation.**

---

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**SUBJECT: Acceptance of Fiscal Year 2025 Federal Single Audit Report**

Recommended by the superintendent that the board of education accept the attached resolution for acceptance of the fiscal year 2024-25 federal single audit report.

**Background Information**

Board Policy 704 requires the school board to accept the audit report by resolution. The initial audit report was presented and approved by the Board on December 15, 2025. Due to a delay in the issuance by the federal government of the 2025 Compliance Supplement, the federal single audit was not able to be completed at the same time as the District's regular financial audit. This Federal Single Audit report completes the audit process for the fiscal year ended June 30, 2025. Below is a summary of the Audit Opinion and Findings:

**AUDIT OPINION AND FINDINGS**

Based on the of the District's Federal Single Audit for the year ended June 30, 2025:

- The auditors issued an Unmodified (or "clean") audit opinion.
- The auditors reported that the Schedule of Federal Expenditures (or "SEFA") is fairly stated, in all material respects, in relation to the basic financial statements.
- The federal program tested this year was the Child Nutrition Cluster, which comprises the National School Lunch Program, the School Breakfast Program and the Fresh Fruit and Vegetable Program.
- The results of the audit indicate that the District has complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.

- The auditors identified one deficiency in the District's internal controls over compliance that was considered to be a significant deficiency.
- For one local food service vendor whose total contract amount exceeded the micro-purchase threshold, District policy required two or more written quotations. In previous years the District had attempted to obtain quotes from local vendors for the program, but was unable to obtain responses from anyone other than the selected vendor and these attempts for a quote were not documented. The District has already addressed this requirement and issued a formal request for quotes for the FY26 year for which there was only one response.
- As part of the Single Audit, the auditors performed follow-up procedures on prior year findings and recommendations. Based on those procedures, the auditors concluded that Finding 2024-001, *Internal Control Over Compliance with Federal Suspension and Debarment Requirements for the Child Nutrition Cluster*, was corrected in the current year.

**Attached:**

Federal Single Audit Reports

Governance and Management Letter

Corrective Action Plan and Summary Schedule of Prior Audit Findings

**RESOLUTION AUTHORIZING ACCEPTANCE OF FISCAL YEAR 2025 FEDERAL SINGLE AUDIT REPORT**

Pursuant to due call and notice thereof, a regular meeting of the Board of Education of Independent School District No. 280, State of Minnesota, was duly held on March 2, 2026 at 7:00 p.m.

MEMBERS PRESENT:

MEMBERS ABSENT:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

BE IT RESOLVED, by the Board of Education of Independent School District No. 280, the acceptance of the Fiscal Year 2025 Federal Single Audit Report as prepared by the auditing firm of LB Carlson.

The motion for adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_,

and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution, having received the affirmative votes of a majority of the members, was declared duly passed and adopted.

WITNESS MY HAND officially as such recording officer this 2nd day of March, 2026.

---

School District Clerk

INDEPENDENT SCHOOL DISTRICT NO. 280  
RICHFIELD, MINNESOTA

Federal Single Audit Reports

Year Ended  
June 30, 2025



Certified Public Accountants Business Consultants

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INDEPENDENT SCHOOL DISTRICT NO. 280

Federal Single Audit Reports  
Year Ended June 30, 2025

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INDEPENDENT SCHOOL DISTRICT NO. 280

Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2025

Federal Grantor/Pass-Through Grantor/Program Title	Federal ALN	Federal Expenditures	
<b>U.S. Department of Agriculture</b>			
Passed through Minnesota Department of Education			
Child nutrition cluster			
School Breakfast Program	10.553	\$ 595,156	
National School Lunch Program	10.555	1,599,372	
Fresh Fruit and Vegetable Program	10.582	<u>51,740</u>	
Total child nutrition cluster			\$ 2,246,268
Child and Adult Care Food Program	10.558		83,229
<b>U.S. Department of Education</b>			
Direct			
Indian Education Grants to Local Educational Agencies	84.060		14,658
Passed through Minnesota Department of Education			
Special education cluster			
Special Education Grants to States	84.027	1,018,632	
Special Education Preschool Grants	84.173	<u>46,271</u>	
Total special education cluster			1,064,903
Title I Grants to Local Educational Agencies	84.010		855,595
Special Education – Grants for Infants and Families	84.181		48,383
English Language Acquisition State Grants	84.365		138,943
Supporting Effective Instruction State Grants	84.367		136,042
Comprehensive Literacy Development	84.371		132,714
Education Stabilization Fund			
COVID-19 – American Rescue Plan – Elementary and Secondary			
School Emergency Relief (ARP ESSER) Fund	84.425U	60,000	
COVID-19 – American Rescue Plan – Elementary and Secondary School			
Emergency Relief (ARP ESSER) Fund – Homeless Children and Youth	84.425W	<u>670</u>	
Total ALN 84.425			60,670
Passed through Southwest Metro Consortium			
Career and Technical Education – Basic Grants to States	84.048		15,743
Passed through YMCA of the Greater Twin Cities Area			
Twenty-First Century Community Learning Centers	84.287		<u>73,379</u>
Total federal awards			<u>\$ 4,870,527</u>

Note 1: The Schedule of Expenditures of Federal Awards is prepared on the accrual basis of accounting. The information in this schedule is presented in accordance with the OMB's *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Therefore, some amounts presented in this schedule may differ from the amounts presented in, or used in the preparation of, the District's basic financial statements.

Note 2: The pass-through entities listed above use the same federal Assistance Listing Numbers (ALN) as the federal grantors to identify these grants.

Note 3: The District did not elect to use the federal de minimis indirect cost rate.

Note 4: The District had \$221,147 of noncash assistance included in the National School Lunch Program, federal ALN 10.555.

Note 5: The District transferred \$51,062 into Title I – federal ALN 84.010 from other title programs during the year.

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INDEPENDENT AUDITOR’S REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM; REPORT ON INTERNAL CONTROL  
OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES  
OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the School Board and Management of  
Independent School District No. 280  
Richfield, Minnesota

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM**

***OPINION ON EACH MAJOR FEDERAL PROGRAM***

We have audited Independent School District No. 280’s (the District) compliance with the types of compliance requirements identified as subject to audit in the U.S. Office of Management and Budget *Compliance Supplement* that could have a direct and material effect on each of the District’s major federal programs for the year ended June 30, 2025. The District’s major federal programs are identified in the Summary of Audit Results section of the accompanying Schedule of Findings and Questioned Costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major programs for the year ended June 30, 2025.

***BASIS FOR OPINION ON EACH MAJOR FEDERAL PROGRAM***

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District’s compliance requirements referred to above.

(continued)

## ***RESPONSIBILITIES OF MANAGEMENT FOR COMPLIANCE***

Management is responsible for compliance with the requirements referred to on the previous page and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

## ***AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF COMPLIANCE***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to on the previous page occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and, therefore, is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to on the previous page is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to on the previous page and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

(continued)

## **OTHER MATTERS**

The results of our auditing procedures disclosed an instance of noncompliance which is required to be reported in accordance with the Uniform Guidance described in the accompanying Schedule of Findings and Questioned Costs as finding 2025-002. Our opinion on each major federal program is not modified with respect to this matter.

*Government Auditing Standards* requires the auditor to perform limited procedures on the District's response to the noncompliance findings identified in our compliance audit described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

## **REPORT ON INTERNAL CONTROL OVER COMPLIANCE**

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section on the previous page and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and, therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined below. However, as discussed below, we did identify one deficiency in internal control over compliance that we consider to be a significant deficiency.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as finding 2025-002 to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

*Government Auditing Standards* require the auditor to perform limited procedures on the District's response to the internal control over compliance finding identified in our audit described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

(continued)

**REPORT ON SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE**

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated December 8, 2025, which contained unmodified opinions on those financial statements. We have not performed any auditing procedures with respect to the District's basic financial statements subsequent to the date of our report on those financial statements. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Respectfully submitted,

Handwritten signature in cursive script that reads "LB Carlson, LLP".

LB CARLSON, LLP  
Minneapolis, Minnesota

February 12, 2026

INDEPENDENT SCHOOL DISTRICT NO. 280

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2025

**A. SUMMARY OF AUDIT RESULTS**

This summary is formatted to provide federal granting agencies and pass-through agencies answers to specific questions regarding the audit of federal awards.

**Financial Statements**

What type of auditor's report is issued?   X   Unmodified  
     Qualified  
     Adverse  
     Disclaimer

Internal control over financial reporting:

Material weakness(es) identified?      Yes   X   No

Significant deficiencies identified?      Yes   X   None reported

Noncompliance material to the financial statements noted?      Yes   X   No

**Federal Awards**

Internal controls over major federal award programs:

Material weakness(es) identified?      Yes   X   No

Significant deficiencies identified?   X   Yes      None reported

Type of auditor's report issued on compliance for major programs?

U.S. Department of Agriculture – Child Nutrition Cluster Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?   X   Yes      No

Programs tested as major programs:

Program or Cluster	Federal ALN
U.S. Department of Agriculture – child nutrition cluster consisting of:	
– School Breakfast Program	10.553
– National School Lunch Program	10.555
– Fresh Fruit and Vegetable Program	10.582

Threshold for distinguishing type A and B programs.   \$ 750,000  

Does the auditee qualify as a low-risk auditee?   X   Yes      No

**B. FINANCIAL STATEMENT FINDINGS**

None.

INDEPENDENT SCHOOL DISTRICT NO. 280

Schedule of Findings and Questioned Costs (continued)  
Year Ended June 30, 2025

**C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

**SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE AND REPORTABLE INSTANCE OF NONCOMPLIANCE – U.S. DEPARTMENT OF AGRICULTURE, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CHILD NUTRITION CLUSTER – FEDERAL ALN 10.553, 10.555, AND 10.582**

**2025-002 Internal Control Over Compliance and Reportable Noncompliance With Federal Procurement Requirements**

**Criteria** – 2 CFR § 200.320 requires the District to establish and maintain effective internal control over compliance with procurement requirements applicable to expenditures within its child nutrition cluster federal programs.

**Condition** – During our audit, we noted the District did not have sufficient controls in place within its child nutrition cluster to ensure compliance with federal procurement requirements related to methods of procurement, which resulted in a reportable instance of noncompliance.

**Questioned Costs** – \$28,450.

**Context** – For one of twenty-five vendors tested, the District could not provide documentation that two or more quotations were solicited for a contract awarded within its child nutrition cluster federal programs in excess of its stated micro-purchase threshold of \$10,000, as required by the Uniform Guidance. This was not a statistically valid sample.

**Repeat Finding** – This is a current year finding.

**Cause** – The District’s internal control procedures over procurement requirements applicable to its child nutrition cluster federal programs were not being consistently followed.

**Effect** – Noncompliance with the procurement requirements could result in the District expending federal funds inappropriately or not obtaining competitively priced goods or services, which could be viewed as a violation of the award agreement.

**Recommendation** – We recommend that the District review its internal control procedures for its child nutrition cluster federal programs to ensure that controls in place over compliance with federal procurement requirements are being consistently applied, including awarding contracts based on multiple quotations for the purchase of goods or services in excess of the District’s micro-purchase threshold of \$10,000, as required by the Uniform Guidance.

**View of Responsible Official and Planned Corrective Actions** – There is no disagreement with the audit finding. District management will review its procedures relating to procurement for its federal programs to ensure that multiple quotations are obtained when required and that adequate documentation is retained. The District solicited quotes and retained the necessary documentation for the noncompliant contract in fiscal year 2026. The District has separately issued a Corrective Action Plan related to this finding.



February 12, 2026

To the School Board and Management of  
Independent School District No. 280  
Richfield, Minnesota

The following is a summary of our audit work, key conclusions, and other information that we consider important or that is required to be communicated to the School Board, administration, or those charged with governance of Independent School District No. 280 (the District) in conjunction with our Single Audit of the Schedule of Expenditures of Federal Awards (SEFA) for the year ended June 30, 2025.

**OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA, *GOVERNMENT AUDITING STANDARDS*, AND TITLE 2 U.S. CODE OF FEDERAL REGULATIONS PART 200, *UNIFORM ADMINISTRATIVE REQUIREMENTS, COST PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)***

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements. We issued our report thereon dated December 8, 2025, which contained unmodified opinions on those financial statements. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and the Uniform Guidance, as well as certain information related to the planned scope and timing of our Single Audit of the District's SEFA for the year ended June 30, 2025. We have communicated such information to you verbally and in our audit engagement letter. Professional standards also require that we communicate to you the following information related to our audit.

**PLANNED SCOPE AND TIMING OF THE SINGLE AUDIT**

We performed the Single Audit according to the planned scope previously discussed and coordinated to obtain sufficient audit evidence. Completion of the Single Audit was later than originally planned due to a delay in the issuance of the *2025 Compliance Supplement* by the U.S. Office of Management and Budget (OMB).

**AUDIT OPINION AND FINDINGS**

Based on our audit of the District's SEFA for the year ended June 30, 2025:

- We reported that the SEFA is fairly stated, in all material respects, in relation to the basic financial statements.
- The results of our tests indicate that the District has complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.

- We reported one deficiency in the District’s internal controls over compliance that we considered to be a significant deficiency with the types of compliance requirements that could have a direct and material effect on each of its major federal programs.
  - 2 CFR § 200.320 requires Independent School District No. 280 (the District) to establish and maintain effective internal control over compliance with requirements applicable to its federal program expenditures, including applicable procurement requirements. The District did not have sufficient controls in place within the child nutrition cluster federal programs to ensure compliance with federal procurement requirements related to methods of procurement, which resulted in a reportable instance of noncompliance.

#### **FOLLOW-UP ON PRIOR YEAR FINDINGS AND RECOMMENDATIONS**

As a part of our Single Audit of the District’s SEFA for the year ended June 30, 2025, we performed procedures to follow-up on any findings and recommendations that resulted from our prior year audit. We reported the following finding that was corrected by the District in the current year:

- Finding 2024-001 – Internal Control Over Compliance with Federal Suspension and Debarment Requirements for the Child Nutrition Cluster of Federal Programs.

#### **OTHER OBSERVATIONS AND RECOMMENDATIONS – UNIFORM GUIDANCE REVISIONS**

In April 2024, the OMB issued the 2024 revised Uniform Guidance, aiming to streamline grant management and reduce grantor agency and recipient burden. The revised guidance is effective for new federal grant entitlements awarded on or after October 1, 2024. Recipients and subrecipients will need to determine the relevant Uniform Guidance criteria based on the award date. Districts may have grants awarded under the previous Uniform Guidance and others awarded under the revised Uniform Guidance in the same fiscal year, and will need to work with grantor or pass-through agencies to ensure each award is in compliance with the applicable requirements.

The revision includes a number of significant changes to the federal Single Audit process, including: an increase in dollar threshold for requiring a Single Audit from \$750,000 to \$1,000,000; changes to the thresholds and process used for determining major programs; an increase in the threshold for the disposition of equipment and remitting unused supplies from \$5,000 to \$10,000; and an increase in the de minimis cost rate from 10 percent to 15 percent. Key changes to written policy requirements for recipients include enhancement of cybersecurity controls, inclusion of veteran-owned businesses to the group of entities for procurement preference, and a broadened scope for reporting of mandatory disclosures. The revised audit requirements will be effective for fiscal year 2026 district audits.

#### **MANAGEMENT REPRESENTATIONS**

We have requested certain representations from management that are included in the management representation letter dated February 12, 2026.

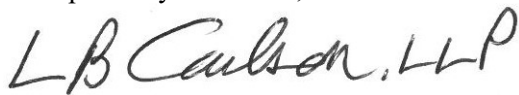
**OTHER MATTERS**

We were engaged to report on the separately issued SEFA, which is not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

**PURPOSE OF THIS REPORT**

The purpose of this report is solely to provide those charged with governance of the District, management, and those with responsibility for oversight of the District's financial reporting process comments resulting from our audit. Accordingly, this report is not suitable for any other purpose.

Respectfully submitted,

A handwritten signature in black ink that reads "LB Carlson, LLP". The signature is written in a cursive, flowing style.

LB CARLSON, LLP  
Minneapolis, Minnesota

Corrective Action Plans and  
Summary Schedule of Prior Audit Findings  
Year Ended June 30, 2025

**A. FINANCIAL STATEMENT FINDINGS**

None.

**B. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

**SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE AND REPORTABLE INSTANCE OF NONCOMPLIANCE – U.S. DEPARTMENT OF AGRICULTURE, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CHILD NUTRITION CLUSTER – FEDERAL ALN 10.553, 10.555, AND 10.582**

**2025-002 Internal Control Over Compliance and Reportable Noncompliance With Federal Procurement Requirements**

**Finding Summary**

2 CFR § 200.320 requires Independent School District No. 280 (the District) to establish and maintain effective internal control over compliance with requirements applicable to its federal program expenditures, including applicable procurement requirements. The District did not have sufficient controls in place within the child nutrition cluster federal programs to ensure compliance with federal procurement requirements related to methods of procurement, which resulted in reportable a instance of noncompliance.

**Corrective Action Plan**

**Actions Planned** – The District will review policies and procedures relating to procurement for its child nutrition cluster federal programs to ensure that multiple quotations are obtained when required and that adequate documentation is retained. The District solicited quotes and retained the necessary documentation for the noncompliant contract in fiscal year 2026.

**Official Responsible** – The District’s Director of Finance, Heidi Savatdy.

**Planned Completion Date** – June 30, 2026.

**Disagreement With or Explanation of Finding** – The District agrees with this finding.

**Plan to Monitor** – The District’s Chief Administrative Officer, Craig Holje, will monitor the implementation of these corrective actions as implemented by the Director of Finance to ensure appropriate controls over federal procurement requirements are in place and being consistently applied to ensure multiple quotations are solicited and retained for contracts awarded for goods or services in excess of the District’s micro-purchase threshold, as required by the Uniform Guidance.

INDEPENDENT SCHOOL DISTRICT NO. 280

Corrective Action Plans and  
Summary Schedule of Prior Audit Findings (continued)  
Year Ended June 30, 2025

**C. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**

**SIGNIFICANT DEFICIENCY IN INTERNAL CONTROL OVER COMPLIANCE – U.S. DEPARTMENT OF AGRICULTURE, PASSED THROUGH MINNESOTA DEPARTMENT OF EDUCATION, CHILD NUTRITION CLUSTER – FEDERAL ALN 10.553, 10.555, AND 10.582**

**2024-001 Internal Control Over Compliance With Federal Suspension and Debarment Requirements**

Corrective action has been taken.

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Renewal of Group Medical Coverage**

(Recommended by superintendent)

That the board of education approve the recommendation of the District Insurance Advisory Committee to renew contract with HealthPartners to provide third-party administrator services as well as specific stop loss insurance for the District's medical benefits plan and continue with Vytone (rebranded from Maxor) as its Pharmacy Benefit Manager (PBM).

It is further recommended that the monthly rates for the plans be established as follows (representing an approximate 9.5% increase in overall premiums):

Plan A (\$2,700/\$5,400 Deductible)	Current Rate	Proposed
Single	\$1,052	\$1,152
Family	\$2,568	\$2,812
Plan B (\$4,000/\$8,000)	Current Rate	Proposed
Single	\$860	\$942
Family	\$2,097	\$2,296

**Background Information**

(Prepared by Craig Holje)

As part of last year's renewal process, the District conducted a formal Request for Proposals (RFP) for medical coverage, as required under the Health Insurance Transparency Act (HITA). Through that process, the District selected HealthPartners as the third-party administrator (TPA) for the medical plan and continued with Maxor (now rebranded as Vytone) as the Pharmacy Benefit Manager (PBM). The HITA process established a two-year proposal term.

On Wednesday, February 11, the District Insurance Advisory Committee reviewed the renewal proposal and associated funding requirements. The Committee recommended continuing with the current providers and implementing a premium increase of approximately 9.5% to meet anticipated costs while maintaining the current reserve level.

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Renewal of Group Dental Coverage**

(Recommended by superintendent)

That the board of education approve the recommendation of the District Insurance Advisory Committee to maintain our contract with Delta Dental of Minnesota to provide third-party administrator services for the District's dental benefits plan.

It is further recommended that the monthly rates for the plans remain at the current rates as follows:

Dental Plan	Current Rate	Proposed
Single	\$59.00	\$59.00
Family	\$79.00	\$79.00

**Background Information**

(Prepared by Craig Holje)

On Wednesday, February 11, the District Insurance Advisory Committee reviewed the current fund balance and claims utilization for the District Dental Plan. Based on this review, the Committee recommended maintaining the current premium rates.

Last year, the family premium was increased by \$4 per month to address anticipated liabilities within the plan.

**NEW BUSINESS – FOR REVIEW**

**Agenda Item VI.E.**

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Provision for Alternative Instruction**

(Recommended by the superintendent)

A first read of Policy 611: Provision for Alternative Instruction & Administrative Guideline 611.1. This policy provides for situations when parents/guardians may arrange for alternative instruction for their student based on their specific needs or values. The administrative guideline establishes the criteria that will be used to consider requests for alternative instruction.

The policy and guideline are being reviewed by the Teaching & Learning Department.

**Attachments:**

Policy 611: Provision for Alternative Instruction  
Administrative Guideline 611.1

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RICHFIELD PUBLIC SCHOOLS

**PROVISION FOR ALTERNATIVE INSTRUCTION**

The Richfield Board of Education believes in the inclusion of all students, to the maximum extent possible, in the mainstream of school and classroom life and experience. The Board recognizes, however, that there may be parents, guardians or adult students who believe that some alternative organizational arrangement for instruction and/or alternative instructional media/materials may be required to serve the best interests of their children or themselves.

A parent/guardian or adult student, 18 years of age, can make reasonable arrangements with school personnel for alternative instruction.

Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction. School personnel may evaluate and assess the quality of the student's work. (Minnesota Statute §120B.20.)

Ratified by the Board of Education: June 6, 1994

Revised by the Board of Education: March 17, 1997; December 17, 2001; June 14, 2021

Reaffirmed by the Board of Education: August 12, 2013

**Legal References:** Required by Minnesota Statute §120B.20

**Cross References:**

- Policy 601: Academic Standards and Instructional Curriculum
- Policy 606: Homeschooling
- Policy 612: Curriculum Development
- Policy 613: Religion in the Schools

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**RICHFIELD PUBLIC SCHOOLS**

**Administrative Guidelines**

**PROVISION FOR ALTERNATIVE INSTRUCTION**

Typically, there will be one of two reasons for requesting alternative materials or instructional arrangements. The first is based in knowledge of available research and successful instructional practice indicating that some children may learn more effectively within an alternative structure. The other is related to religious belief and the cultural and lifestyle practices derived therefrom.

When considering requests for alternative instructional arrangements, the following will be used as a guide.

1. Persons making the request for an alternative organizational arrangement for instruction have the obligation of providing evidence that such an arrangement is a viable educational alternative to that provided by the Board.
2. If the alternative arrangement involves the creation of a class, a class will only be created if there is evidence of sufficient prospective enrollment to make it fiscally viable.
3. There must be sufficient and appropriate facilities in the District to accommodate the new arrangement.
4. The course content for the alternative instructional program must be congruent with state law and District policies and approved by the District Curriculum Advisory Committee.
5. The alternative program must not result in additional costs to the District for staffing or instructional materials and supplies.
6. The requested alternative to traditional instructional arrangements will be open to all students on a first-come first-served basis.
7. Persons who wish to enroll their children in the alternative instructional arrangement will be responsible for transporting the students to and from school unless such transportation can be accommodated on regularly established routes.
8. The program offered within the alternative arrangement may only exclude course material and teaching methodology which is clearly in conflict with the religious beliefs and cultural practices of the parents and students involved.
9. The Board will not approve arrangements which establish de facto segregation along racial, religious, ethnic or gender lines nor which would constitute an accommodation of religion in violation of the Constitution.

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- 10. No religious and/or cultural practices may be taught except as permitted by law and district policy.
- 11. Persons requesting alternative arrangements will be responsible for obtaining any required permissions/exemptions from state rules or regulations.
- 12. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian or adult student (Minnesota Statute §120b.20).

Dated: March 17, 1997  
Reviewed: August 12, 2013  
Revised: December 17, 2001; June 14, 2021

**Board of Education**  
Independent School District 280  
Richfield, Minnesota

**Regular Meeting, March 2, 2026**

**Subject: Donations**

(Recommended by the superintendent)

That the board of education accept the following donations with gratitude.

**The RHS Spartan Food Shelf** received the following donations:

- \$200.00 from the Richfield Legion Auxiliary
- \$150.00 from William Huth of Madison, WI
- \$100.00 from George & Elizabeth Somerville of Richmond, VA
- An anonymous donation of \$20.00