

Regular Meeting and Work Session  
Monday, September 22, 2025 5:00 PM

District Office Training Room  
West St. Paul/Mendota Heights/Eagan Area  
Schools  
1897 Delaware Avenue  
Mendota Heights, Minnesota 55118

## Agenda

1. Call Meeting to Order and Recite Pledge of Allegiance - 5:00 p.m.  
**Presenter:** Sarah Larsen, Chair
2. Approval of the Agenda  
**Presenter:** Sarah Larsen, Chair
3. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, Chair
  - 3.A. Approval of Minutes of the September 8, 2025 School Board Meeting
  - 3.B. Approval of Personnel Recommendations
  - 3.C. Approval of Two Rivers High School Girls' Hockey Field Trip
  - 3.D. Approval of Gifts to the District
  - 3.E. Administrative Review of Policy 701, Establishment and Adoption of School District Budget; and Policy 701.1, Modification of School District Budget
  - 3.F. Final Reading of Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
  - 3.G. Final Reading of Policy 534, Unpaid Meal Charges
  - 3.H. Approval of June 2025 Accounts Payable Report
  - 3.I. Approval of June 2025 Treasurer's Report
  - 3.J. Approval of July 2025 Wire Transfers Report
  - 3.K. Approval of August 2025 Wire Transfers Report
4. Comments to the School Board - 5:05 p.m.  
**Presenter:** Sarah Larsen, Chair
5. Action Item - Approval of Preliminary 2025 Payable 2026 Property Tax Levy - 5:10 p.m.  
**Presenter:** Scott LeSage, Director of Finance
6. 2024-2025 World's Best Workforce Annual Report - 5:25 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
7. 2025-2026 World's Best Workforce Annual Plan - 6:25 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
8. First Reading of Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse - 7:05 p.m.  
**Presenter:** Tye Michaels, Director of Human Resources
9. First Reading of Policy 503, Student Attendance - 7:15 p.m.  
**Presenter:** Peter Mau, Assistant Superintendent
10. Adjournment - 7:25 p.m.  
**Presenter:** Sarah Larsen, Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, September 8, 2025  
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, September 8, 2025 beginning at 6:00 p.m. pursuant to due notice.

The meeting was called to order by current Chair Larsen at 6:00 p.m. The following School Board members were present: Tim Aune, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Marcus Hill, and Randi Walz. Superintendent Peter Olson-Skog was present. Student representatives Rhys Walsh and Evangeline Fuentes were present.

Also present for the meeting were: Peter Mau, Assistant Superintendent; Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment; Tye Michaels, Director of Human Resources; Sara Blair, Director of Communications; Dave Sandum, Director of Technology; and Sara Lein, Director of Special Programs.

**Agenda**

*It was moved by Mr. Schwab and seconded by Mr. Hill to approve the agenda as presented.*

*Aye: Tim Aune, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Marcus Hill, Randi Walz  
Nay: none*

*The motion carried (7-0)*

**Consent Agenda**

*An updated Personnel Recommendations report was provided to the School Board.*

*It was moved by Ms. Steele and seconded by Mr. Vaupel to approve the consent agenda items as amended:*

- Approval of the August 18, 2025 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Approval of Agreement with St. Thomas Academy for Non-Public Nursing Services
- Approval of Gifts to the District
- Approval of Heritage E-STEM Middle School Field Trip
- Second Reading of Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
- Second Reading of Policy 534, Unpaid Meal Charges

*Aye: Tim Aune, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Marcus Hill, Randi Walz  
Nay: none*

*The motion carried (7-0)*

**Recognitions**

Pilot Knob Elementary School Principal Tom Benson, along with several members of the Pilot Knob PTA, presented about their fundraising efforts toward their goal of creating an inclusive playground to meet the needs

of all their students as well as increasing accessibility for members of the community. In partnership with local businesses, community donors, and a donation from an anonymous “Fairy Godmother”, the PTA has raised over \$140,000 and anticipates the project to be completed in October.

### **Superintendent’s Report**

The update highlights the excitement of the new school year in School District 197, emphasizing meaningful connections between staff and students during the first week. Kindergarten, fifth, and ninth graders were given a special transition day, supported by staff and student leaders, before the rest of the students joined. Staff were also celebrated with a spirited welcome-back pep fest featuring competitions, cheers, recognitions, and community sponsorship. New student representatives to the School Board, Evangeline Fuentes and Rhys Walsh, were introduced as outstanding 12th graders ready to serve. The report concluded with appreciation for the School Board members and their dedication, marking this recognition during September’s Minnesota School Board Recognition Month.

### **First Day of School Enrollment Report**

The enrollment update for 2025-2026 shows that districtwide K-12 enrollment came in slightly above projections, with 5,203 students enrolled, 13 more than anticipated. While middle and high schools exceeded expectations with gains of 31 and 24 students, respectively, both kindergarten (-49) and elementary grades (-42) fell short of projections, continuing a multi-year trend of under-enrollment at lower grade levels. To address these patterns, the district has increased outreach for kindergarten registration through social media and direct mail, and the School Board has already closed 5th and 6th grades to open enrollment, with possible further restrictions under consideration as data stabilizes.

### **Board Committee Reports**

Results Committee Chair Byron Schwab reported the mid-year update on the 2025 School Board Goals, which outlines the board’s progress on professional development and governance initiatives. Key areas of focus include deepening understanding of Native American culture, expanding equity training for non-licensed staff, improving accessibility of community engagement, and clarifying board member roles and expectations. By mid-year, the board had completed the Native American culture training, initiated discussions on role clarification, and planned but not yet scheduled the equity and community engagement sessions. Additionally, the board reviewed and decided to change the superintendent evaluation rubric, opting to pilot the Minnesota School Boards Association (MSBA) model and recommending a training session to align all members with the updated process.

### **Adjournment**

*It was moved by Mr. Schwab and seconded by Ms. Steele to adjourn the meeting at 6:38 p.m.*

*Aye: Tim Aune, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Marcus Hill, Randi Walz*

*Nay: none*

*The motion carried (7-0)*

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, September 22, 2025 at 5:00 p.m. It will be held in the School District 197 District Office Training Room, 1897 Delaware Avenue, Mendota Heights. *Please refer to the district website for possible changes to any meeting times/locations.*

Upon approval by the School Board, official minutes will be available at the District Office, 1897 Delaware Avenue, Mendota Heights, and on the district website. The full meeting materials are available for public inspection at the administrative offices of the school district and on the district website.

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk

**TO:** School District 197 School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** September 22, 2025

**SUBJECT:** Personnel Recommendations

The following personnel items are recommended for approval on September 22, 2025, at the School Board Meeting.

**Licensed Employment**

- Beran, Abigail, 1.0 FTE Building Substitute at Pilot Knob STEM School, at a salary of \$55,237 effective September 8, 2025.
- Kovar, Katherine, 1.0 FTE LTS Substitute at Somerset Elementary School, at a salary of \$14,724 effective September 8, 2025.

**Non-Licensed Employment**

- Craig, Elizabeth, 4 hours a day Support Paraprofessional at Early Learning Center, at an hourly rate of \$23.21
- Doran, Teresa, 5.5 hour a day Special Education Paraprofessional at Friendly Hills Middle School, at an hourly rate of \$23.21 effective September 8, 2025.
- Douglas, Angel, 3.75 hour a day Kitchen Assistant at Heritage Middle School, at an hourly rate of 18.48 effective September 8, 2025
- Gutierrez, Katherine, 2.5 hour a day Recess Paraprofessional at Moreland Elementary School, at an hourly rate of \$21.19.
- Husnik, Jacob, 6.25 hours a day Special Education Paraprofessional at Two Rivers High School, at an hourly rate of \$23.21 effective September 2, 2025.
- Nielsen, Martha, 5.5 hour a day Special Education Paraprofessional at Pilot Knob STEM School, at an hourly rate of \$23.21.
- Pimental, Karyn, 8 hour a day Administrative Assistant at Pilot Knob STEM School, at an hourly rate of \$24.59 effective September 8, 2025.
- Steber, Sarah, 6.25 hour a day Special Education Paraprofessional at Two Rivers High School, at an hourly rate of \$23.21 effective September 8, 2025.

**Non-Licensed Resignation, Retirement, Termination**

- Davis, Julie - Special Education Paraprofessional at Friendly Hills Middle School, resignation effective August 18, 2025.
- Edwards, Karen - Special Education Paraprofessional at Friendly Hills Middle School, resignation effective September 10, 2025.

**Licensed Resignation, Retirement, Termination**

- Ziebol, Gerald - Special Education Teacher at Mendota Elementary School, resignation effective September 9, 2025.

## DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

Form 1 must have been completed and approved before submitting Form 2  
 Submit to Principal/Administrator and Superintendent's Office no less than two months  
 prior to domestic travel and no less than 4 months prior to international travel.

Staff Member Name and school: Jason Platz Two Rivers

Date of Trip/Destination/Who trip is for: 11/7/2025 Girls Hockey Game

Did you complete **FORM 1** for this trip and receive the required approval? Yes

TOUR CHECKLIST	RESPONSE
1. Dates of travel	11/7/2025 and 11/8/2025
2. Trip destination	Virginia/Eveleth Minnesota
<b>3. SUBMIT:</b> Complete roster of travelers. Include a link to your roster in the response or attach a document. <i>Link to roster template: <a href="#">TOUR ROSTER</a></i>	
<b>4. SUBMIT:</b> Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	
5. Final number of <b>student travelers</b>	40
6. Final number of <b>adult travelers who are paying their own way/fare.</b>	5 with the team
7. Final number of <b>adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]</b>	0
8. Final number of <b>district employees (also include in #6 and #7 counts)</b>	3
9. <b>Ratio</b> of adults to students	8:1
<b>10. FINAL TOTAL of Number of Travelers (Adults and Students)</b>	45
11. Have parents received detailed information about the cancellation policies and fees?	Parents will be traveling on their own
12. Is travel insurance through the tour company required OR optional for your travelers?	Optional

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

Form 1 must have been completed and approved before submitting Form 2  
Submit to Principal/Administrator and Superintendent's Office no less than two months  
prior to domestic travel and no less than 4 months prior to international travel.

13. Has the district completed background checks for <u>all</u> adults?	yes
14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	Private
15. How will you communicate with travelers while on tour?	Group app
16. How will you communicate with families back home/not on tour?	Email
17. What is your plan for those requiring medication?	students will be able to manage their own medications or ask the coaching staff to help

Jason Platz  
Staff Member's/Group Leader's Signature

9/7/2025  
Date

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### Required Approvals:

 AD  
Principal Signature

9/9/25  
Date

  
Superintendent/Designee Signature

9/12/25  
Date

\_\_\_\_\_  
School Board Approval

\_\_\_\_\_  
Date Approved

Once this form has been signed by your site administrator, submit it to the Superintendent for review and approval. It will then require School Board approval. Once approved, a signed copy will be returned to you for your records.



**TO:** School Board Members  
**FROM:** Britini Osmonson  
**DATE:** September 22, 2025  
**SUBJECT:** Gifts to the District

Minnesota Statute §123B.02, Subd. 6, permits School Boards to “... receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”

**RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of Independent School District No. 197 that the School Board accept with appreciation the following contributions and permit their use as designated by the donor:

<b><u>Value</u></b>	<b><u>Donor</u></b>	<b><u>Item/Purpose</u></b>
\$900	Dakota County Public Health	Exam table/for the School-Based Health Center at Two Rivers High School
\$43,767	Boston Scientific	Lab safety goggles/for secondary Science classes

**TO:** School Board Members

**FROM:** Peter Olson-Skog, Superintendent

**DATE:** September 22, 2025

**SUBJECT:** Review of Policy 701, Establishment and Adoption of School District Budget  
Review of Policy 701.1, Modification of School District Budget

**BACKGROUND:**

An administrative review of Policy 701, Establishment and Adoption of School District Budget and Policy 701.1, Modification of School District Budget has been performed. The current policies adhere to the district's processes and procedures currently in place. The district's current policies were reviewed against MSBA's model policies and continue to match that language with minor exceptions. This policy change was recommended by MSBA but it is already our current practice.

In Policy 701, there was a change to the title of "Minnesota Commissioner of Education" noted in two places. No changes were made to Policy 701.1.

School District 197 reviews its policies on a 3-year cycle unless otherwise required by law. Typically, recommended policy changes are brought to the school board for three readings, with approval at the third reading. However, when the administration is recommending minor or no changes to the policy, it is labeled as an "administrative review." Consistent changes the board has asked to be applied to policies are considered minor. One example is using more inclusive language such as using "parent/guardian" instead of just "parent."

When labeled an "administrative review" the policy is placed on the consent agenda for a single reading with a recommendation to approve the policy as presented. As a reminder, board members always have the opportunity to remove a policy from the consent agenda to discuss it as part of the main agenda.

The policies were also reviewed using the district's Four-Way Equity Test. These policies do not provide specific opportunities for the underserved, underrepresented or disadvantaged, but rather provide compliance procedures describing the process and requirements through which district budgets are established, adopted and modified in the district.

**RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 701, Establishment and Adoption of School District Budget and Policy 701.1, Modification of School District Budget as presented.



## **OPERATIONAL EXPECTATIONS**

**ISD 197 School Board**

Non-Instructional Operations and Business Services

Contact: Director of Finance

### **701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**

#### **I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

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

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

#### **III. REQUIREMENT**

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected. **When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.**
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's

expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the ~~Minnesota~~ Commissioner of **the Minnesota Department of Education (Commissioner)** within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.
- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

#### IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget

prior to school board approval.

- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the ~~Minnesota~~ Commissioner of ~~Education~~ as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

**Legal References:** Minn. Stat. § 123B.10 (Publication of Financial Information) Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

**Cross References:** School District Policy 701.1 (Modification of School District Budget)  
School District Policy 702 (Accounting)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	January 4, 2017; October 21, 2019; September 19, 2022
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years



## **OPERATIONAL EXPECTATIONS**

**ISD 197 School Board**

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Non-Instructional Operations and Business Services

Contact: Director of Finance

### **701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET**

#### **I. PURPOSE**

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

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

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

#### **III. REQUIREMENT**

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a

fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

***Legal References:*** Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

***Cross References:*** School District Policy 701 (Establishment and Adoption of School District Budget)

**POLICY ADOPTED:** December 14, 2009  
**POLICY REVIEWED/REVISED:** January 4, 2017; October 21, 2019;  
September 19, 2022  
**Monitoring Method:** Administrative Review  
**Monitoring Frequency:** Every three years



**TO:** School Board Members

**FROM:** Peter Olson-Skog, Superintendent

**DATE:** September 8, 2025

**SUBJECT:** Final Reading of Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches

**BACKGROUND:**

This is a new policy for School District 197 and aligns with MSBA's Model Policy. The purpose of this policy is to provide guidelines for the use and parking of motor vehicles by students in school district locations, and provide clear guidelines for patrols, inspections, and searches.

The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the students' educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

Beyond the portions of the MSBA model policy that require language specific to the district, the only difference from the model policy is that the board is granting the superintendent and/or their designee(s) the authority to develop procedures to support the implementation of this policy. This allows changes to be made without waiting for a three-reading policy amendment, as the administration monitors the implementation of this new policy. It should also be noted that it is a typical procedure for the administration to be charged with implementing the policies adopted by the board and to develop procedures to support said implementation.

While the administration is seeking authority to develop associated procedures for this policy without returning to the board for approval of said procedures, the administration would like to communicate its intent to implement procedures (specific to the parking portion of Policy 527) within the following general guidelines:

1. Clear signage will be posted to warn of the potential consequences of parking in undesignated/unauthorized areas (i.e. towed at owner's expense).
2. Families and students will receive clear communication on the expectations and consequences for not following the expectations, and the procedure will not be implemented until communication has been distributed.
3. Anyone parked inappropriately will receive a warning via a note left on their windshield.\*
4. If the same license plate is identified as having parked in an authorized parking area after having received a warning, it may be towed.

\*There are situations where a vehicle may be immediately towed without a warning. Examples include parking on a sidewalk, parking in a manner that impedes emergency responder access, etc.

**RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches, as presented.



## OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Superintendent

### **527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES**

#### **I. PURPOSE**

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

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

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

#### **III. DEFINITIONS**

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- C. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- D. “School district location” means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

#### **IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by **the principal and/or lead school administrator** to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

#### **V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, **on street locations where parking is restricted or in other designated areas, e.g. parking lots designated for use only by staff or by the general public, including designated visitor parking areas. Students who park in areas must display a valid, school-issued parking permit. A valid permit is one that has been paid in full and has been issued by the school for the current term. The vehicle that is parked with the permit must be on record with the school. Information about purchasing a parking permit can be found on the school's website and in the main office.**
- B. When there are unauthorized vehicles parked on school district property, school officials may:
  - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or

2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

## **VI. PATROLS, INSPECTIONS, AND SEARCHES**

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

### **A. Patrols and Inspections**

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

### **B. Search of Interior of Student Motor Vehicle**

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

### **C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures**

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

### **D. Seizure of Contraband**

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

### **E. Dissemination of Policy**

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

## VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review ~~and approval~~ reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. ~~Approved directives and guidelines shall be attached as an addendum to this policy.~~

## VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

**Legal References:** U. S. Const., amend. IV  
Minn. Const., art. I, §10  
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.38 (Hearing)  
*New Jersey v. T.L.O.*, 469 U.S. 325 (1985)

**Cross References:** MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

**POLICY ADOPTED:**

**POLICY REVIEWED/REVISED:**

**Monitoring Method:**

Administrative Review

**Monitoring Frequency:**

Every three years



**TO:** School Board Members

**FROM:** Mark Fortman, Director of Operations

**DATE:** September 22, 2025

**SUBJECT:** Final Reading of Policy 534, Unpaid Meal Charges

**BACKGROUND:**

A review of Policy 534, Unpaid Meal Charges, has been performed. This policy was last reviewed in February of 2021. Based on this review, a couple of changes are being recommended to conform with recent MN statute changes and MSBA recommendations.

It is important to note that the changes to the policy are not new practices for our district and only formally add our existing practices to the policy. For years, we have clearly communicated to our staff that there should be no taking of meals from any student, regardless of their account status, or shaming a student in any way.

Significant changes to note are:

Change in policy name to School Meals Policy

Section II, Payment of Meals

- A. Independent School District 197 participates in the Minnesota Free School Meals Program, and therefore all enrolled students will be offered one breakfast and one lunch at no charge while at school regardless of any outstanding child nutrition account balance. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.

### Section III, Low or Negative Account Balances - Notification

- C. Reminders for payment of outstanding child nutrition account balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a food item that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing non-reimbursable meals; or affixing stickers, stamps, or pins.

### Section IV, Unpaid Meal Charges

- The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student child nutrition account balances.  
The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student child nutrition account balance.

The policy was reviewed using the 4-way equity test. Within the Strategic Framework, equity is specified as a core value of the district, further emphasizing our commitment to providing all students with equitable access to educational resources, two free meals per day without shame and opportunities such as graduation.

### **RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 534, Unpaid Meal Charges, as presented.



Students

Contact: Director of Operations

**534 ~~UNPAID MEAL CHARGES~~ SCHOOL MEALS POLICY**

**I. PURPOSE**

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for ~~school~~ **a la carte or second** meals as well as to maintain the financial integrity of the school nutrition program.

**II. PAYMENT OF MEALS**

**A.** Independent School District 197 participates in the Minnesota Free School Meals Program, and therefore all enrolled students will be offered one breakfast and one lunch at no charge while at school regardless of any outstanding child nutrition account balance. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.

~~**A**~~ **B.** Each student has their own ~~personal~~ **child nutrition** account in which parents may deposit money for **a la carte or second meal** purchases. Payment to accounts may be made at a student's individual school with a personal check or cash. Personal checks or cash amounts may also be made at the District Child Nutrition Office for individual or multiple students, attending any district school, with a noted designation of how the money is to be divided.

~~**B**~~ **C.** The district's online payment system allows parents to make payments to their child's meal account. Parents or guardians also have the ability to view account balance, payments made, and purchase history for their child. Confirmation of payments and low balance reminders are emailed to parents or guardians. An auto-replenish feature is also available, which deposits funds into their child's account when it reaches a specified low balance. Parents or guardians need not make deposits via the online payment system in order to register an account to receive low-balance reminders and view a student's purchase history.

### III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. ~~Parents of full pay students will receive a low balance notification when their child's account balance drops below \$10.00. Parents will be notified of low balances by email, US Mail, and/or an automated calling system.~~ **The school district will make reasonable efforts to notify families when child nutrition account balances are low or fall below zero.**
- B. Parents will receive a negative balance notification when their child's account balance drops below \$0.00. Parents will be notified of low balances by email, US Mail, and/or an automated calling system.
- C. ~~Only full pay students will receive notification reminders for payment of low or negative student meal balances and they will not demean or stigmatize any student participating in the school meal program.~~ **Reminders for payment of outstanding student meal child nutrition account balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a food item that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing non-reimbursable meals; or affixing stickers, stamps, or pins.**
- D. ~~It is the parent's or guardian's responsibility to make sure their child has adequate funds in their meal account as the district uses a debit based point of sale system.~~
- E. ~~Students in Kindergarten through Twelfth (12<sup>th</sup>) Grade will, however, receive a breakfast and lunch of their choice regardless of the child's account balance.~~
- F. ~~Students in all grades will not be allowed to purchase a la Carte items, including individual cartons of milk, if they do not have sufficient funds in their account to purchase the item(s).~~

### IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with ~~full pay~~ families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free ~~and~~ **or** reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt ~~from only full pay families.~~ Unpaid ~~meal~~ **child nutrition account** charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances greater than \$50.00, not paid prior to the end of the month in which the \$50.00 threshold is reached, will be turned over to the superintendent or

superintendent's designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law. ~~This applies to full pay negative balances only.~~

- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. ~~The school district may not deny any student the opportunity to participate in graduation ceremonies or other commencement activities due to unpaid meal charges.~~ The school district will not impose any other restriction prohibited under Minnesota Statutes, section 123B.37 due to unpaid student meal child nutrition account balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal child nutrition account balance.

## V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in the School District Family Handbook which is distributed to:
  - 1. all households before the start of each school year;
  - 2. students and families who transfer into the school district, at the time of enrollment; and
  - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, in addition to providing the required written notification described above.

**Legal References:** ~~Minn. Stat. § 124D.111, Subd. 4~~  
~~42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)~~  
~~7 C.F.R. § 210 et seq. (School Lunch Program Regulations)~~  
~~7 C.F.R. § 220.8 (School Breakfast Program Regulations)~~  
~~USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)~~  
~~USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)~~  
~~USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A~~

**Minn. Stat. § 123B.37 (Prohibited Fees)**

Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)  
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)  
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)  
7 C.F.R. § 220.8 (School Breakfast Program Regulations)  
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)  
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)  
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

<b>POLICY ADOPTED:</b>	August 7, 2017
<b>POLICY REVIEWED/REVISED:</b>	December 18, 2017; March 15, 2021
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Once every three years

## June 2025 Check Register

NUMBER	AMOUNT	DATE	VENDOR
299298	25,988.87	06/05/2025	150 MARIE LLC
299299	12,301.50	06/05/2025	360 COMMUNITIES
299300	19,420.50	06/05/2025	AB STAFFING SOLUTIONS LLC
299301	1,296.00	06/05/2025	ABRAKADOODLE
299302	22,581.12	06/05/2025	AERCOR WIRELESS INC
299303	462.03	06/05/2025	AINSWORTH, CHARLIE
299304	64.26	06/05/2025	ALLSTATE PETERBILT OF SO ST PAUL
299305	605.96	06/05/2025	AMERICAN FLAGPOLE & FLAG CO
299306	2,025.00	06/05/2025	AMN ALLIED SERVICES LLC
299307	19,771.46	06/05/2025	AMPION PBC
299308	987.5	06/05/2025	ARCHKEY TECHNOLOGIES
299309	81,013.00	06/05/2025	BE SAFE TRANSPORTATION LLC
299310	65.6	06/05/2025	BEERY, ANNA
299311	2,268.25	06/05/2025	BIFFS INC
299312	3,880.82	06/05/2025	BIMBO BAKERIES USA
299313	900	06/05/2025	BORGEN-LINDBERG, BETH
299314	4,271.03	06/05/2025	BRYAN ROCK PRODUCTS INC
299315	3,178.91	06/05/2025	BSI MECHANICAL INC
299316	296.07	06/05/2025	BUSINESS ESSENTIALS
299317	12,817.82	06/05/2025	CANON FINANCIAL SERVICES INC
299318	59.99	06/05/2025	CENTURYLINK
299319	19,455.00	06/05/2025	CESO FINANCE LLC
299320	378	06/05/2025	CINTAS CORPORATION #2
299321	2,354.00	06/05/2025	CITY OF MENDOTA HEIGHTS
299322	9,735.00	06/05/2025	COMMUNITY SPEECH & LANGUAGE SERVICES LLC
299323	3,413.42	06/05/2025	DALCO - NETWORK SERVICE CO
299324	1,650.00	06/05/2025	DAYTRIPPERS DINNER THEATRE
299325	1,100.00	06/05/2025	DE LAMBERT, ANNE

299326	350	06/05/2025	DODGE NATURE CENTER
299327	435.89	06/05/2025	ECKROTH MUSIC
299328	2,160.00	06/05/2025	ENGINEERING FOR KIDS
299329	25,292.70	06/05/2025	FAE LSE 6 LLC
299330	338	06/05/2025	FIERO, MARGARET
299331	3,375.00	06/05/2025	FORD, LUANN
299332	106.7	06/05/2025	GEDDES, LAURIE
299333	1,000.00	06/05/2025	GEMINI ATHLETIC WEAR INC
299334	40.57	06/05/2025	GRAINGER
299335	21.08	06/05/2025	GROTH MUSIC CO
299336	228	06/05/2025	GUSTAFSON, FINLEY
299337	200.84	06/05/2025	HAL LEONARD
299338	11,238.48	06/05/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
299339	443.72	06/05/2025	JAYTECH
299340	396.34	06/05/2025	JERRY'S ENTERPRISES
299341	135.34	06/05/2025	JOHNSON, SARAH
299342	120.97	06/05/2025	KAMPRATH, AUGUSTINE
299343	23,000.45	06/05/2025	KINECT ENERGY GROUP
299344	19.2	06/05/2025	KOCH, MICHELLE
299345	1,212.00	06/05/2025	KOSKI, MARIA
299346	1,100.00	06/05/2025	LAUBACH, JOANNE
299347	49.98	06/05/2025	LEITER, CAROLYN
299348	93.75	06/05/2025	LUCIO, JULION
299349	65.2	06/05/2025	LUDWIG, ANGELA
299350	56,936.98	06/05/2025	MADISON NATIONAL LIFE INSURANCE
299351	61.1	06/05/2025	MADISON ENERGY INVESTMENTS II LLC
299352	2,897.79	06/05/2025	MARSCHALL LINE LLC
299353	1,770.00	06/05/2025	MASSP
299354	1,960.00	06/05/2025	MAYER ARTS INC
299355	7,837.50	06/05/2025	MCINTYRE, ANGELA
299356	860	06/05/2025	MEDICINE LAKE TOURS
299357	132.13	06/05/2025	MEDTOX LABORATORIES INC

299358	952.73	06/05/2025	MENARDS
299359	108	06/05/2025	MERRICK INC
299360	3,433.00	06/05/2025	METRO EAST CONFERENCE
299361	1,000.00	06/05/2025	METZ, MARTHA
299362	129.7	06/05/2025	MOBILE RADIO ENGINEERING
299363	6,986.79	06/05/2025	MSC RICE01
299364	3,000.00	06/05/2025	NELSON, AMY
299365	3,900.00	06/05/2025	NEO ELECTRICAL SOLUTIONS
299366	432	06/05/2025	NESSIM & ASSOCIATES
299367	480	06/05/2025	NILSEN, SETH
299368	4,861.45	06/05/2025	NORTH CENTRAL BUS & EQUIP INC
299369	9,461.00	06/05/2025	NORTHFIELD LINES INC
299370	146	06/05/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
299371	1,619.84	06/05/2025	OHANA MIDWEST ENERGY LLC
299372	93.75	06/05/2025	PARKER, KEEON
299373	2,681.25	06/05/2025	PEDIATRIC CARE HOLDINGS LLC
299374	505	06/05/2025	PETERSON BROS ROOFING
299375	6,480.00	06/05/2025	PRO CARE THERAPY
299376	42,720.00	06/05/2025	PRO TRACK & TENNIS INC
299377	322.5	06/05/2025	QUALITY LOCKSMITH SERVICE
299378	1,107.00	06/05/2025	REGION 3AA
299379	2,844.25	06/05/2025	RENAISSANCE
299380	86.95	06/05/2025	RICHARDS, BEN
299381	56.25	06/05/2025	RISLOVE, RAMZI
299382	130	06/05/2025	ROTARY CLUB W ST PAUL/MENDOTA HTS
299383	500	06/05/2025	SACKETT, MICHAEL
299384	33.95	06/05/2025	SAFETY SIGNS
299385	20,235.00	06/05/2025	SAFEWAY DRIVING SCHOOL
299386	102,880.00	06/05/2025	SAYOO TRANSPORTATION LLC
299387	357	06/05/2025	SCHUMACHER ELEVATOR COMPANY
299388	142.15	06/05/2025	SCHWAB, ERIN
299389	975	06/05/2025	SCIENCE OLYMPIAD

299390	300	06/05/2025	SCOVILL, JANET
299391	1,800.00	06/05/2025	SHAFFER, KRISTIE
299392	22.85	06/05/2025	SHANNON, PATTY
299393	480	06/05/2025	SHEPHERD, NOAH
299394	3,377.00	06/05/2025	SKATES N SCHOOLS
299395	2,952.41	06/05/2025	SMARTPASS INC
299396	56.25	06/05/2025	SPENCE, SEAN
299397	122.84	06/05/2025	STATE SUPPLY COMPANY
299398	768	06/05/2025	STOUT LINDA
299399	641	06/05/2025	SULLIVAN, ROBERT
299400	2,552.82	06/05/2025	SUNBELT STAFFING LLC
299401	16,809.00	06/05/2025	TYLER TECHNOLOGIES
299402	100,120.00	06/05/2025	UNITY TRANSPORTATION LLC
299403	148.41	06/05/2025	VESTIS GROUP INC
299404	45.82	06/05/2025	VILLANO, EMILY
299405	1,000.00	06/05/2025	WAYZATA RESULTS LLC
299406	295	06/05/2025	WERNER IMPLEMENT LLC
299407	170	06/05/2025	WINDSCHITL, PHIL
299408	930	06/05/2025	WOHLWEND, KAYE
299409	925.58	06/05/2025	XCEL
299410	26,482.81	06/05/2025	NICOLLET PROJECT I LLC
299412	15,660.70	06/05/2025	ZEN EDUCATE INC
299413	1,125.00	06/05/2025	TYER, MASON
299414	89	06/06/2025	DISTRICT LODGE # 737 IAMAW
299415	1,294.50	06/06/2025	IUOE #70
299416	23,031.32	06/06/2025	MN FED/TEACHERS
299417	1,252.00	06/06/2025	MN TEAMSTERS LOCAL #320
299418	5,764.56	06/06/2025	SEIU LOCAL #284
299419	13,499.00	06/12/2025	A & J OUTDOOR POWER LLC
299420	8,580.00	06/12/2025	AB STAFFING SOLUTIONS LLC
299421	3,160.00	06/12/2025	ACP
299422	2,430.00	06/12/2025	ADVANTAGE EDUCATIONAL PROGRAMS

299423	105.24	06/12/2025	ALLSTATE PETERBILT OF SO ST PAUL
299424	5,403.02	06/12/2025	AMN ALLIED SERVICES LLC
299425	10,836.90	06/12/2025	ARVIG
299426	269.28	06/12/2025	AT&T MOBILITY
299427	24,326.00	06/12/2025	AUTUMN RIDGE LANDSCAPING INC
299428	500	06/12/2025	BOCA CHICA INC
299429	951.44	06/12/2025	BSN SPORTS
299430	384.81	06/12/2025	CINTAS CORPORATION #2
299431	35,825.00	06/12/2025	COLLEGE BOARD
299432	224.84	06/12/2025	COMCAST
299433	380.7	06/12/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
299434	125	06/12/2025	COSTUME COLLECTIVE LLC
299435	14.35	06/12/2025	CULLIGAN
299436	3,980.42	06/12/2025	DALCO - NETWORK SERVICE CO
299437	500	06/12/2025	DAVEY TREE EXPERT CO
299438	181.19	06/12/2025	DEMCO
299439	382.26	06/12/2025	ECKROTH MUSIC
299440	28	06/12/2025	EXTENDED EXPOSURE
299441	390	06/12/2025	FRED WELLS TENNIS CENTER
299442	40,171.00	06/12/2025	FRESH COLOR PRESS
299443	103.5	06/12/2025	GAME ONE
299444	82.93	06/12/2025	GRAINGER
299445	39.94	06/12/2025	GROTH MUSIC CO
299446	1,280.00	06/12/2025	HAMMER SPORTS LLC
299447	2,069.84	06/12/2025	HORIZON COMMERCIAL POOL SUPPLY
299448	450	06/12/2025	INFINITE HEALTH COLLABORATIVE
299449	53.86	06/12/2025	INNOVATIVE OFFICE SOLUTIONS LLC
299450	105,223.72	06/12/2025	INTERMEDIATE DIST 917
299451	1,843.52	06/12/2025	JAYTECH
299452	5,000.00	06/12/2025	JB OFFICEWORKS LLC
299453	2,746.00	06/12/2025	JORGENSON CONSTRUCTION INC
299454	112.75	06/12/2025	JW PEPPER & SONS INC

299455	2,058.80	06/12/2025	LANGUAGE LINE SERVICES INC
299456	1,125.89	06/12/2025	LAUGHLIN'S PEST CONTROL
299457	75	06/12/2025	LEITER, CAROLYN
299458	1,890.00	06/12/2025	LINDSEY, SARAH
299459	38,228.29	06/12/2025	LOFFLER COMPANIES
299460	5,805.48	06/12/2025	LOST SPUR GOLF & EVENT CENTER
299461	136	06/12/2025	LTF CLUB OPERATIONS COMPANY INC
299462	830	06/12/2025	LVC COMPANIES
299463	1,612.37	06/12/2025	MADISON ENERGY INVESTMENTS III LLC
299464	110	06/12/2025	MCRAE, JENNIFER
299465	3,135.00	06/12/2025	MEDICINE LAKE TOURS
299466	858.06	06/12/2025	MENARDS
299467	640	06/12/2025	MOHN, MONICA
299468	4,674.00	06/12/2025	MUSIC THEATRE INTERNATIONAL
299469	10,946.36	06/12/2025	NAC MECHANICAL & ELECTRICAL SERVICES
299470	1,863.00	06/12/2025	NATIONAL TREASURE KUNG FU INC
299471	8,040.44	06/12/2025	NEO ELECTRICAL SOLUTIONS
299472	732.4	06/12/2025	NINHAM, BYRON
299473	2,373.10	06/12/2025	NORTH CENTRAL BUS & EQUIP INC
299474	908.68	06/12/2025	NORTH CENTRAL INT'L LLC
299475	234.21	06/12/2025	POMP'S TIRE SERVICE INC
299476	263	06/12/2025	QUALITY COMMERCIAL SERVICES LLC
299477	1,300.00	06/12/2025	READ NATURALLY INC
299478	994.28	06/12/2025	REINDERS INC
299479	698	06/12/2025	SG TECHNOLOGIES LLC
299480	144.29	06/12/2025	SHERWIN WILLIAMS
299481	949.23	06/12/2025	SHRED N GO INC
299482	120.68	06/12/2025	SMITH, MICHELE
299483	5,722.00	06/12/2025	SQUIRES WALDSPURGER & MACE PA
299484	839.14	06/12/2025	STATE SUPPLY COMPANY
299485	490	06/12/2025	SUMMIT COMPANIES
299486	2,762.77	06/12/2025	SUNBELT STAFFING LLC

299487	2,544.60	06/12/2025	T MOBILE USA INC
299488	3,500.00	06/12/2025	TACO N MADRE
299489	411.2	06/12/2025	TEAM SPORTING GOODS INC
299490	610.04	06/12/2025	VESTIS GROUP INC
299491	14,132.56	06/12/2025	WELLS FARGO EQUIPMENT FINANCE INC
299492	3,105.75	06/12/2025	NICOLLET PROJECT I LLC
299493	13,900.00	06/12/2025	Z PUPPETS ROSENSCHNOZ
299494	462.35	06/19/2025	AAA AWARDS
299495	17,647.50	06/19/2025	AB STAFFING SOLUTIONS LLC
299496	462.03	06/19/2025	AINSWORTH, CHARLIE
299497	18,834.08	06/19/2025	AMPION PBC
299498	92.55	06/19/2025	AT&T MOBILITY
299499	72	06/19/2025	AWARDS BY HAMMOND
299500	459.8	06/19/2025	BATTERIES PLUS BULBS
299501	241.94	06/19/2025	BIDDLECOME, SARAH
299502	7,368.17	06/19/2025	BILL RASCHER MECHANICAL INC
299503	1,242.40	06/19/2025	BIMBO BAKERIES USA
299504	28,055.23	06/19/2025	BIX PRODUCE CO
299505	468	06/19/2025	BREDEMUS HARDWARE CO INC
299506	2,054.78	06/19/2025	BSI MECHANICAL INC
299507	6,021.00	06/19/2025	BUCKEYE CLEANING CENTERS
299508	3,002.08	06/19/2025	BUSINESS ESSENTIALS
299509	161.04	06/19/2025	CENTURYLINK
299510	219.95	06/19/2025	CHAMBERLAIN, ERIC
299511	152.37	06/19/2025	CINTAS CORPORATION #2
299512	11,918.56	06/19/2025	CONSOLIDATED COMMUNICATIONS
299513	1,625.00	06/19/2025	D & J QUALITY SOURCING LLC
299514	1,280.00	06/19/2025	DAIKIN APPLIED
299515	4,489.33	06/19/2025	DAKOTA ELECTRIC ASSN
299516	14,256.93	06/19/2025	DALCO - NETWORK SERVICE CO
299517	5,133.75	06/19/2025	DASH SPORTS LLC
299518	1,200.00	06/19/2025	DE LAMBERT, ANNE

299519	9,185.92	06/19/2025	DG MN CS 2021 LLC
299520	790	06/19/2025	DOWNS, SUZANNE
299521	5,292.77	06/19/2025	ECKROTH MUSIC
299522	283.41	06/19/2025	AVIBEN LLC
299523	2,210.00	06/19/2025	EFFERTZ, MADELINE
299524	3,150.00	06/19/2025	ENGINEERING FOR KIDS
299525	23,587.74	06/19/2025	FAE LSE 6 LLC
299526	646.64	06/19/2025	FIELD ENVIRONMENTAL CONSULTING
299527	200	06/19/2025	FISHING FOR ALL LLC
299528	130	06/19/2025	GROTH MUSIC CO
299529	42.05	06/19/2025	HARLAND, MELISSA
299530	200	06/19/2025	HASSAN, ABDULLAHI
299531	14,879.28	06/19/2025	HORIZON SOFTWARE INTERNATIONAL LLC
299532	244.44	06/19/2025	HOSE/CONVEYORS INC
299533	48,201.20	06/19/2025	ICS CONSULTING LLC (DBA ICS)
299534	539,916.80	06/19/2025	IDEAL ENERGIES SOLAR LEASING 2025 LLC
299535	1,212.50	06/19/2025	INFINITE HEALTH COLLABORATIVE
299536	875	06/19/2025	INSTRUCTURE INC
299537	1,000.00	06/19/2025	JAYTECH
299538	195.73	06/19/2025	JERRY'S ENTERPRISES
299539	241.94	06/19/2025	LAVELL, BARBARA
299540	573.91	06/19/2025	LOFFLER COMPANIES
299541	373.39	06/19/2025	LOOMIS
299542	120.97	06/19/2025	LUCKJOHN, MARY CLARE
299543	110,368.22	06/19/2025	LUNIESKI & ASSOCIATES
299544	57.21	06/19/2025	MADISON ENERGY INVESTMENTS II LLC
299545	315	06/19/2025	MAY, THERESA
299546	686.15	06/19/2025	MENARDS
299547	1,158.68	06/19/2025	MIDWEST BUS PARTS INC
299548	1,079.84	06/19/2025	MINNESOTA COACHES INC
299549	1,575.00	06/19/2025	MN MOBILE TELEPHONE CO INC
299550	556	06/19/2025	MRI SOFTWARE

299551	6,768.78	06/19/2025	MSC RICE01
299552	4,162.57	06/19/2025	NAC MECHANICAL & ELECTRICAL SERVICES
299553	217.6	06/19/2025	NAL LETTERING
299554	439.18	06/19/2025	NEO ELECTRICAL SOLUTIONS
299555	1,175.00	06/19/2025	NEP LLC
299556	144	06/19/2025	NESSIM & ASSOCIATES
299557	1,425.00	06/19/2025	NEUBAUER, WAYNE
299558	25	06/19/2025	NGUYEN, QUANG
299559	10,601.55	06/19/2025	NORTH CENTRAL BUS & EQUIP INC
299560	576	06/19/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
299561	19.22	06/19/2025	OXYGEN SERVICE
299562	31,361.24	06/19/2025	PAYDHEALTH LLC
299563	3,190.00	06/19/2025	PEDIATRIC CARE HOLDINGS LLC
299564	243.28	06/19/2025	PINEDA DE MUNOZ, MARIA
299565	344	06/19/2025	PIONEER MANUFACTURING CO
299566	1,920.00	06/19/2025	POWERSCHOOL GROUP LLC
299567	100	06/19/2025	PREMIUM WATERS INC
299568	322.5	06/19/2025	QUALITY LOCKSMITH SERVICE
299569	2,503.93	06/19/2025	QUINN VIOLINS
299570	75	06/19/2025	RAC SPORTS LLC
299571	512.45	06/19/2025	REPOWERED
299572	56,755.00	06/19/2025	SAYOO TRANSPORTATION LLC
299573	1,159.00	06/19/2025	SCHUMACHER ELEVATOR COMPANY
299574	450	06/19/2025	SHAFFER, KRISTIE
299575	551	06/19/2025	SHUTTERFLY LIFETOUCH LLC
299576	17,064.78	06/19/2025	SPRWS
299577	117.7	06/19/2025	ST PAUL PIONEER PRESS
299578	12,846.35	06/19/2025	ST PAUL BEVERAGE SOLUTIONS LLC
299579	600	06/19/2025	STAFFORD, SCOTT
299580	40.85	06/19/2025	SUCHY, LIZ
299581	4,520.82	06/19/2025	SUNBELT STAFFING LLC
299582	148,500.87	06/19/2025	TEACHERS ON CALL

299583	1,940.06	06/19/2025	TEAM SPORTING GOODS INC
299584	10,206.00	06/19/2025	TRAFERA LLC
299585	7,715.75	06/19/2025	TRIO SUPPLY COMPANY
299586	42,522.24	06/19/2025	UPPER LAKES FOODS
299587	1,983.61	06/19/2025	VESTIS GROUP INC
299588	176	06/19/2025	WEATHER WATCH INC
299589	4,410.00	06/19/2025	WIZARDS OF CHESS LLC
299590	765	06/19/2025	WOHLWEND, KAYE
299591	24,925.45	06/19/2025	NICOLLET PROJECT I LLC
299592	4,960.10	06/19/2025	ZEN EDUCATE INC
299593	3,600.00	06/26/2025	AERCOR WIRELESS INC
299594	493.68	06/26/2025	ALLSTATE PETERBILT OF SO ST PAUL
299595	20,052.95	06/26/2025	AMIOT SCHOLASTIC RECOGNITION INC
299596	4,050.00	06/26/2025	AMN ALLIED SERVICES LLC
299597	25.8	06/26/2025	AWARDS BY HAMMOND
299598	580.7	06/26/2025	BATTERIES PLUS BULBS
299599	1,800.00	06/26/2025	BAYADA HOME HEALTH CARE INC
299600	1,704.58	06/26/2025	BIFFS INC
299601	74.4	06/26/2025	BIMBO BAKERIES USA
299602	2,098.02	06/26/2025	BIX PRODUCE CO
299603	240	06/26/2025	BRIGHT WORKS
299604	3,391.10	06/26/2025	BSI MECHANICAL INC
299605	1,424.01	06/26/2025	BSN SPORTS
299606	3,407.64	06/26/2025	BUSINESS ESSENTIALS
299607	12,854.46	06/26/2025	CANON FINANCIAL SERVICES INC
299608	59.99	06/26/2025	CENTURYLINK
299609	7,843.20	06/26/2025	CESO FINANCE LLC
299610	62.91	06/26/2025	CINTAS CORPORATION #2
299611	1,903,391.51	06/26/2025	CM CONSTRUCTION CO INC
299612	1,815.00	06/26/2025	COMMUNITY SPEECH & LANGUAGE SERVICES LLC
299613	789	06/26/2025	D & J QUALITY SOURCING LLC
299614	2,908.59	06/26/2025	DALCO - NETWORK SERVICE CO

299615	164.3	06/26/2025	DEMCO
299616	4,150.00	06/26/2025	ECKROTH MUSIC
299617	2,137.50	06/26/2025	ENGINEERING FOR KIDS
299618	5,496.00	06/26/2025	FLOORS BY FARMER INC
299619	300.8	06/26/2025	GERTENS
299620	662.27	06/26/2025	GRAINGER
299621	3,232.00	06/26/2025	GROTH MUSIC CO
299622	8,080.27	06/26/2025	HASTINGS BUS CO
299623	697	06/26/2025	HER, AUTUMN
299624	1,133.47	06/26/2025	HI TECH REFRIGERATION
299625	184.34	06/26/2025	HOSE/CONVEYORS INC
299626	2,900.00	06/26/2025	ICS CONSULTING LLC (DBA ICS)
299627	3,963.89	06/26/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
299628	969.45	06/26/2025	INTERMEDIATE DIST 917
299629	1,085.00	06/26/2025	ISD 199
299630	833.42	06/26/2025	JAYTECH
299631	350.17	06/26/2025	JERRY'S ENTERPRISES
299632	105	06/26/2025	KENDELL DOORS AND HARDWARE LLC
299633	525	06/26/2025	KIDCREATE STUDIO WOODBURY
299634	50	06/26/2025	LIBERTY MUTUAL INSURANCE
299635	10,347.43	06/26/2025	LOFFLER COMPANIES
299636	356.53	06/26/2025	LOFFLER COMPANIES INC
299637	94.88	06/26/2025	LUBE TECH & PARTNERS LLC
299638	1,090.00	06/26/2025	LVC COMPANIES
299639	342.1	06/26/2025	MARK'S TOWING
299640	350	06/26/2025	MARZINSKE, NAOMI
299641	81.9	06/26/2025	MATTSON, ANGELA
299642	280	06/26/2025	MAY, THERESA
299643	9,937.50	06/26/2025	MCINTYRE, ANGELA
299644	1,032.00	06/26/2025	MEDICINE LAKE TOURS
299645	243.43	06/26/2025	MEDTOX LABORATORIES INC
299646	581.53	06/26/2025	MENARDS

299647	248.32	06/26/2025	MIDWEST BUS PARTS INC
299648	680	06/26/2025	MILLES, RICHARD
299649	144	06/26/2025	MOHN, MONICA
299650	873	06/26/2025	NAC MECHANICAL & ELECTRICAL SERVICES
299651	300	06/26/2025	NELSON, AMY
299652	576	06/26/2025	NESSIM & ASSOCIATES
299653	24,802.84	06/26/2025	NORTH CENTRAL BUS & EQUIP INC
299654	6,346.79	06/26/2025	NORTHFIELD LINES INC
299655	234	06/26/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
299656	1,737.96	06/26/2025	PETERSON BROS ROOFING
299657	2,277.00	06/26/2025	PINEHAVEN FARMS
299658	87.25	06/26/2025	PREMIUM WATERS INC
299659	6,120.00	06/26/2025	PRO CARE THERAPY
299660	951	06/26/2025	SECUR SERV INC
299661	579	06/26/2025	SG TECHNOLOGIES LLC
299662	633.51	06/26/2025	SHRED N GO INC
299663	942.97	06/26/2025	SITE ONE LANDSCAPE SUPPLY LLC
299664	14,408.19	06/26/2025	ST PAUL RIVER CENTRE
299665	1,232.22	06/26/2025	STATE SUPPLY COMPANY
299666	528	06/26/2025	STOUT LINDA
299667	5,780.25	06/26/2025	SUMMIT COMPANIES
299668	2,687.98	06/26/2025	SUNBELT STAFFING LLC
299669	2,689.00	06/26/2025	SYNOVIA SOLUTIONS LLC
299670	212.87	06/26/2025	TOTAL SOURCE INC
299671	250	06/26/2025	TOWN SQUARE TELEVISION
299672	149.9	06/26/2025	TRI-STATE BOBCAT
299673	1,125.00	06/26/2025	TYER, MASON
299674	1,921.71	06/26/2025	ULINE INC
299675	50,105.00	06/26/2025	UNITY TRANSPORTATION LLC
299676	7,083.00	06/26/2025	UNIV OF MINNESOTA
299677	12,062.48	06/26/2025	UPPER LAKES FOODS
299678	696.09	06/26/2025	VESTIS GROUP INC

299679	120	06/26/2025	WELSH, NICKIE
299680	641.75	06/26/2025	WILSON, FLETCHER
299681	1,204.50	06/26/2025	YOUR SIGN SOLUTIONS INC
299682	305	06/26/2025	ZAHL PETROLEUM
299683	4,811.31	06/26/2025	ZEN EDUCATE INC
299684	89	06/20/2025	DISTRICT LODGE # 737 IAMAW
299685	1,294.50	06/20/2025	IUOE #70
299686	66	06/20/2025	MN TEAMSTERS LOCAL #320
299687	200	06/20/2025	RANGE CREDIT BUREAU INC
299688	493.42	06/20/2025	WI SCTF
242500654	150	06/17/2025	ALVAREZ, DAVID
242500655	107.1	06/17/2025	AMIDON, MARY
242500656	41.44	06/17/2025	ANDERSON, KARRAH
242500657	80.7	06/17/2025	ANDERSON-ALARCON, KATIANA
242500658	33.6	06/17/2025	ANDERSON, KYLE
242500659	206.35	06/17/2025	ASHLEY, AARON
242500660	68.32	06/17/2025	BARTELS, MARGARET
242500661	30.47	06/17/2025	BEATTIE, CAROLINE
242500662	41.12	06/17/2025	BENIAK, COURTNEY
242500663	167.16	06/17/2025	BENSON, THOMAS
242500664	193.53	06/17/2025	BENTON, KIMBERLY
242500665	36.92	06/17/2025	BIVENS, SAMUEL
242500666	109.45	06/17/2025	BOE, ANDREA
242500667	33.04	06/17/2025	BROOKINS, CARRIE
242500668	80.7	06/17/2025	BUBEL, TINA
242500669	50	06/17/2025	CAMPOS, CRISELDA
242500670	80.7	06/17/2025	CARLSON, BARBORA
242500671	423.34	06/17/2025	CARPENTER, JENNIFER
242500672	116.12	06/17/2025	CHALLIFOUR, KATHERINE
242500673	80.7	06/17/2025	CHRISTENSEN, JANELLE
242500674	80.7	06/17/2025	CHRISTIANSON, LEAH
242500675	80.7	06/17/2025	CHRIST, PAMELA

242500676	80.7	06/17/2025	CHUN, HEIDI
242500677	80.7	06/17/2025	CITTA, MARGARET
242500678	76.93	06/17/2025	CLARKIN, STEFANIE
242500679	53.9	06/17/2025	COFFEEN, NANCY
242500680	9.3	06/17/2025	COOPER, KRISTINA
242500681	80.7	06/17/2025	CORBETT, ANGELA
242500682	162.89	06/17/2025	CRIDER, TRICIA
242500683	79.99	06/17/2025	CULLEN, JERI
242500684	80.7	06/17/2025	DANNER, LEIGH
242500685	27.44	06/17/2025	DEMULLING, MELANIE
242500686	80.7	06/17/2025	DIXON, JULIE
242500687	47.94	06/17/2025	DOUD, TERENCE
242500688	33.67	06/17/2025	DREELAN, STACY
242500689	386.99	06/17/2025	EDLUND, MICHELLE
242500690	33.74	06/17/2025	ENGDAHL, ALYSSA
242500691	13.27	06/17/2025	FARAH, FARHIYO
242500692	80.7	06/17/2025	FARRELL, KALIN
242500693	80.7	06/17/2025	FERGUSON, REINA
242500694	80.7	06/17/2025	FINN, COURTNEY
242500695	104.02	06/17/2025	FISK, EMILY
242500696	28.7	06/17/2025	FLYNN, SUSAN
242500697	24.79	06/17/2025	FUENTES, ANGELA
242500698	165.11	06/17/2025	GARIBAY, FAITH
242500699	80.7	06/17/2025	GOERS, TRICIA
242500700	37.99	06/17/2025	GOLDADE, KRISTINE
242500701	12.99	06/17/2025	HANSON, ROBERT
242500702	71.85	06/17/2025	HAVIR, BRIANNA
242500703	77.35	06/17/2025	HEINZ, LEANNE
242500704	54.94	06/17/2025	HILL, MELANIE
242500705	86.52	06/17/2025	HITI, CHRISTOPHER
242500706	90.7	06/17/2025	HOLTEN, KATIE
242500707	162.12	06/17/2025	HULBERT-TRAN, MICHELLE

242500708	80.7	06/17/2025	HUSPEK, DARCY
242500709	130.33	06/17/2025	IOVINO, JAMETTE
242500710	380.76	06/17/2025	JIMENEZ ARENDS, YBETH
242500711	193.69	06/17/2025	JOHNSON, ALBERT
242500712	116.06	06/17/2025	JOHNSTON, RACHEL
242500713	80.7	06/17/2025	KANAVATI-ORTH, DOMONIQUE
242500714	80.7	06/17/2025	KELLOGG, KRISTINA
242500715	49.52	06/17/2025	KIENITZ, ANTHONY
242500716	24.99	06/17/2025	KOHNEN, KARL
242500717	80.7	06/17/2025	KRITSAS, JOAN
242500718	80.7	06/17/2025	KUNERT, SUSAN
242500719	16.17	06/17/2025	LAFORCE, MARINA
242500720	80.7	06/17/2025	LAMP SPARR, KALEE
242500721	56.95	06/17/2025	LAPOINTE, MARCIE
242500722	80.7	06/17/2025	LINEHAN, JULIA
242500723	18.27	06/17/2025	LUFKIN, STACY
242500724	500	06/17/2025	LYLES, GRACE
242500725	80.7	06/17/2025	MAAS, MELISSA
242500726	96.65	06/17/2025	MAHLSTEDT, AMANDA
242500727	141.71	06/17/2025	MAU, PETER
242500728	10.5	06/17/2025	MCINTOSH, SUSAN
242500729	158.64	06/17/2025	MCKENZIE, BENJAMIN
242500730	66.67	06/17/2025	MERINO CORONA, MONICA
242500731	39.46	06/17/2025	MESSER-NILLES, LORA
242500732	48.17	06/17/2025	MONSOUR, JILLIAN
242500733	168.46	06/17/2025	MORIS, GRANT
242500734	80.7	06/17/2025	NATHAN, ERIK
242500735	80.7	06/17/2025	NEEDHAM, ERICA
242500736	42	06/17/2025	NILAN, JOEY
242500737	43.96	06/17/2025	NORTHWAY, CARRIE
242500738	259.21	06/17/2025	O'LEARY, STACIE
242500739	80.7	06/17/2025	O'NEIL, KAITLYN

242500740	80.7	06/17/2025	OLSON, AMY
242500741	80.7	06/17/2025	OLSON, MATTHEW
242500742	80.7	06/17/2025	ORMAN, SARAH
242500743	139.96	06/17/2025	ORTH, THOMAS
242500744	80.7	06/17/2025	OTTE, KRISTY
242500745	58.1	06/17/2025	PARADISE, ELIZABETH
242500746	75.3	06/17/2025	PASQUERELLA, MARIA
242500747	35.84	06/17/2025	PEARSON, KATHERINE
242500748	53.67	06/17/2025	PIRELA-DIAZ, MARIA
242500749	1,241.55	06/17/2025	POWELL, SUSAN
242500750	80.7	06/17/2025	QUINLAN, KATHERINE
242500751	95.78	06/17/2025	QUINTANILLA, IDOLINA
242500752	80.7	06/17/2025	RABE, ELIZABETH
242500753	3,863.35	06/17/2025	RAMISCH, ERICA
242500754	48	06/17/2025	RAXTER, QUINN
242500755	29.82	06/17/2025	REGAN, JENNIFER
242500756	80.7	06/17/2025	RONQUILLO, RONADEL
242500757	80.7	06/17/2025	RUPIPER, MARIE
242500758	113.64	06/17/2025	RYAN, JENNIFER
242500759	80.7	06/17/2025	SCHILTZ, EMMA
242500760	80.7	06/17/2025	SCHMIDT, ISAIAH
242500761	560.51	06/17/2025	SEBASTIAN, DANIEL
242500762	18.76	06/17/2025	SHERIDAN, KEVIN
242500763	940.8	06/17/2025	SISK, DOUG
242500764	34.65	06/17/2025	SMOLIK, CYNTHIA
242500765	40.6	06/17/2025	SPINNER, AMANDA
242500766	80.7	06/17/2025	TEMPLE-GUMM, SUZANNE
242500767	40.29	06/17/2025	TOWNSEND, MARY
242500768	78.17	06/17/2025	TUTTLE, ALI
242500769	110.88	06/17/2025	VAN DEN BOOGAARD, ASHLEY
242500770	80.7	06/17/2025	VAUBEL, JENNIFER
242500771	99.12	06/17/2025	VEENENDALL, JENNIFER

242500772	40.32	06/17/2025	VESEY, BENJAMIN
242500773	12.99	06/17/2025	VITIRITTI, SIMONE
242500774	80.7	06/17/2025	WALTERS, KELLI
242500775	52.33	06/17/2025	WARFORD, MICHELLE
242500776	24.64	06/17/2025	WEYER, TERA
242500777	102.41	06/17/2025	WILEY, EMILY
242500778	50.44	06/17/2025	WILFAHRT, MICHAEL
242500779	80.7	06/17/2025	WILMETH, JORDAN
242500780	100.17	06/17/2025	WOLFER, JEFFREY
242500781	32.41	06/17/2025	WOLFF, SARAH
242500782	60	06/17/2025	YOUNESS, MICHAEL
242500783	71.26	06/17/2025	ZELLMER, KIMBERLY
242500784	6.03	06/25/2025	CAMPBELL, CARRIE
242500785	257.12	06/25/2025	CARTER, KATIE
242500786	15	06/25/2025	CREAMER, COLLEEN
242500787	60.83	06/25/2025	HARPER, SHANLEY
242500788	8.82	06/25/2025	HODSON, ALEXANDRA
242500789	290	06/25/2025	KASELLA, SHERYL
242500790	3,163.38	06/25/2025	LEIN, SARA
242500791	15	06/25/2025	LEWANDOWSKI, SUSAN
242500792	82.18	06/25/2025	MILLER, CYNTHIA
242500793	140.35	06/25/2025	NELSON, TAMAR
242500794	31.35	06/25/2025	PARADISE, ELIZABETH
242500795	559.08	06/25/2025	SMITH, PRENTICE

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4,752,536.59	Total
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3,213,587.43	P/R 6/6/25
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3,928,188.97	P/R 6/20/25
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11,894,312.99	Grand Total
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INDEPENDENT SCHOOL DISTRICT NO. 197  
WEST ST. PAUL, MINNESOTA  
TREASURER'S REPORT TO SCHOOL BOARD

Jun-25

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	5,776,022.21	12,363,313.94	12,883,514.98	5,255,821.17
Food Service	1,242,280.18	1,172,329.39	285,015.98	2,129,593.59
Comm. Service	2,903,444.55	483,535.50	528,221.25	2,858,758.80
Building Constructic	(440,581.38)	7,708.06	1,983,756.40	(2,416,629.72)
Debt Service	4,473,277.62	2,919,769.99		7,393,047.61
Trust & Agency	492,756.58	44,213.18	59,531.47	477,438.29
Custodial Fund	44,972.00			44,972.00
OPEB Trust	4,964,203.60	80,281.46		5,044,485.06
Internal Service	2,559,933.80			2,559,933.80
<b>Total</b>	<b>22,016,309.16</b>	<b>17,071,151.52</b>	<b>15,740,040.08</b>	<b>23,347,420.60</b>

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	20,709,981.36	2,844,215.32	52,942.82	17,918,708.86
PFM				-
PMA				272,668.82
PMA Bond	2,841.49			2,851.35
PERA				5,092,750.79
CD'S				60,440.78
<b>Total</b>				<b>23,347,420.60</b>

--

**ISD 197 WEST ST. PAUL SCHOOLS**  
**Wire Transfers**  
**7/1/25 thru 7/31/25**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
7/3/25	MSDLAF - General	MSDLAF - Payroll	1,217,155.58	A/P - P/R*
7/3/25	MSDLAF _ - Payroll	State of MN	71,216.38	Payroll taxes
7/3/25	MSDLAF - Payroll	IRS	412,501.51	Payroll taxes
7/3/25	MSDLAF - Payroll	PERA	42,688.45	Pension
7/3/25	MSDLAF - Payroll	TRA	248,244.74	TRA contrib.
7/3/25	MSDLAF - Payroll	EBC	0.00	403B
7/3/25	MSDLAF - Payroll	Health Equity	0.00	Flex
7/17/25	MSDLAF - General	MSDLAF - Payroll	1,399,182.26	A/P - P/R*
7/17/25	MSDLAF _ - Payroll	State of MN	79,011.23	Payroll taxes
7/17/25	MSDLAF - Payroll	IRS	481,409.24	Payroll taxes
7/17/25	MSDLAF - Payroll	PERA	74,575.00	Pension
7/17/25	MSDLAF - Payroll	TRA	256,758.32	TRA contrib.
7/17/25	MSDLAF - Payroll	EBC	163,390.53	403B
7/17/25	MSDLAF - Payroll	Health Equity	2,516.21	Flex
		Total	<u><u>4,448,649.45</u></u>	

\* To cover accounts payable or payroll checks.

**ISD 197 WEST ST. PAUL SCHOOLS**

**Wire Transfers**

**8/1/25 thru 8/31/25**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
8/1/25	MSDLAF - General	MSDLAF - Payroll	1,450,134.08	A/P - P/R*
8/1/25	MSDLAF _ - Payroll	State of MN	81,035.66	Payroll taxes
8/1/25	MSDLAF - Payroll	IRS	482,496.57	Payroll taxes
8/1/25	MSDLAF - Payroll	PERA	78,934.49	Pension
8/1/25	MSDLAF - Payroll	TRA	269,436.24	TRA contrib.
8/1/25	MSDLAF - Payroll	EBC	102,223.29	403B
8/1/25	MSDLAF - Payroll	Health Equity	3,009.33	Flex
8/15/25	MSDLAF - General	MSDLAF - Payroll	994,169.23	A/P - P/R*
8/15/25	MSDLAF _ - Payroll	State of MN	59,491.80	Payroll taxes
8/15/25	MSDLAF - Payroll	IRS	336,861.61	Payroll taxes
8/15/25	MSDLAF - Payroll	PERA	23,386.19	Pension
8/15/25	MSDLAF - Payroll	TRA	219,056.28	TRA contrib.
8/15/25	MSDLAF - Payroll	EBC	0.00	403B
8/15/25	MSDLAF - Payroll	Health Equity	348.51	Flex
8/29/25	MSDLAF - General	MSDLAF - Payroll	1,405,458.27	A/P - P/R*
8/29/25	MSDLAF _ - Payroll	State of MN	80,697.66	Payroll taxes
8/29/25	MSDLAF - Payroll	IRS	478,967.41	Payroll taxes
8/29/25	MSDLAF - Payroll	PERA	78,224.36	Pension
8/29/25	MSDLAF - Payroll	TRA	284,797.66	TRA contrib.
8/29/25	MSDLAF - Payroll	EBC	101,542.55	403B
8/29/25	MSDLAF - Payroll	Health Equity	14,805.30	Flex
		<b>Total</b>	<b><u>4,100,583.28</u></b>	

\* To cover accounts payable or payroll checks.





**TO:** School Board Members

**FROM:** Scott LeSage, Director of Finance

**DATE:** September 22, 2025

**SUBJECT:** Adoption of Proposed 2025 Payable 2026 Property Tax Levy

**BACKGROUND:**

State statutes require that school districts certify proposed 2025 property taxes payable in 2026 by September 30, 2025.

Proposed levies for school districts carry the option of levying the “Maximum” versus a specific amount due to continuing updates by the Department of Education. This “Maximum” option protects school districts whose levies may increase. Levying a specific dollar amount prevents further increases. Additional commentary will be provided at the meeting describing changes in the levy from the previous year.

Truth in Taxation statutes require a public hearing that can be conducted during regular school board meetings. The statute also requires that the date and time of the regular school board meeting when hearings are scheduled be announced at the time the proposed levy is certified. The regular school board meeting at which the Truth in Taxation hearing will be conducted is December 8, 2025, at 6:00 p.m. at the Mendota Heights City Hall.

**RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of Independent School District No. 197 that the proposed 2025 payable 2026 property tax levy is adopted as “Maximum” and, further, that the School Board Clerk or Superintendent is authorized to sign the document used to certify the levy to the county auditor.

**SCHOOL DISTRICT 197**  
Nurture. Inspire. Prepare. Together, We Thrive.

## Proposed Levy - Payable 2026 - FY27

### Categorical Levy Detail

<i>As of 9/18/25</i>		<b>2024 Payable</b>	<b>2025 Payable</b>		
<b>Fund</b>	<b>Levy Component</b>	<b>2025 for FY26</b>	<b>2026 for FY27</b>	<b>\$ Change</b>	<b>% Change</b>
<b>General Fund</b>	Referendum	\$12,999,599	\$13,121,560	\$121,961	
	Local Optional	4,151,826	4,178,745	26,919	
	Equity	395,642	414,516	18,874	
	Alt Teacher Compensation	479,695	489,296	9,601	
	Achievement & Integration Levy	328,719	345,542	16,823	
	Reemployment Insurance Levy	30,000	100,000	70,000	
	Safe Schools Levy	292,537	294,433	1,896	
	Career Technical	278,465	278,465	0	
	OPEB Levy	611,143	645,364	34,221	
	Operating Capital Levy	1,256,715	1,188,461	(68,254)	
	Long Term Facilities Maintenance	1,320,861	1,386,644	65,783	
	Leased Space Levy	1,198,056	1,181,505	(16,551)	
	Referendum - Capital Project Levy	2,411,890	2,444,742	32,852	
	Abatements / Prior Year Adjustments	1,034,776	314,298	(720,478)	
	<b>General Fund Total</b>	<b>\$26,789,924</b>	<b>\$26,383,571</b>	<b>(\$406,353)</b>	<b>-1.5%</b>
<b>Community Service Fund</b>	Basic Community Education Levy	\$337,982	\$333,975	(\$4,007)	
	After School Enrichment	33,973	33,445	(528)	
	Early Childhood Family Levy	248,718	208,023	(40,695)	
	Home Visiting	9,075	8,880	(195)	
	Handicapped Adults Levy	6,594	5,873	(721)	
	School-Age Care	560,000	600,000	40,000	
	Abatements / Prior Year Adjustments	(25,515)	(125,617)	(100,102)	
		<b>Community Service Fund Total</b>	<b>\$1,170,827</b>	<b>\$1,064,579</b>	<b>(\$106,248)</b>
<b>Debt Service Fund</b>	Debt Service Levy Voter Approved	\$10,009,727	\$9,998,702	(\$11,025)	
	Debt Service Levy LTFM	2,058,772	2,335,936	277,164	
	Debt Excess	(251,404)	(701,059)	(449,655)	
	Abatements	33,592	67,210	33,618	
		<b>Debt Service Fund Total</b>	<b>\$11,850,687</b>	<b>\$11,700,789</b>	<b>(\$149,898)</b>
	<b>Total Property Tax Levy</b>	<b>\$39,811,438</b>	<b>\$39,148,939</b>	<b>(\$662,499)</b>	<b>-1.7%</b>

**SCHOOL DISTRICT 197**  
Nurture. Inspire. Prepare. Together, We Thrive.

## Proposed Levy - Payable 2026 - FY27

### 5-YEAR LEVY COMPARISON-Specific Levies

**As of 9/18/25**

Levy Description	2022	2023	2024	2025	2026
Referendum	\$7,149,972	\$7,415,535	\$11,921,961	\$12,999,599	\$13,121,560
Local Optional	4,105,911	3,904,928	4,001,220	4,151,826	4,178,745
Equity	577,329	558,922	276,400	395,642	414,516
Alt Teacher Compensation	479,740	476,221	466,644	479,695	489,296
Achievement & Integration Levy	323,752	307,999	323,936	328,719	345,542
Reemployment Insurance Levy	100,000	75,000	70,000	30,000	100,000
Safe Schools Levy	289,303	275,145	281,928	292,537	294,433
Career Technical	158,506	171,698	262,537	278,465	278,465
OPEB Levy	366,600	353,214	586,682	611,143	645,364
Operating Capital Levy	957,442	966,621	1,129,749	1,256,715	1,188,461
Long Term Facilities Maintenance	2,170,893	1,259,763	1,245,744	1,320,861	1,386,644
Leased Space Levy	985,809	1,039,569	1,082,307	1,198,056	1,181,505
Referendum - Capital Project Levy	1,904,382	1,946,882	2,200,410	2,411,890	2,444,742
Abatements / Prior Year Adjustments	(120,632)	(656,145)	513,217	1,034,776	314,298
<b>General Fund Total</b>	<b>\$19,449,007</b>	<b>\$18,095,352</b>	<b>\$24,362,735</b>	<b>\$26,789,924</b>	<b>\$26,383,571</b>
Basic Community Education Levy	\$290,993	\$290,993	\$337,982	\$337,982	\$333,975
After School Enrichment	33,690	33,690	33,973	33,973	33,445
Early Childhood Family Levy	233,408	237,196	224,406	248,718	208,023
Home Visiting	8,732	9,210	9,015	9,075	8,880
Handicapped Adults Levy	30,000	30,000	6,723	6,594	5,873
School-Age Care	500,000	500,000	500,000	560,000	600,000
Abatements / Prior Year Adjustments	3,576	7,596	52,333	(25,515)	(125,617)
<b>Community Service Fund Total</b>	<b>\$1,100,399</b>	<b>\$1,108,685</b>	<b>\$1,164,432</b>	<b>\$1,170,827</b>	<b>\$1,064,579</b>
Debt Service Levy Voter Approved	\$9,795,686	\$9,799,045	\$9,799,412	\$10,009,727	\$9,998,702
Debt Service Levy LTFM	0	909,563	912,293	2,058,772	2,335,936
Debt Excess	(355,706)	(1,137,764)	(426,880)	(251,404)	(701,059)
Abatements	18,142	20,562	38,909	33,592	67,210
<b>Debt Service Fund Total</b>	<b>\$9,458,122</b>	<b>\$9,591,406</b>	<b>\$10,323,734</b>	<b>\$11,850,687</b>	<b>\$11,700,789</b>
<b>Total Property Tax Levy</b>	<b>\$30,007,528</b>	<b>\$28,795,443</b>	<b>\$35,850,901</b>	<b>\$39,811,438</b>	<b>\$39,148,939</b>



# 2024-2025 Annual Report

Presented By:  
Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment  
September 22, 2025



**2024-2025**

**School District 197 Annual Report**

# SCHOOL DISTRICT 197

*Nurture. Inspire. Prepare. Together, We Thrive.*

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

## GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

## WE BELIEVE...

### RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

### EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

### ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

## FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

# GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

# District Goal #1: All Children Are Ready for School

Parents are a child's first and most important teacher. Strong, school-based early learning environments and programs are intended to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high-quality early learning experiences close achievement gaps for children before they begin their K-12 education.

## Early Childhood Screening

Early Childhood Screening is a free service of School District 197 for children between the ages of three and five and is best completed at age 3. During screening, a nurse checks a child's vision, hearing, and speech as well as cognitive, social/emotional, and muscle development. Immunization records and general health and nutrition practices are also reviewed. Screening helps ensure that children are ready for school success.

The total number of children screened increased. Referrals were made to help identify children who may have concerns in the areas of vision, hearing, cognition, communication, motor skills, or social skills



Of the 425 children screened, 203 had one or more referral areas.

## Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to prekindergarten opportunities to grow and learn together in a supportive and stimulating environment. The program continues to grow, as student and adult participation increased in 2024-2025.

**228**  
children  
participated

**234**  
adults  
participated

**45**  
classes  
offered

# District Goal #1: All Children Are Ready for School

School District 197 Preschool provides a bridge to school through half-day and full-day classes that offer rich learning experiences in well-equipped classrooms. All staff are trained in early childhood education. Preschool programming in School District 197 has a strong focus on pre-academic skills.

Our programs lay the foundation for future school success by encouraging:

- Emotional, social, and physical development
- Language development
- Pre-reading skills
- Pre-writing skills
- Mathematical and scientific thinking (including math curriculum used with the children in the district from age 3 through grade 5)
- Enthusiasm for social studies, music, and art



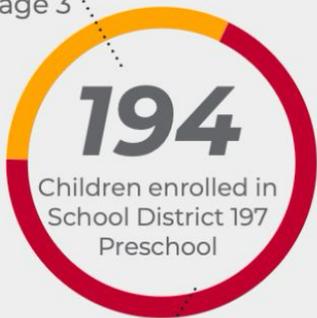
## Meets/Exceeds Expectations

All children were assessed at entry to the program in the fall, with a final assessment in the spring.

■ Fall 2024 ■ Spring 2025

	Fall 2024	Spring 2025
Social/Emotional:	15%	76%
Physical:	47%	87%
Language:	36%	70%
Cognitive:	47%	74%
Literacy:	34%	80%
Math:	44%	70%

60 students age 3



134 students age 4

57%

of kindergarten students were reading at grade-level in spring 2025



## Kindergarten

Kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop academic, social, and emotional skills they need to be successful. Students in Kindergarten move through out leveled book sets that systematically teach reading skills. Students are assessed on these skills every four weeks through out the year. The end of year placement determines whether or not a student is reading at their expected grade level.

# District Goal #2: All 3rd Graders Can Read at Grade Level

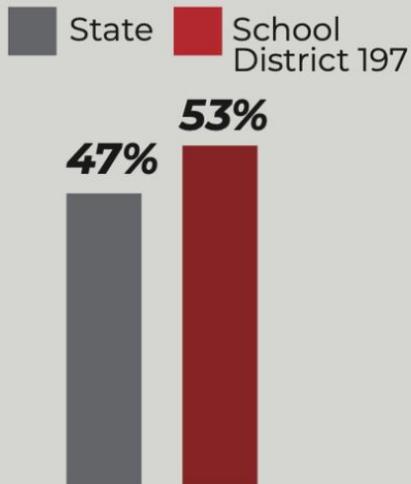
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership, and strengthen family partnerships.

With the 2023 READ Act (Minnesota Reading to Ensure Academic Development Act), we're enhancing these efforts. The READ Act requires science of reading training for teachers to help all students achieve gradelevel reading. School District 197 began adopting these practices in 2020 and continues to refine strategies, including adding professional development days to support staff.

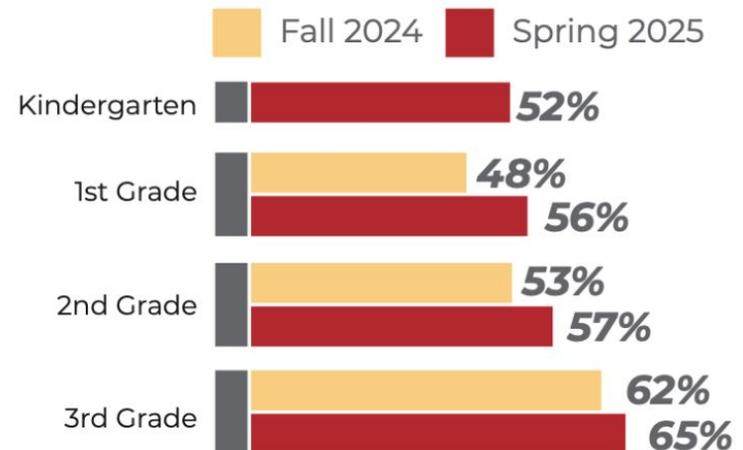
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



## 2025 Grade 3 MCA Test Scores



School District 197 uses FastBridge assessments at each grade level to screen all students in literacy and math. This data helps teachers determine which students may need intervention support. The data below shows the percentage of students meeting the low-risk target in literacy.



# District Mission: High Achievement for All in READING

\*In order to evaluate progress, School District 197 compares its performance on the MCAs against nine “comparable” school districts, which are determined by comparable free and reduced lunch populations. The comparable school districts are Bloomington, Burnsville, Hopkins, Inver Grove Heights, Osseo, Roseville, South St. Paul, Spring Lake Park, and St. Louis Park.

■ State  
■ School District 197



2025 Proficiency Rates



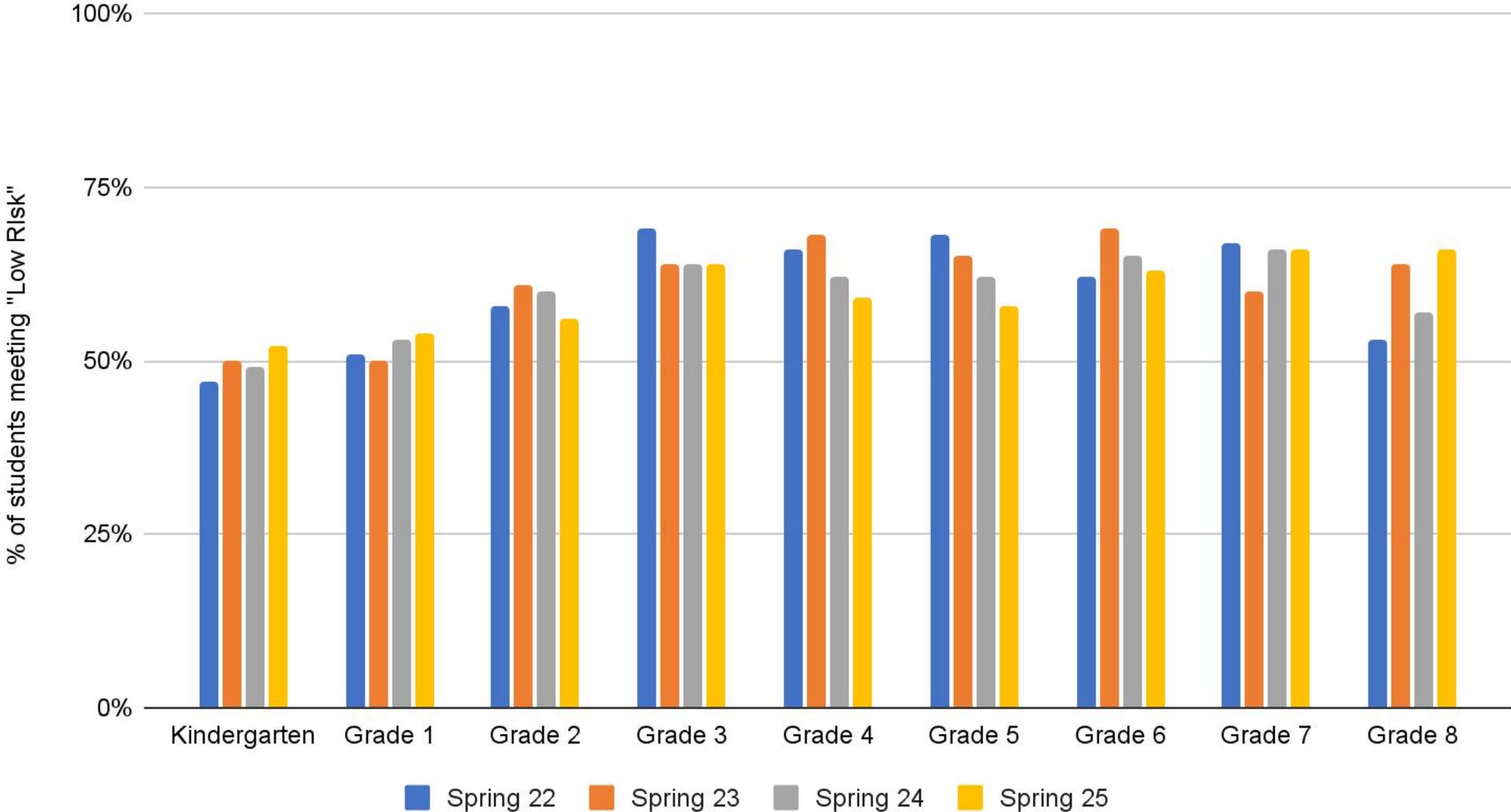
**#1**  
Proficient in reading on MCAs out of 10 comparison districts\*

# Reading: Comparables

MCA/MTAS Reading			
Comparable District	% Proficient	Participation	FRP
<b>WSP</b>	<b>54.6%</b>	<b>92.1%</b>	<b>46.7%</b>
St. Louis Park	54.2%	96.2%	36.3%
<b>Statewide</b>	<b>50.3%</b>	<b>94.8%</b>	<b>40.3%</b>
Hopkins	49.5%	90.7%	37.4%
Osseo	48.5%	96.0%	43.9%
Roseville	47.3%	96.0%	48.6%
Bloomington	43.7%	93.8%	47.5%
Spring Lake Park	41.5%	95.9%	45.4%
South St Paul	40.4%	96.9%	61.4%
Inver Grove Heights	38.9%	98.6%	49.3%
Burnsville	38.5%	93.8%	56.9%

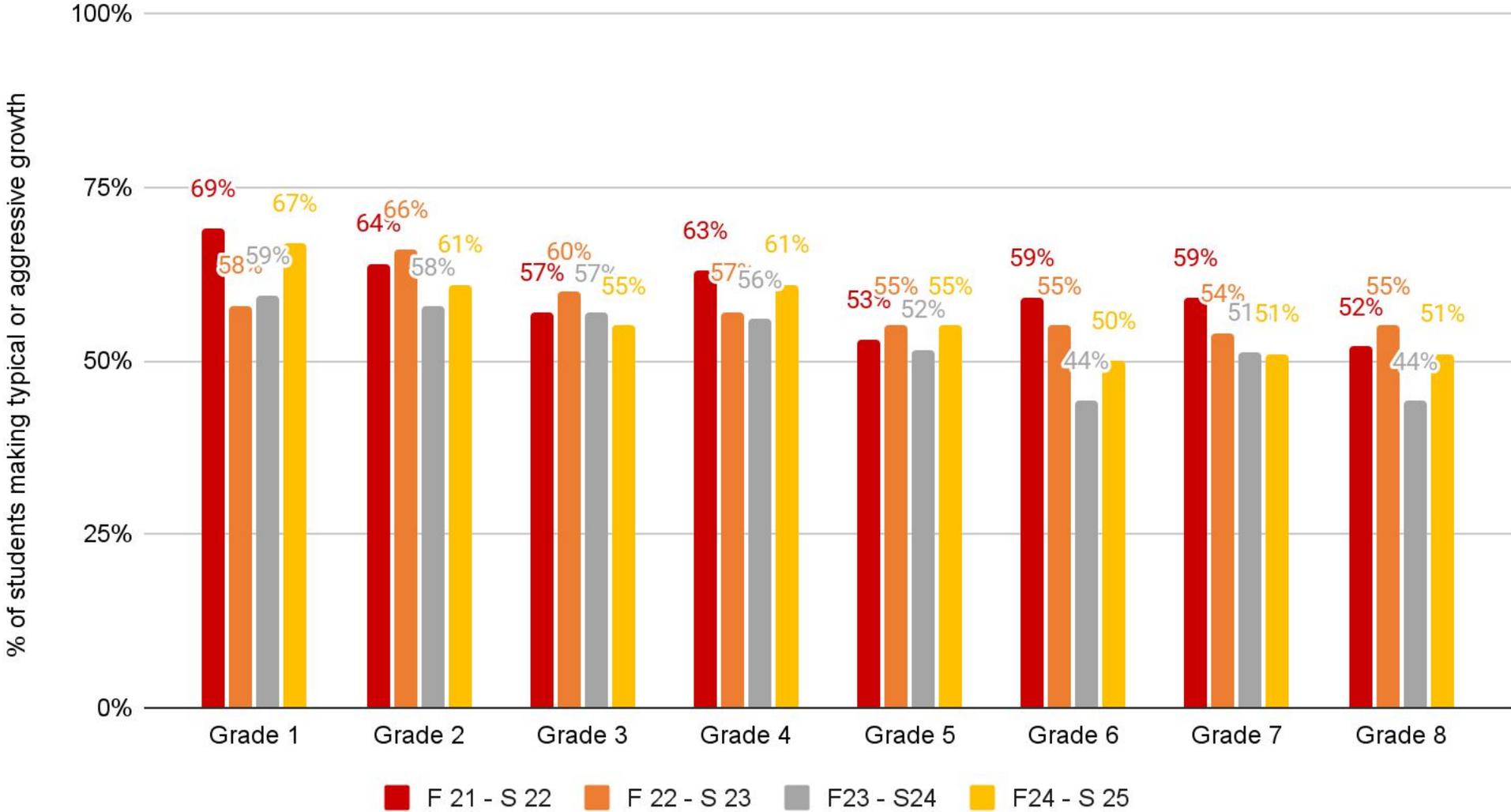
# Reading

aReading Sp 22, Sp 23, Sp 24, Sp 25



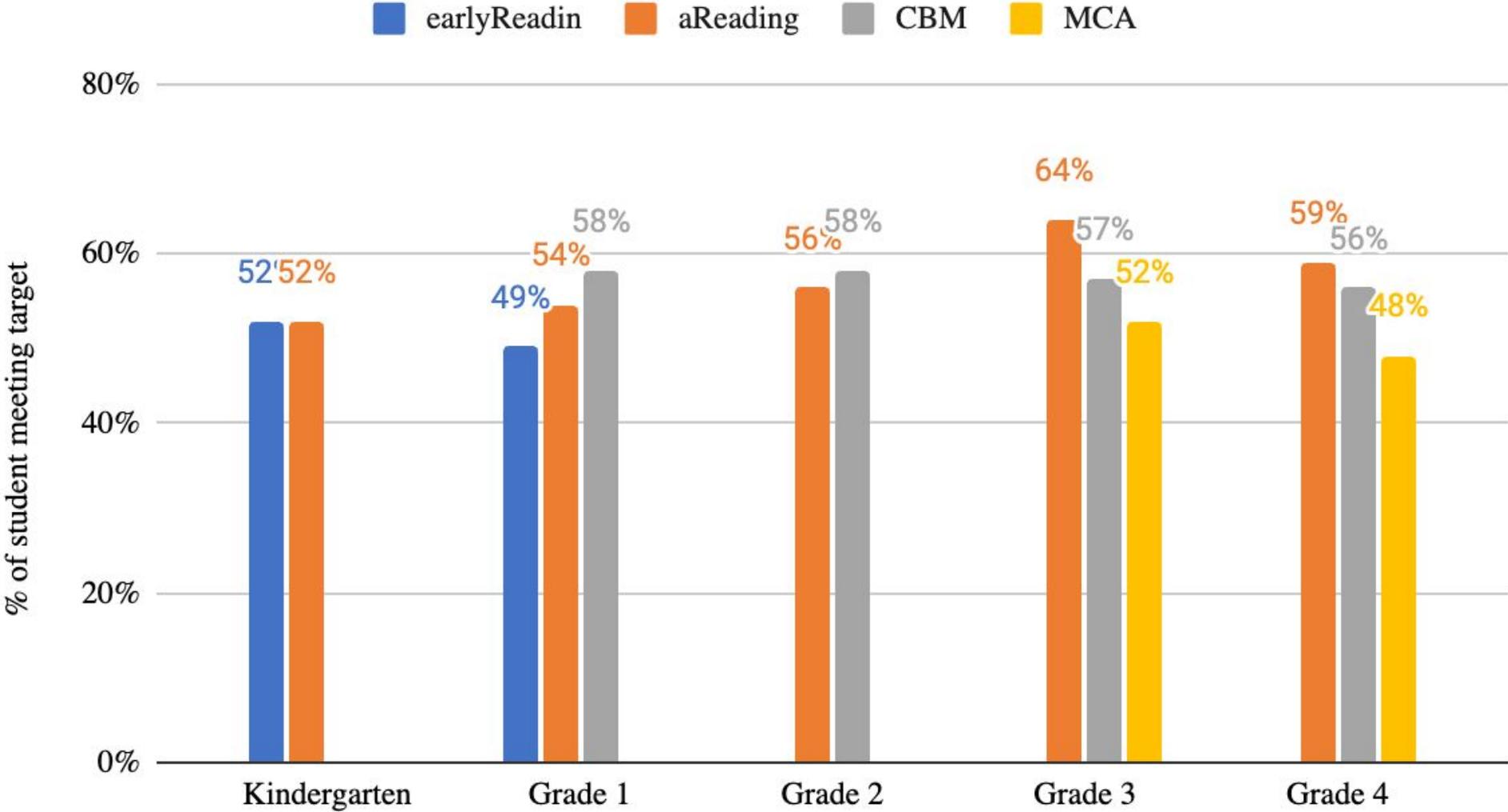
# Reading Growth

aReading Fall - Spring Growth FY22, FY 23, FY24, FY25



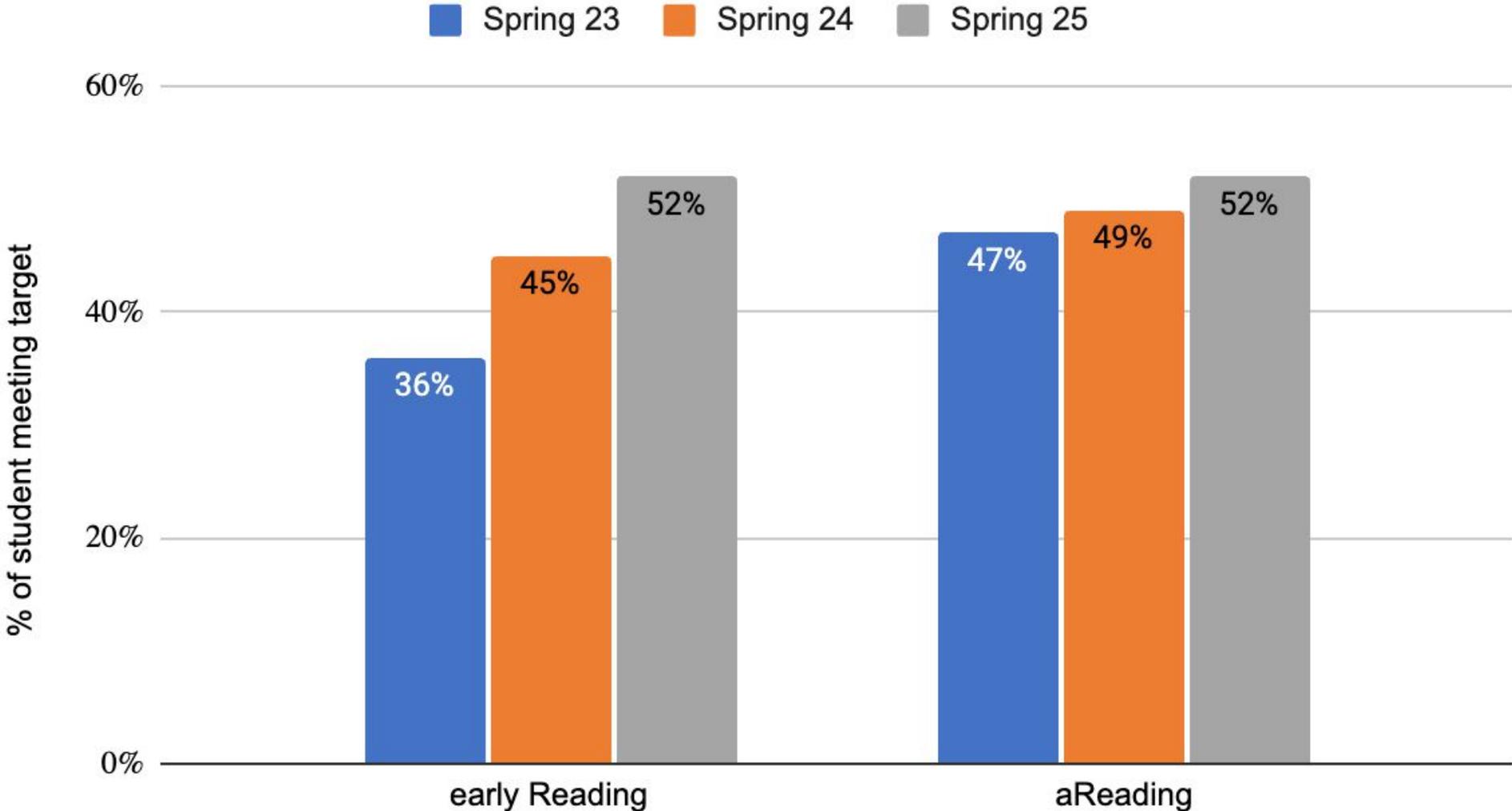
# Reading Assessments

## Spring 2025 Reading Results

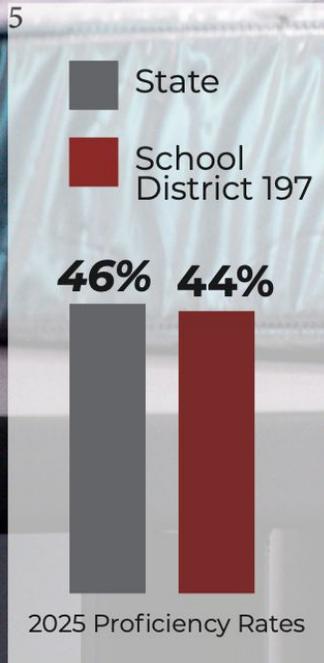
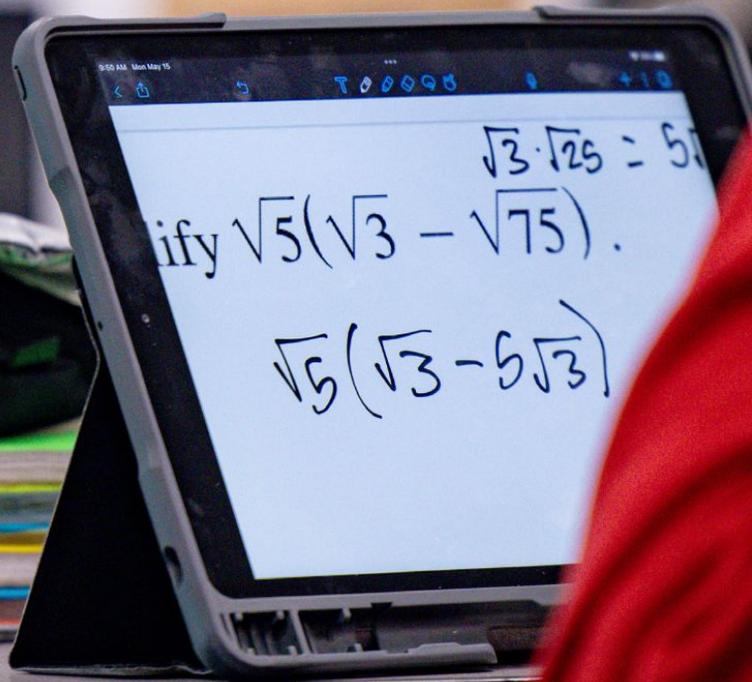


# Reading Assessments

## Kindergarten Reading Result Improvements



# District Mission: High Achievement for All in MATH



**#2**  
Proficient in math on MCAs out of 10 comparison districts\*

GRADE 3  
**58%**  
Proficient

GRADE 4  
**60%**  
Proficient

GRADE 5  
**33%**  
Proficient

GRADE 6  
**37%**  
Proficient

GRADE 7  
**45%**  
Proficient

GRADE 8  
**37%**  
Proficient

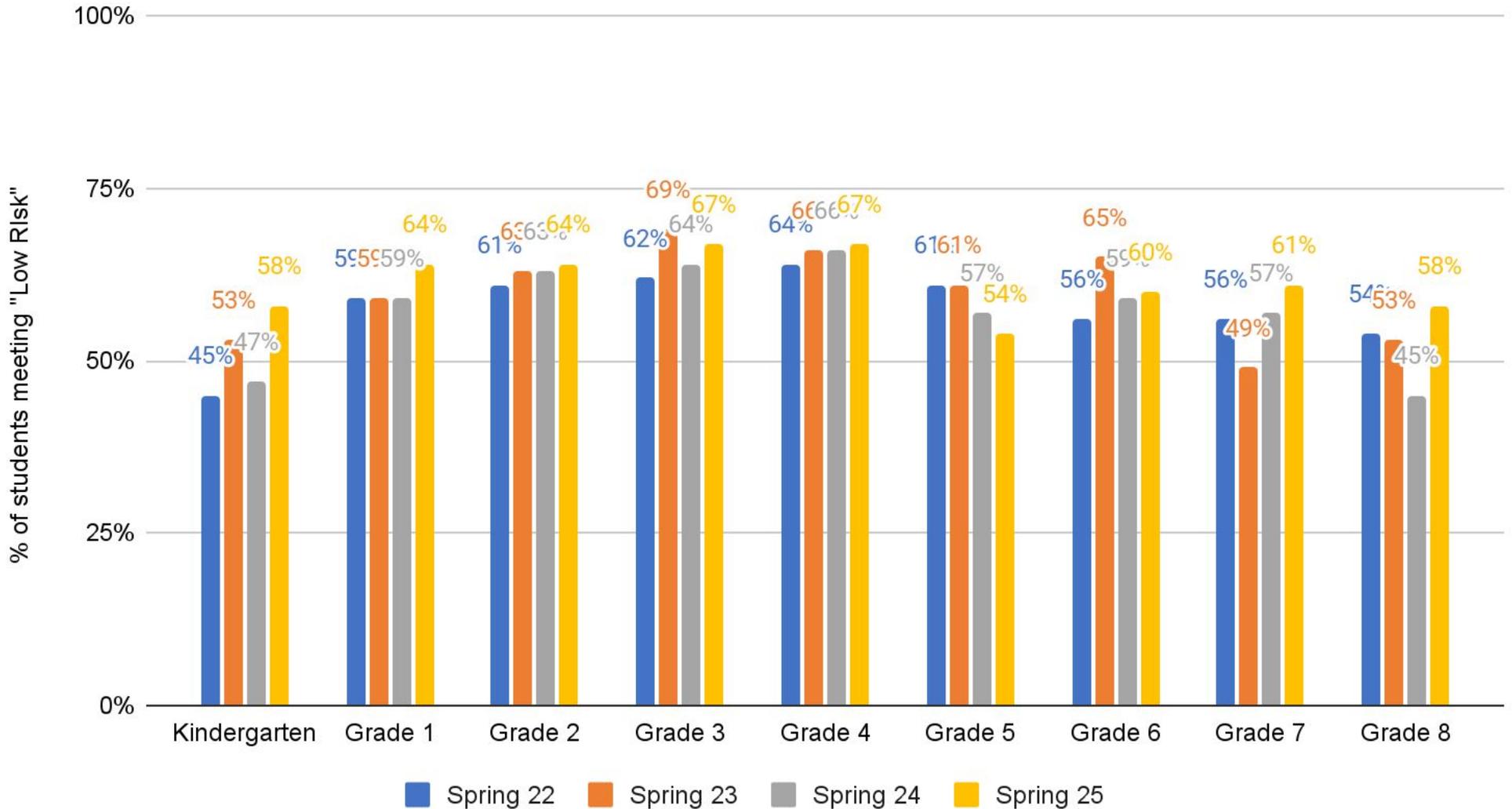
HIGH SCHOOL  
**38%**  
Proficient

# Math: Comparables

MCA/MTAS Math			
Comparable District	% Proficient	Participation	FRP
St. Louis Park	48.7%	93.4%	36.3%
<b>Statewide</b>	<b>45.9%</b>	<b>93.1%</b>	<b>40.3%</b>
<b>WSP</b>	<b>44.3%</b>	<b>88.6%</b>	<b>46.7%</b>
Osseo	44.2%	94.6%	43.9%
Bloomington	39.8%	91.9%	47.5%
Roseville	39.4%	95.0%	48.6%
Hopkins	38.8%	87.4%	37.4%
Spring Lake Park	37.1%	92.8%	45.4%
Inver Grove Heights	33.3%	98.2%	49.3%
Burnsville	32.1%	92.5%	56.9%
South St Paul	29.0%	96.1%	61.4%

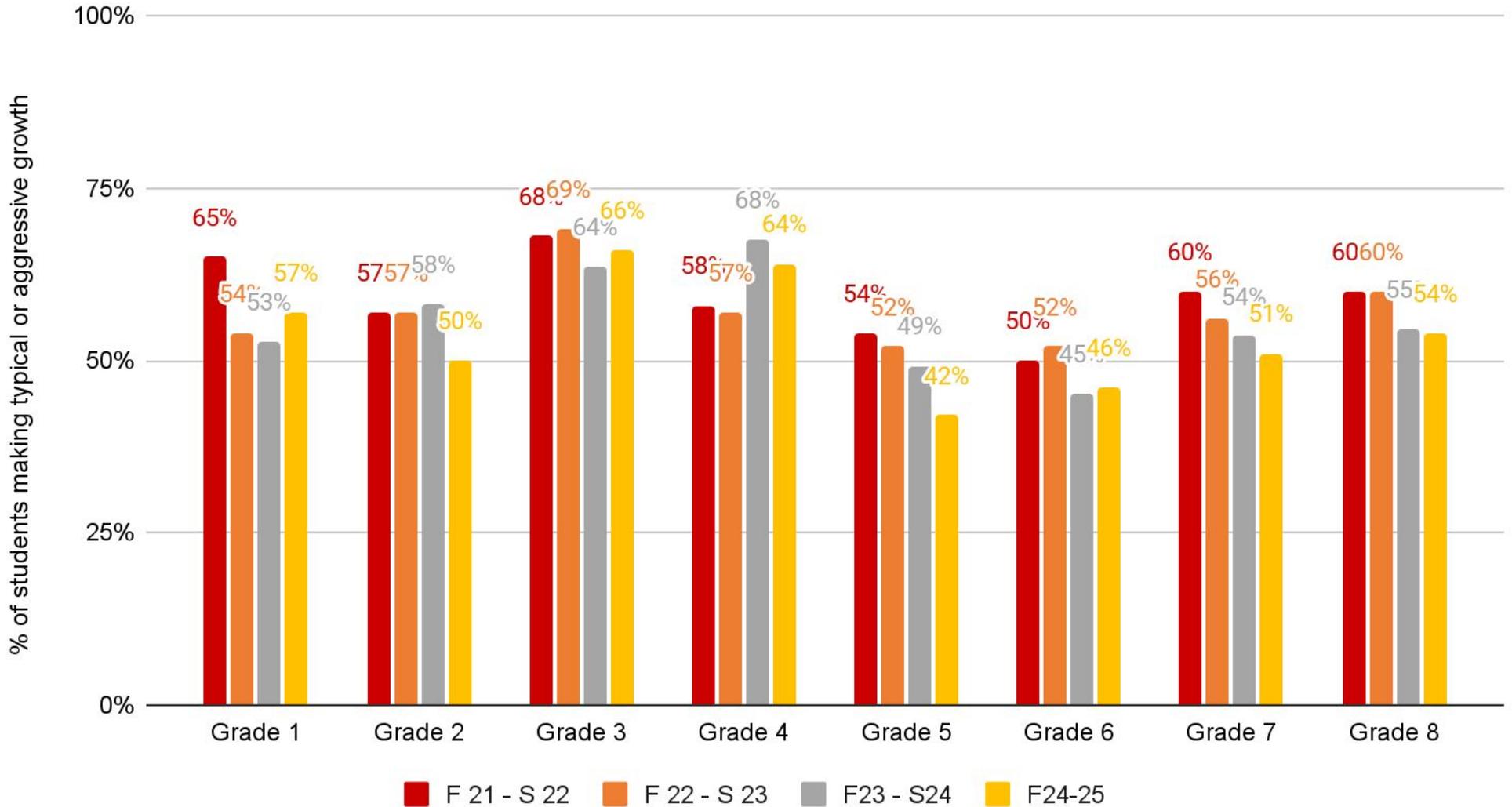
# Math

aMath Sp 2022, Sp 2023, Sp 2024, Sp 2025

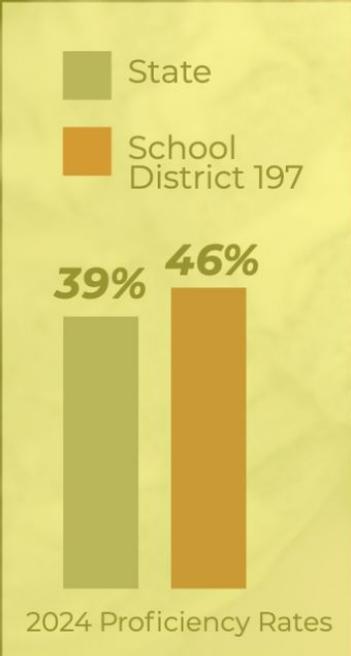


# Math Growth

aMath Fall - Spring Growth FY22, FY23, FY24, FY25



# District Mission: High Achievement for All in SCIENCE



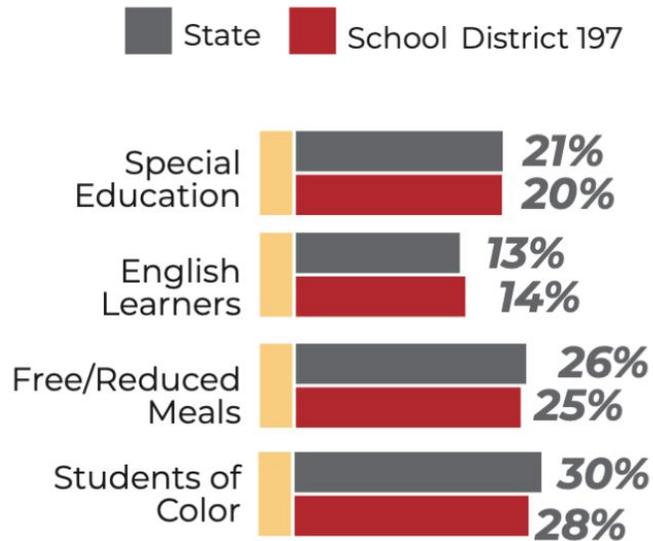
Science moved to the MCA IV in the Spring 2025 and assesses the 2019 MN State Science standards. Results will be available October 1

## District Goal #3: Narrow the Achievement Gap

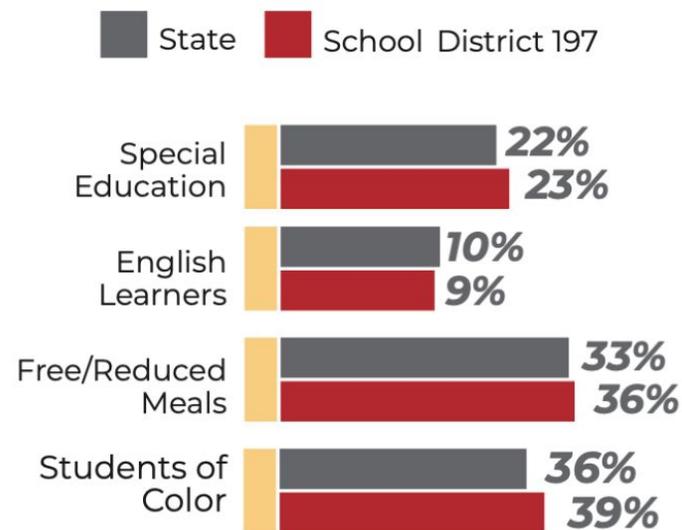
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Students in School District 197 tend to have proficiency rates higher than each demographic group at the state level. Despite this, the achievement gap persists and widens in some cases. The closing of the achievement gap remains a high priority for the district.



### 2025 Proficiency Rates in Math for Grades 3-8 & 11



### 2025 Proficiency Rates in Reading for Grades 3-8 & 11

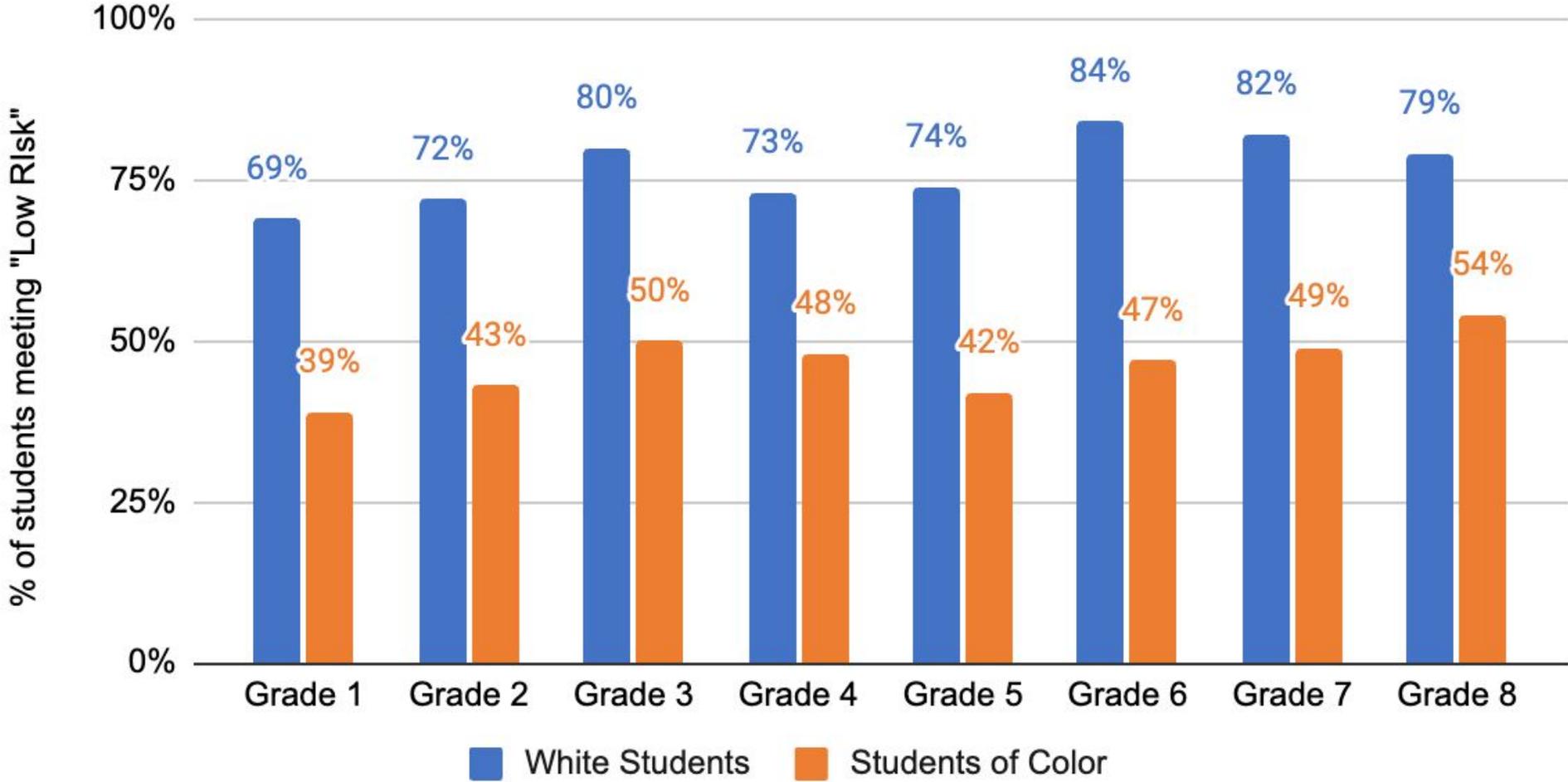


Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading tests. For more information, see the School District 197 Achievement & Integration plan at [isd197.org](http://isd197.org).

# Narrow the achievement gap

## aReading Spring 2025

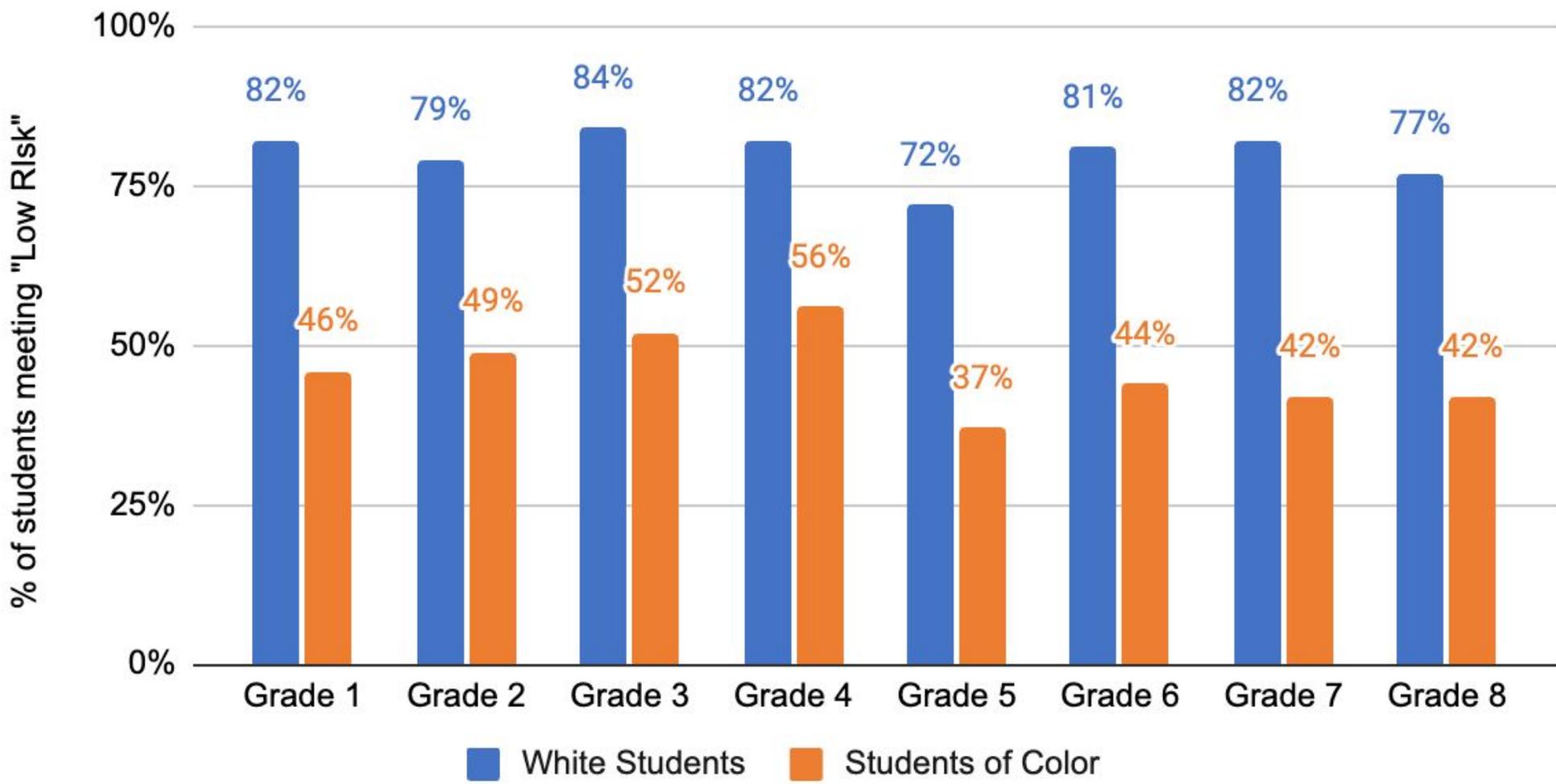
White Students and Students of Color



# Narrow the achievement gap

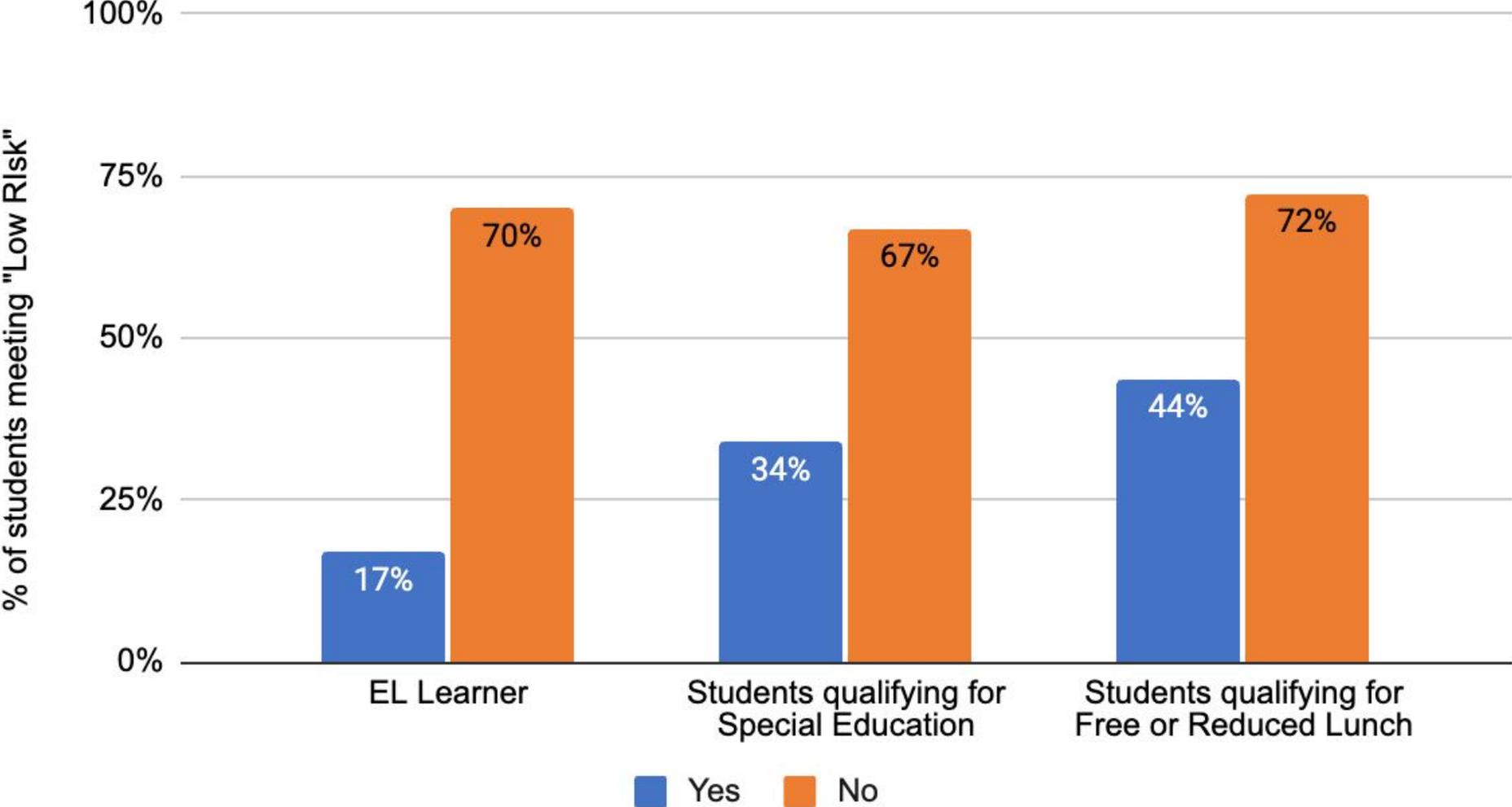
## aMath Spring 2025

White Students and Students of Color



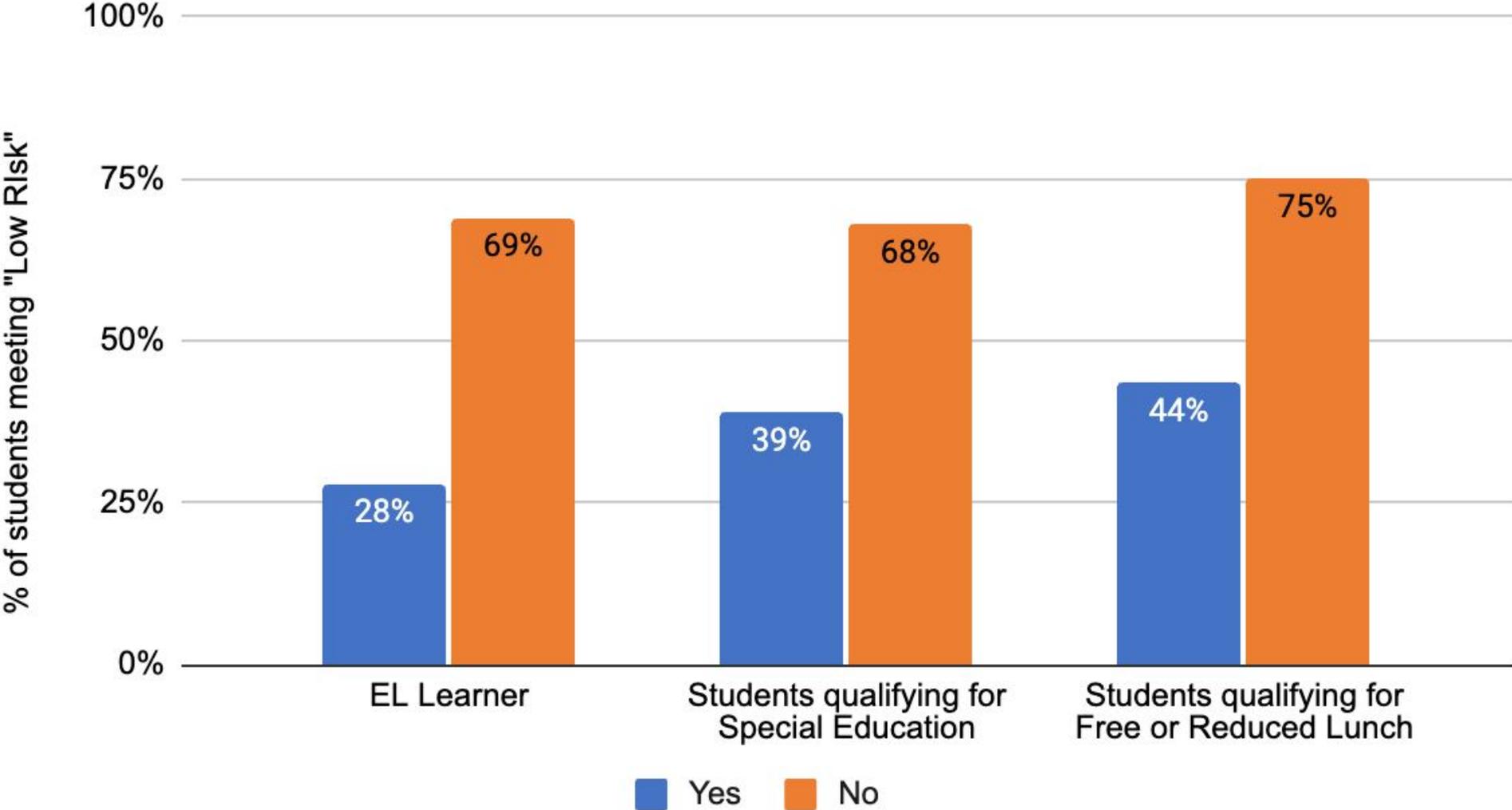
# Narrow the achievement gap

aReading Spring 2025



# Narrow the achievement gap

aMath Spring 2025



## 2024-2025 District-Wide Strategies

- 245 licensed staff completed science of reading training and looked for ways to implement their learning.
- Implemented AmazeWorks in preK classrooms to increase students' sense of belonging.
- Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms.
- K-2 foundational curriculum product explorations.
- K - 12 math product explorations with a focus on the new standards
- Implementation of full year grade 5 and 6 writing class.
- MS EL Programming; Year 1 installation of their new 3D English curriculum from Houghton Mifflin Hartcourt within the EL pull-out program
- MS Social Studies: Year 1 implementation of new resources and common assessments.
- Site based continuous improvement plans included targeted strategies in reading and/or math based on site data
- Site base continuous improvement plans included targeted strategies in reading and/or math based on site data

# District Goal #4: All Students Graduate from High School



**82%**  
OF HISPANIC STUDENTS  
in the Class of 2024 graduated.



Ensuring all students graduate on time is imperative to both School District 197 and the state of Minnesota. We are proud of the many initiatives and programs in place to support student success.

## Students who graduate in four years

School  
District 197

**90%**

State  
Average

**84%**

## The Power of Participation

Participation in athletics, activities and clubs is strongly associated with better attendance, higher levels of achievement, and aspirations to higher levels of education.



## Athletics, Activities & Clubs

**69**  
Offered

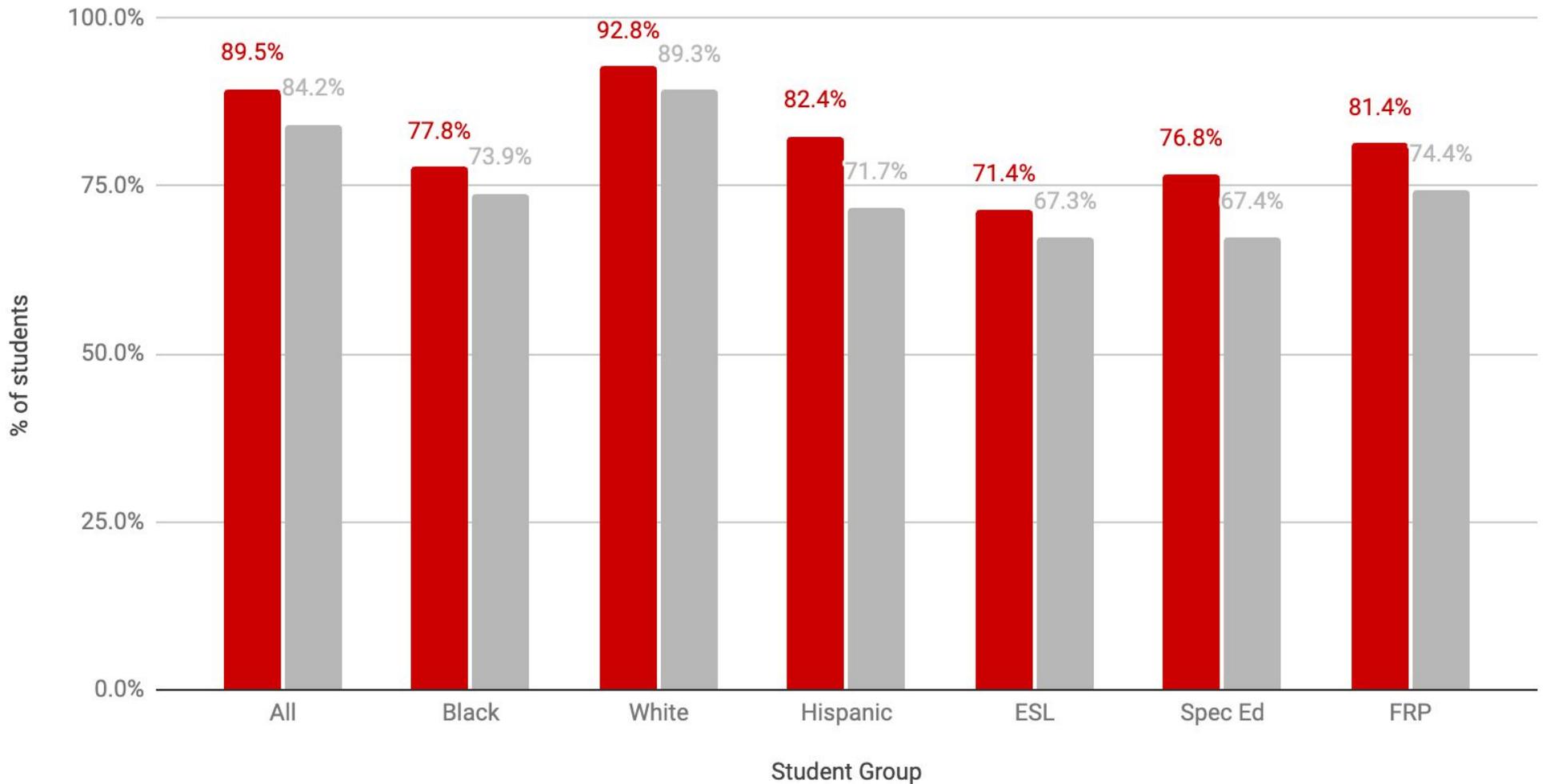
**2,243**  
Registrations

\*A student may be counted more than once if registered for more than one activity.

# All students graduate from high school.

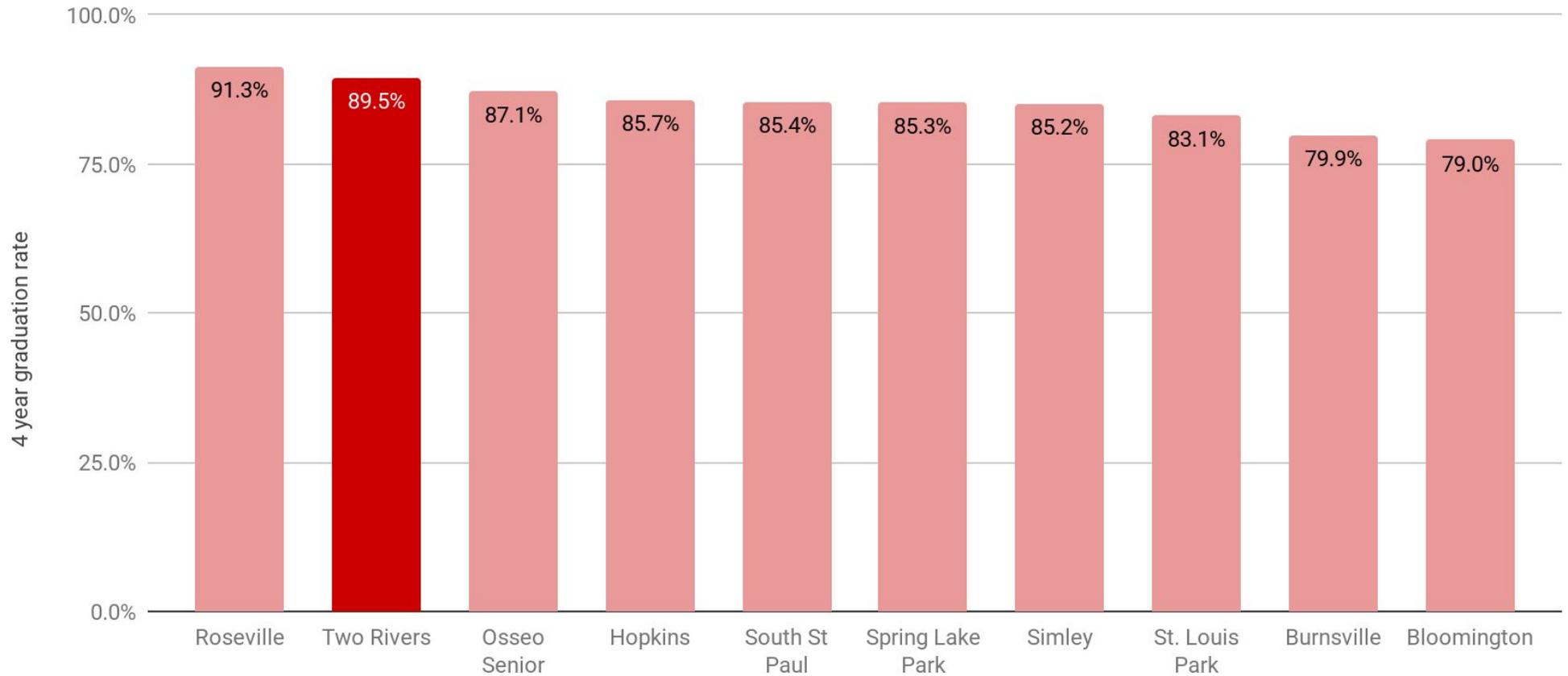
## Two Rivers Class of 2024 Graduation Rate Comparison

■ % of 197 students graduating   ■ State graduation rate



# All students graduate from high school.

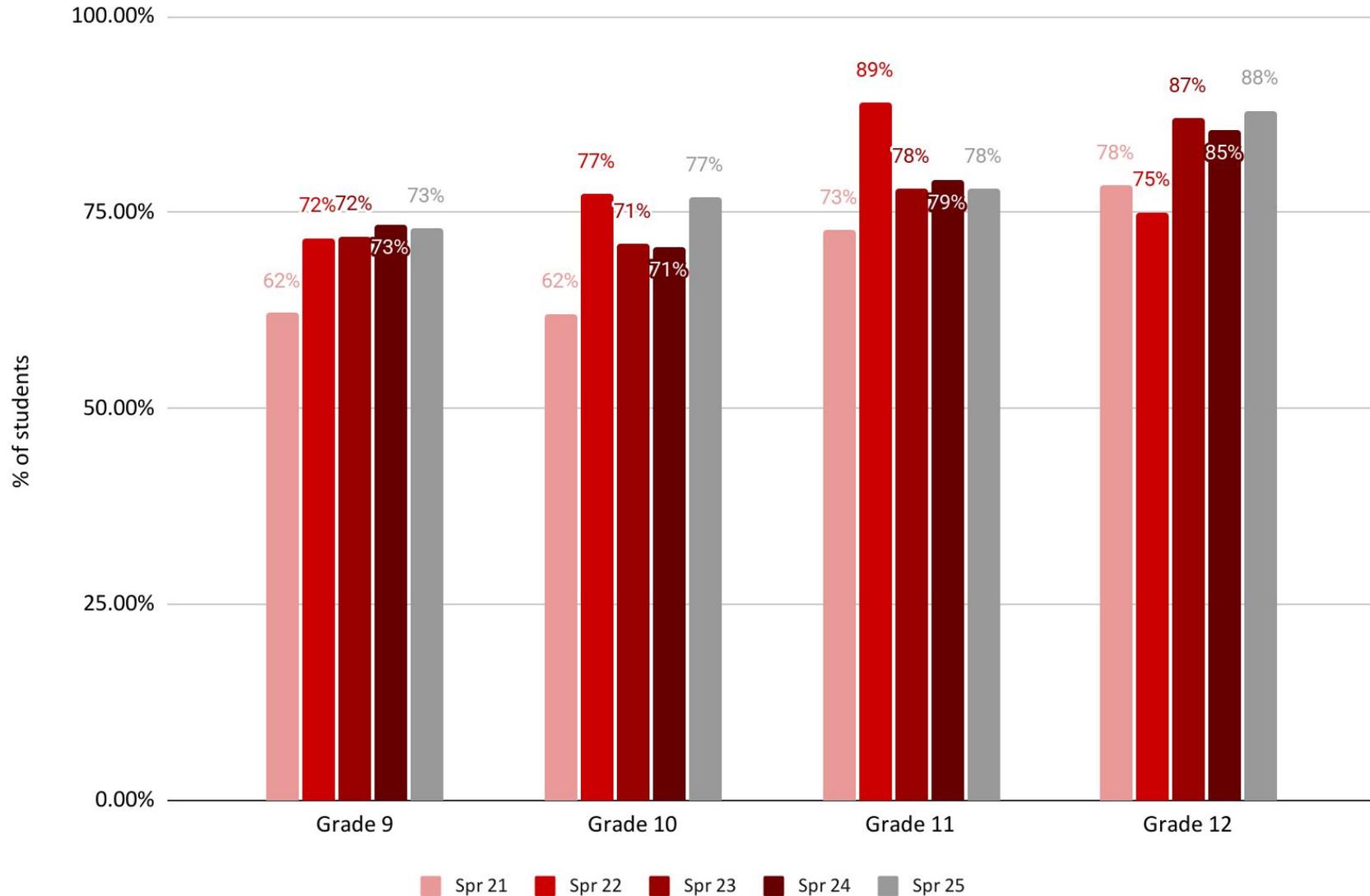
Class of 2024 Graduation Rate - Comparable HS



# All students graduate from high school.

Percent of students earning ALL credits attempted in S2

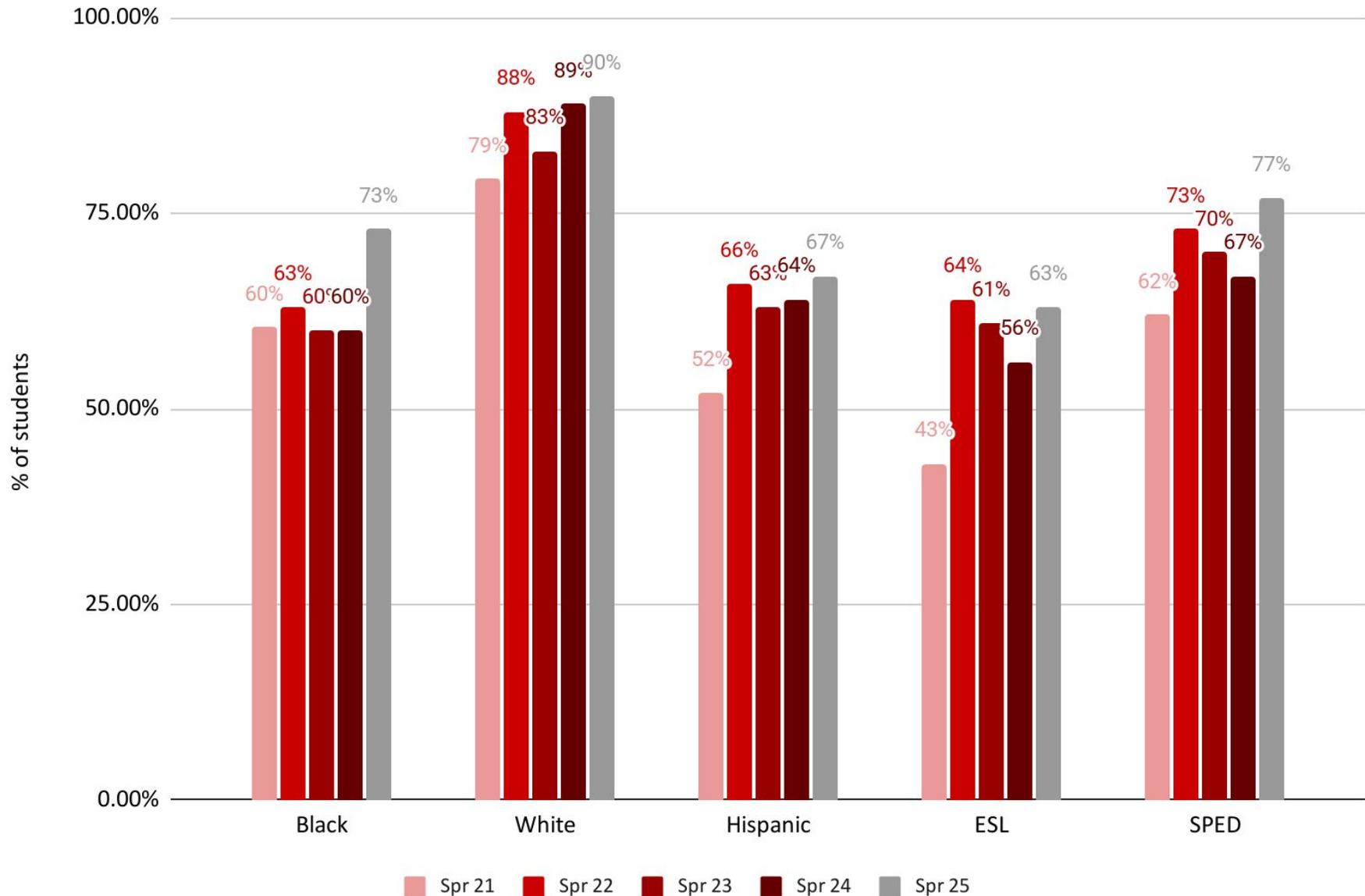
Spring 2021 - Spring 2025



# All students graduate from high school.

Percent of students earning ALL credits attempted in S2

Spring 2021 to Spring 2025



# Two Rivers Activity Participation

TRHS Activity Participation		
Grade Level	23-24	24-25
Grade 9	62.0%	57.7%
Grade 10	57.7%	57.8%
Grade 11	65.8%	62.3%
Grade 12	66.9%	62.9%
Overall	62.5%	60.00%

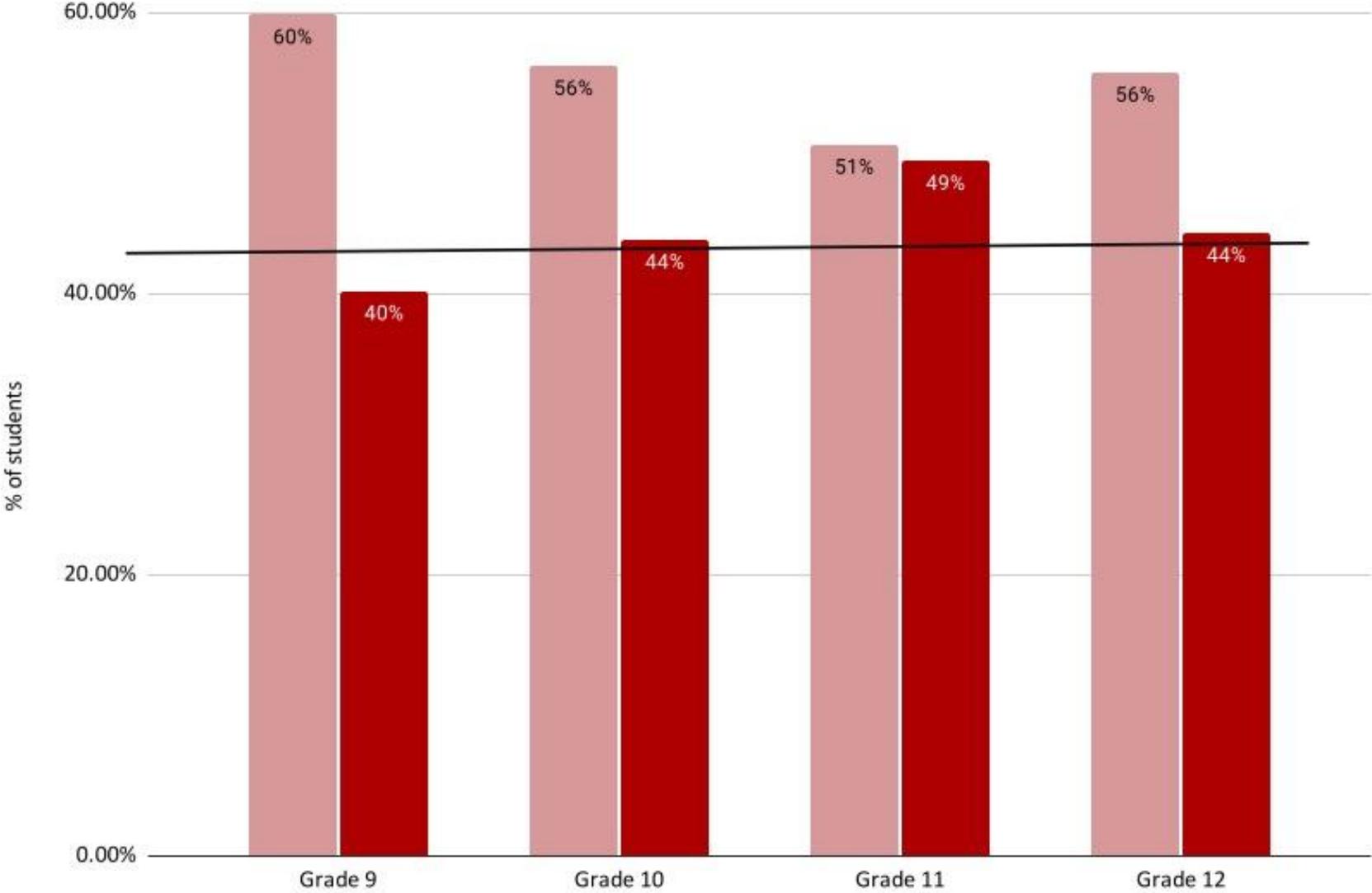
TRHS Activity Participation		
Group	23-24	24-25
ESL	32.4%	22.9%
SPED	44.8%	44.6%
FRP	49.1%	46.1%

TRHS Activity Participation 24-25		
Ethnicity/Race	# of Activity participation	% population at TRHS
Hispanic	23.60%	33.6%
American Indian	1.0%	1.0%
Asian	2.9%	2.7%
Black/African American	10.2%	12.2%
White	55.3%	43.6%
Two or More Races	7.0%	6.9%

# Participation in Extracurriculars

Participation in Activities, Athletics and Clubs 24-25

White Students vs Students of Color by Grade



# District Goal: All Students Ready for Career and College



## Advanced Placement Courses

**16**  
Offered

**451**  
Students Enrolled

## Concurrent Enrollment Courses

**19**  
Offered

**372**  
Students Enrolled

## Centers for Advanced Professional Studies (CAPS)

**4**  
Offered

**35**  
Students Enrolled

## Post-Secondary Enrollment Options (PSEO)

**8**  
Institutions

**43**  
Students Enrolled

## Industry Certifications

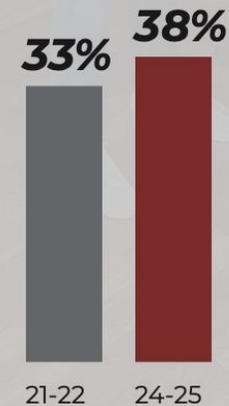
**11**  
Courses

**565**  
student certifications earned



### Students of Color Enrolled in Rigorous Courses

In School District 197

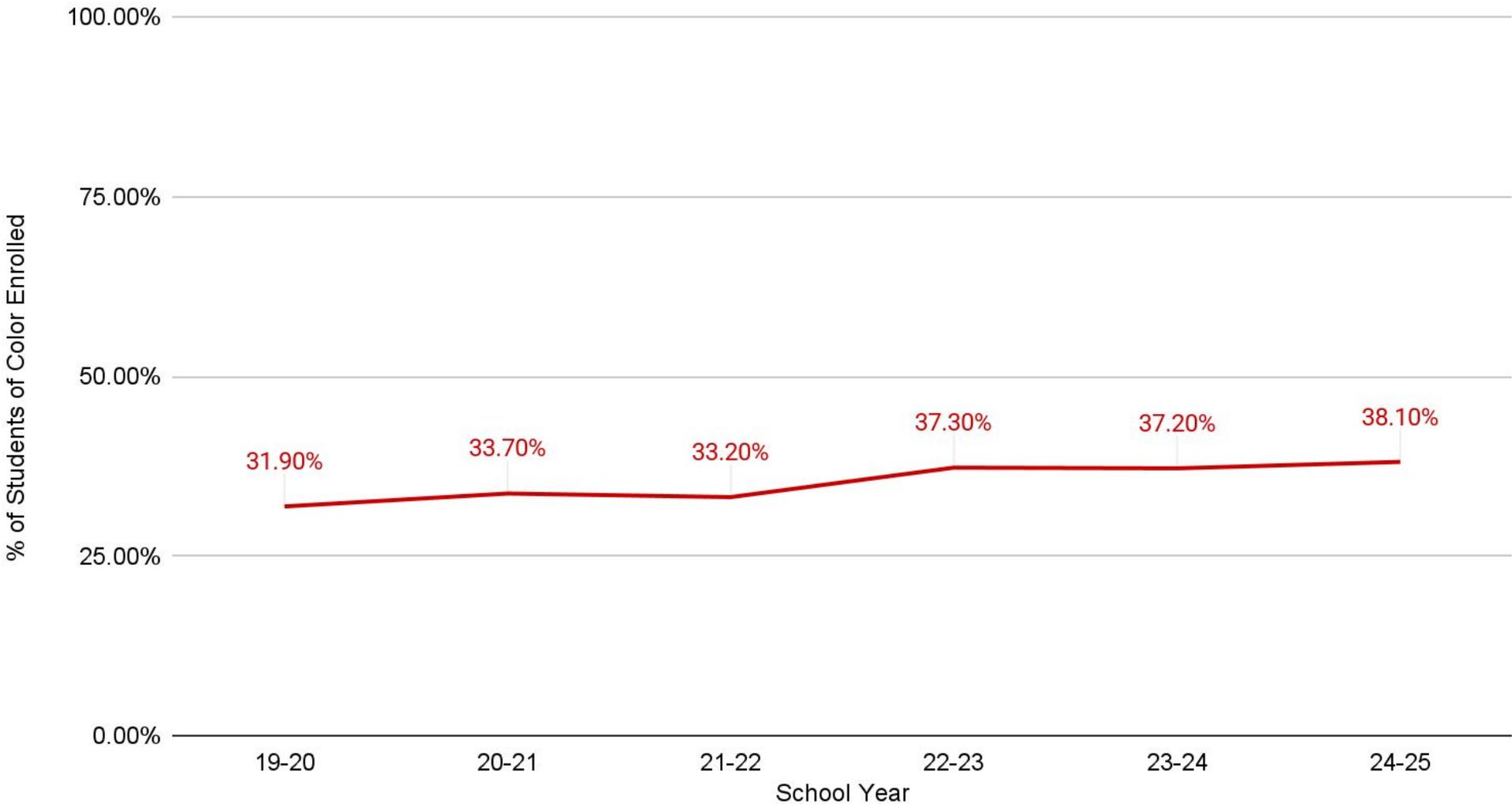


### Students in Class of 2023 Enrolled in College Following Graduation



# Participation in Rigorous Courses

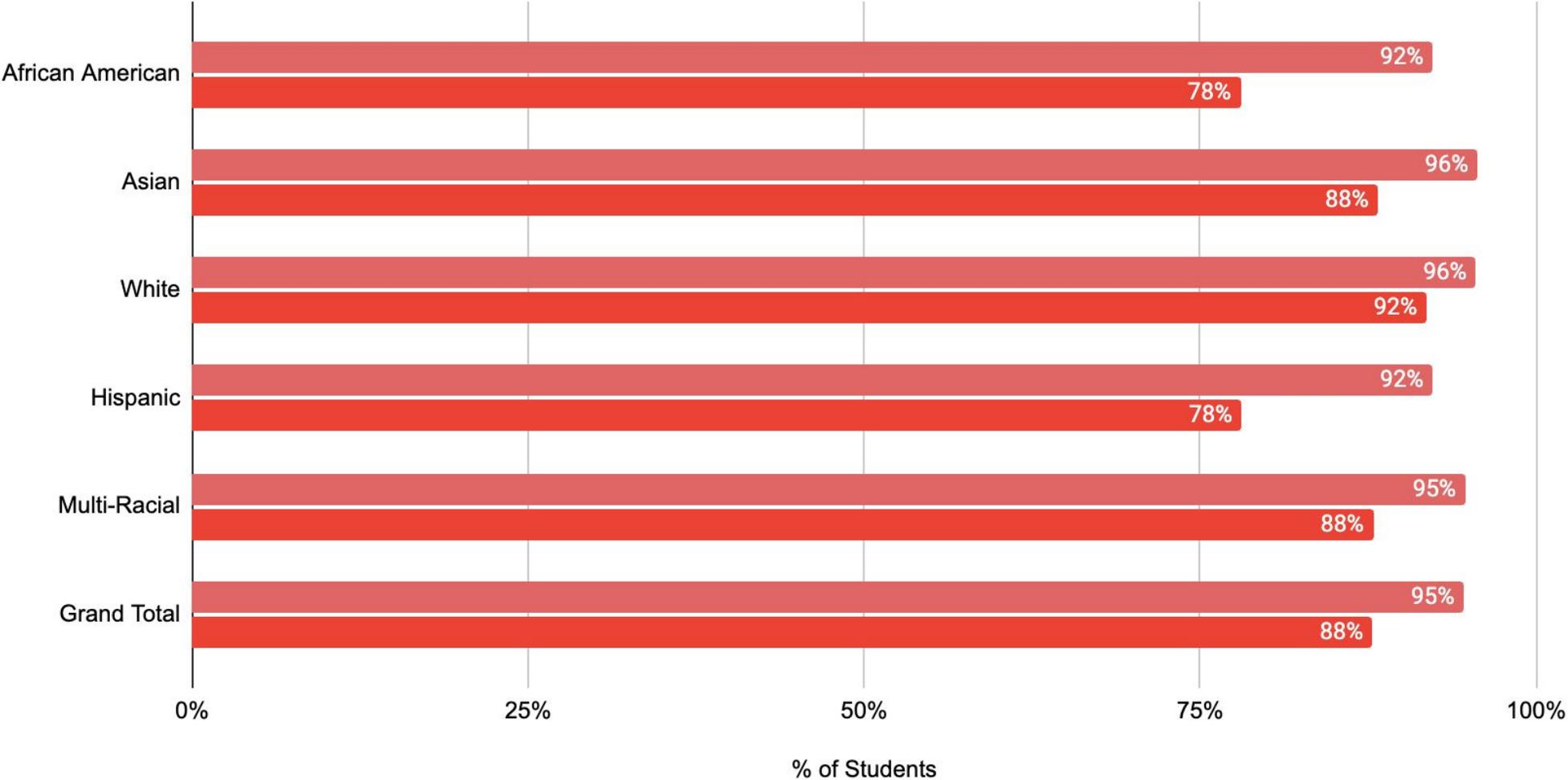
## Students of Color Enrollment in Rigorous Courses at Two Rivers



# Participation in Rigorous Courses

% of students in rigorous courses earning C- or higher in ALL courses

24-25 23-24



## 2024-2025 Strategies

- Continued implementation and refinement of Building Assets Reducing Risks (BARR) in 9th grade.
- Design and implement a sustainable work-based learning program at Two Rivers.
- Continue refining recruitment process for students to enroll in rigorous courses.
- Continue to review and refine transition procedures for students from Pre-K to elementary, elementary to middle school, and from middle school to high school.
- Increase the number of staff who are credentialed to teach courses that provide high school credit and college credit concurrently.
- Increase the number of concurrent enrollment courses.
- Increase the number of students who enroll in, and are successfully completing, rigorous courses.
- Implemented and supported MS staff in new MS elective opportunities aligned to CTE pathways.
- Planned for the implementation of a Native Language class in 25-26

# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 1

## Establish a district-wide system of social-emotional learning and support

### Explicit SEL Instruction

- Enhance elementary SEL content with the CharacterStrong curriculum delivered by counselors.
- Develop and implement social-emotional learning lessons in health classes at grades 5, 6, 7, 8, and 10.
- Refine SEL instructional content shared with students in the grade 9 Warrior Seminar classes.
- Develop a social, emotional, and behavioral IEP goal bank in alignment with SEL learning targets.

### Integrated SEL with Academic Instruction

- Fully implement AMAZEworks curriculum in the early learning and elementary sites.
- Explore opportunities for integrating social-emotional learning in the middle school flex options.
- Identify ways high school teachers can regularly integrate SEL learning targets into their classrooms.

### Youth Voice and Engagement

- Seek input from youth voices by gathering ideas and feedback on SEL implementation and survey data from the middle school and high school student leadership teams.

### Supportive School and Classroom Climates

- Provide resources for school leaders on classroom look-fors and other social-emotional learning topics.
- Deliver sessions on “Classroom Climate” during Training Academies for new and middle school staff.

### Focus on Adult SEL

- Provide training academy for school staff, “Emotional Intelligence in Action,” to empower participants to navigate the complexities of their roles with greater confidence, resilience, and well-being.

### Supportive Discipline

- Provide sessions on “Student Support Strategies” to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
- Explore and enhance the use of restorative practices across the district to build community and develop students’ social-emotional competencies.

# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 1 Establish a district-wide system of social-emotional learning and support

#### **Continuum of Integrated Supports**

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.

#### **Authentic Family Partnerships**

- Provide resources for families to support students' social and emotional development.

#### **Aligned Community Partnerships**

- Provide training on social-emotional learning in a school setting with 360 Communities family support workers and Ellie Mental Health and Associated Clinic of Psychology mental health therapists.

#### **Systems for Continuous Improvement**

- Review and prioritize SEL-related systems, practices, and policies with a focus on equity at monthly multi-department (Curriculum-Instruction-Assessment, Equity, and Special Services) meetings.
- Identify annual measures for SEL progress.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 2 Build equitable systems and support throughout the district

#### Diverse Classrooms and Schools

- Implement a plan to increase inclusion in high school activities, which includes four recruitment events, the development of an activities board, and advertising on the school's visual displays.

#### Teacher and Leader Quality and Diversity

- Implement Supporting Native American Students professional development for all licensed staff
- Offer staff opportunities to learn a new language
- Update the School District 197 Teacher Evaluation Rubric to include cultural competence (implementation in 25-26)
- Provide equity training to non-licensed staff
- Provide training on supporting LGBTQIA+ people to non-licensed staff
- Provide training on supporting LGBTQIA+ people to new teachers
- Provide equity training to new teachers
- Develop partnerships with at least two historically Black colleges and universities

#### Equitable Resource Allocation

- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources. Increase awareness of financial assistance for activities fees.

#### Equitable Curriculum, Instruction and Assessment

- Fully implement District 197's AmazeWorks supplemental curriculum in PreK-4 classrooms.
- Plan for the development of a Native Language course offering at the high school.
- Provide resources for school leaders on classroom look-fors aligned with culturally responsive instruction.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

2

### Build equitable systems and support throughout the district

#### Equitable School and Classroom Environments

- Implement the use of the Diversity, Equity, and Inclusion Tool developed by Equity Advisory.
- Regularly offer school menu options for religious diet needs.
- Increase the diversity of cuisine offerings for school meals to be more reflective of the diversity of our student population.

#### Equitable Student Leadership and Voice

- Advertise district and site leadership opportunities to high school students via multiple communication platforms.
- Provide opportunities for students to share their stories so we can publicly celebrate the diversity of backgrounds, cultures, ethnicities, and abilities in our student population.
- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least four.
- Update the student equity survey.

#### Equitable Family Partnerships

- Increase family representatives on Equity Advisory.
- Increase Parent Academy (or similar) opportunities.
- Increase the number of Cultural Liaisons in the district.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

### 3 Increase E-12 opportunities for career exploration and preparation

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements. At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

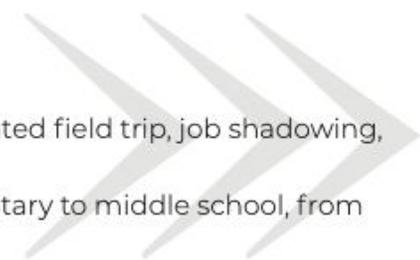
- Every student takes a course (research suggests it should be 2 courses) that bears college credit or certifications.
- All students have some sort of community service/volunteer hours.
- Provide immersive experiences for students.

#### Course, School and Structural Support

- Complete curriculum review tasks/activities following the curriculum review cycle.
- Support the implementation of the new middle school schedule.
- Complete the required science of reading training.
- Review and refine the approach to the district's personal learning plan including the student progress and tracking towards graduation.
- Plan for a native language course.
- Investigate the possibility of offering an alternative learning program during the school day.

#### Direct Student Supports

- Explore ways to expand student tutors.
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
- Widen and diversify student focus groups for feedback
- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.



# District Strategic Framework

## Implemented 2024-2025 Strategic Actions

3

### Increase E-12 opportunities for career exploration and preparation

#### Career and College Readiness

- Review and refine our scope and sequence for a student's Personal Learning Plan beginning in grade 9.
- Prepare, implement, monitor and adjust new middle school electives.

#### Career and Technical Education Pathways

- Ensure sustainability of, and continue to support the expansion for, work-based learning at TRHS.
- Continue developing full secondary pathways in all six MCIS career fields that lead into existing post-secondary programs and/or industry credentials.
- Identify at least one college credit-bearing opportunity, or industry-recognized certification, in each program area.





# Together, We Thrive.



SCHOOL DISTRICT 197

# STRATEGIC IMPLEMENTATION PLAN



2025-2026

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# INTRODUCTION

In fall 2019, School District 197 hosted community-wide input sessions to gather input into the creation of a revised strategic plan. Hundreds of community members, students, and staff responded to the following prompts:

- What do our students need to learn so they are ready for their future?
- What do you value most about our schools?
- What are some new opportunities we should explore?
- How can you and our community connect with and support our schools?

A representative group was convened in December 2019 to digest all of the input and create a new strategic framework to guide our new and long-term work. The framework they drafted included a mission statement, belief statements, and focus areas for improvement. After an initial review by the

school board, additional input was sought through a variety of focus groups. This input was used to revise the initial draft of the strategic framework. The final draft was approved by the school board in June 2020.

The strategic framework provides the district with a direction for our work. For example, one focus area for improvement is to, “Establish a district-wide system of social-emotional learning and support.” Each year we determine the specific strategies the district needs to implement to move us towards our desired improvement. These strategies, which we will call implementation targets, will be described in more detail later on in this report.

We are excited about the work our Strategic Framework will continue to direct this year.

*Nurture, Inspire, Prepare  
Together, we thrive!*

# STRATEGIC FRAMEWORK (adopted June 2020)

## SCHOOL DISTRICT 197

*Nurture. Inspire. Prepare. Together, We Thrive.*

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

### GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

### WE BELIEVE...

#### RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

#### EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

#### ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

### FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

4

# FOCUS AREAS & IMPLEMENTATION TARGETS

As you saw on the previous page, we have three focus areas. They are:

- Establish a district-wide system of social-emotional learning and support.
- Build equitable systems and support through the district
- Increase E-12 opportunities for career exploration and preparation.

The intent of focus areas are not to capture all we do as a school system. Rather, they are to identify the specific areas in which we want to target our improvement efforts in order to live out our mission (School District 197 is committed to caring relationships, equitable practices, and high achievement for all)

...and to achieve our goals.

School District 197's goals are:

- All students are academically and socially ready for school
- All 3rd graders can read at grade level
- All students are prepared to be lifelong learners. (NEW)
- All racially and economic achievement gaps are closed
- All students graduate from high school
- All students are college and career ready.

In the pages that follow, you will find the specific strategies (aka Implementation Targets) we have selected for the 2024-25 school year. They are grounded in research and based on the ongoing feedback we receive from students, staff, families and our community.



# FOCUS AREAS OVERVIEW: SOCIAL-EMOTIONAL LEARNING

**“Establish a district-wide system of social-emotional learning and support”**

Social and emotional learning or SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

According to the Collaborative for Academic, Social, and Emotional Learning, there are a number of benefits that students derive from SEL.

- An improvement in social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- A decline in anxiety, behavior problems, and substance abuse
- Long-term improvements in skills, attitudes, prosocial behavior, and academic performance

Social and emotional learning is also aligned in our equity work by creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential. Implementing SEL across our district both fosters and depends upon an equitable learning environment, where all students and adults feel respected, valued and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds.

Our SEL vision states “Through an equitable system of social and emotional learning support, all students and staff will grow in the following capacities:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

The district is using the 10 indicators from CASEL (shown below) to establish, review and monitor SEL implementation.



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

## “Establish a district-wide system of social-emotional learning and support”

### Explicit SEL Instruction

Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

#### Objectives:

- Design and develop the proposed high school personal finance course to intentionally integrate SEL competencies—such as self-management, responsible decision-making, and self-awareness—through planned units on budgeting, saving, goal setting, and financial planning, in preparation for 2026 implementation.
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.

### Integrated SEL with Academic Instruction

Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

#### Objectives:

- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)

### Youth Voice and Engagement

Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

#### Objective:

- Expand data review sessions with students at the middle and high school levels using survey data.
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.

### Supportive School and Classroom Climates

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

#### Objectives:

- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets)
- Provide kindergarten teachers with calming strategy resources developed by the Pre-K team, using Conscious Discipline techniques.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

## “Establish a district-wide system of social-emotional learning and support”

### Focus on Adult SEL

Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

#### Objective:

- Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.

### Supportive Discipline

Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

#### Objectives:

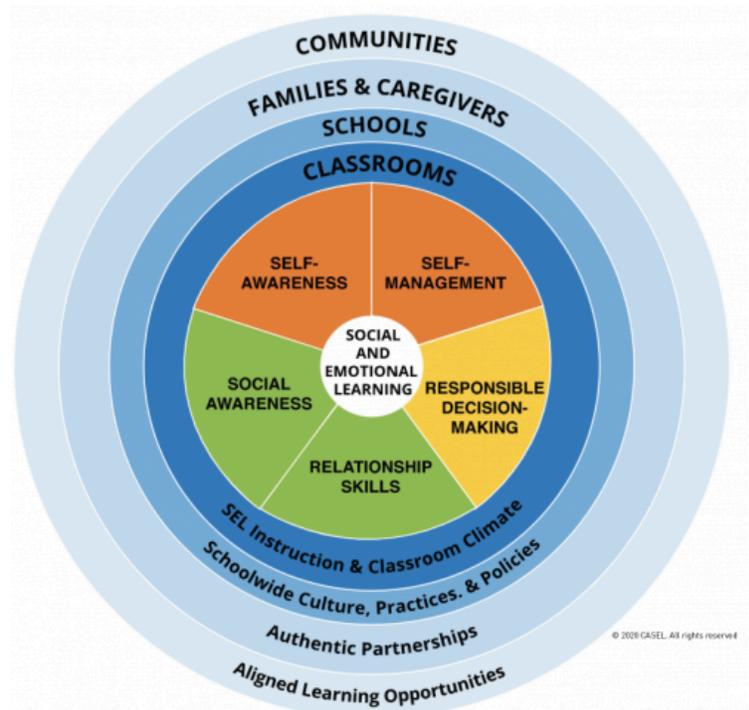
- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

### Continuum of Integrated Supports

Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

#### Objectives:

- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

## “Establish a district-wide system of social-emotional learning and support”

### **Authentic Family Partnerships**

Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students’ social, emotional, and academic development.

#### Objective:

- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.

### **Aligned Community Partnerships**

Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

#### Objective:

- Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.
- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.

### **Systems for Continuous Improvement**

Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

#### Objectives:

- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.

# FOCUS AREAS OVERVIEW: EQUITY

**“Build equitable systems and support throughout the district”**

School District 197 is on an equity journey. While there has been work done previously and some progress has been made, there remains much to do.

We are committed to equitable opportunities and equitable outcomes for all members of our School District community including students, families and staff. Creating equitable opportunities is dependent upon having inclusive policies and practices that represent all students, and providing each student increased access to and creating meaningful participation in high-quality learning experiences where each student realizes positive outcomes. Educational equity benefits everyone and prepares all students to thrive in a racially and culturally diverse local, national and global community.

In August 2023, the School Board adopted Policy 106 Equity. It outlines the seven commitment areas described below.

## **Diverse Classrooms and Schools**

School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

## **Teacher and Leader Quality and Diversity**

School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

## **Equitable Resource Allocation**

School District 197 commits to prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, including historically marginalized students, have the access and opportunity necessary to succeed.

# FOCUS AREA OVERVIEW: EQUITY (continued)

## **Equitable Curriculum, Instruction and Assessment**

Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

## **Equitable Learning in Classroom and Other School Environments**

School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

## **Equitable Student Leadership and Voice**

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

## **Equitable Family and Community Partnerships**

School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY

**“Build equitable systems and support  
throughout the district”**

## **Diverse Classrooms and Schools**

School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

### Objectives:

- Increase Unified programming/opportunities for middle school students.
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation. Examples include:
  - in paid internships
  - earning industry-relevant certifications
  - enrolled in work-based learning at TRHS

## **Teacher and Leader Quality and Diversity**

School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

### Objectives:

- Create a required virtual staff training for licensed staff on our Equity Policy.
- Provide training on supporting Native American students to new teachers.
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
- Provide 40+ school board members, district leaders, site administrators, teachers, and AIPAC members the opportunity to attend an immersive learning experience called Learning from Place: Bdote.
- Offer sites the opportunity to develop specific staff experiences to learn a new language
- Implement the updated School District 197 Teacher Evaluation Rubric (including cultural competence) and train administrators to observe and provide actionable feedback on indicators. (also in SEL)

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

## **Equitable Resource Allocation**

School District 197 commits to prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, including historically marginalized students, have the access and opportunity necessary to succeed.

Objectives:

- Implement a sliding scale fee for student parking passes at the high school

## **Equitable Curriculum, Instruction and Assessment**

Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

Objectives:

- Implement an Ojibwe course offering at the high school.
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
- Explore equitable grading practices with secondary school leaders.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

## **Equitable Learning in Classroom and Other School Environments**

School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

### Objectives:

- Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.
- Provide professional development to general education staff on accommodations and modifications for students with Individualized Education Plans (IEPs) and 504 plans.
- Develop a 2SLGBTQ+ Inclusive School self-reflection tool for sites to use.
- Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.

## **Equitable Student Leadership and Voice**

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

### Objectives:

- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least seven.
- Create a student advisory group to meet with Nutrition Services to provide input and feedback on menu offerings.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

## **Equitable Family Partnerships**

School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

### Objectives:

- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.
- Provide non-English speaking families with opportunities to give feedback on our language access services.
- Develop a Language Access Plan to document and promote our district's commitment and strategies to ensure equitable access to families who are non-English speaking.



# FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS

## **“Increase E-12 opportunities for career exploration and preparation”**

This work is not new to the strategic framework but rather an expansion of the work we have been focused on for the last nine years. As part of our previous strategic framework, we were striving toward two specific strategies: Developing an electronic college and career portfolio beginning in 7th grade and expanding options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students “job ready” upon graduation.

Over the last decade, School District 197 has worked with the intention to expand its high school offerings and organize its courses by career fields and show the alignment to career pathways. Students at Two Rivers High School now have over 30 rigorous courses to select from which can provide them with college-credit bearing opportunities and several courses that provide industry-recognized certificates, on-the-job training, and internships.

Warrior Seminar, a required course for all incoming 9th-grade students, has been another important cornerstone of our career and college readiness approach.

Warrior Seminar provides opportunities for students to transition to high school, explore career and post-secondary options and develop themselves as individuals. Through Warrior Seminar, students have the opportunity to meet and talk with dozens of community-based businesses, organizations, and post-secondary institutions, as well as work in small group settings with adult mentors, who discuss topics such as resume building, professional conduct, and how to participate effectively in interviews.

In the new strategic framework, you will notice that the work now intentionally includes all our learners, from the youngest students in our early learning programs to our graduating seniors at Two Rivers High School.

In the spring of 2022 the district was awarded a \$700,000 grant that aided in the expansion of rigorous course opportunities and experiences at Two Rivers High School over the 2022-2023 and 2023-2024 school years. These efforts were centered on increasing the enrollment of under-represented student groups in rigorous courses while also provided supports and immersive experiences. As part of that grant, we identified work that would be sustained beyond the grant funding.

# FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS (continued)

## “Increase E-12 opportunities for career exploration and preparation”

Grounding our work is a graphic organizer developed by the Minnesota Department of Education in collaboration with Minnesota State Universities and Colleges.

The graphic (see page 18) provides a framework for organizing Minnesota Career Fields, Clusters & Pathways. It depicts the foundational knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education.

Courses at Two Rivers have been reviewed and those that provide career exploration, exposure or opportunities in a specific career field have been identified in the academic planning guide for students. Students that have an interest in a specific pathway are encouraged to take a course or sequence of courses in the specific pathway.



### **Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.**

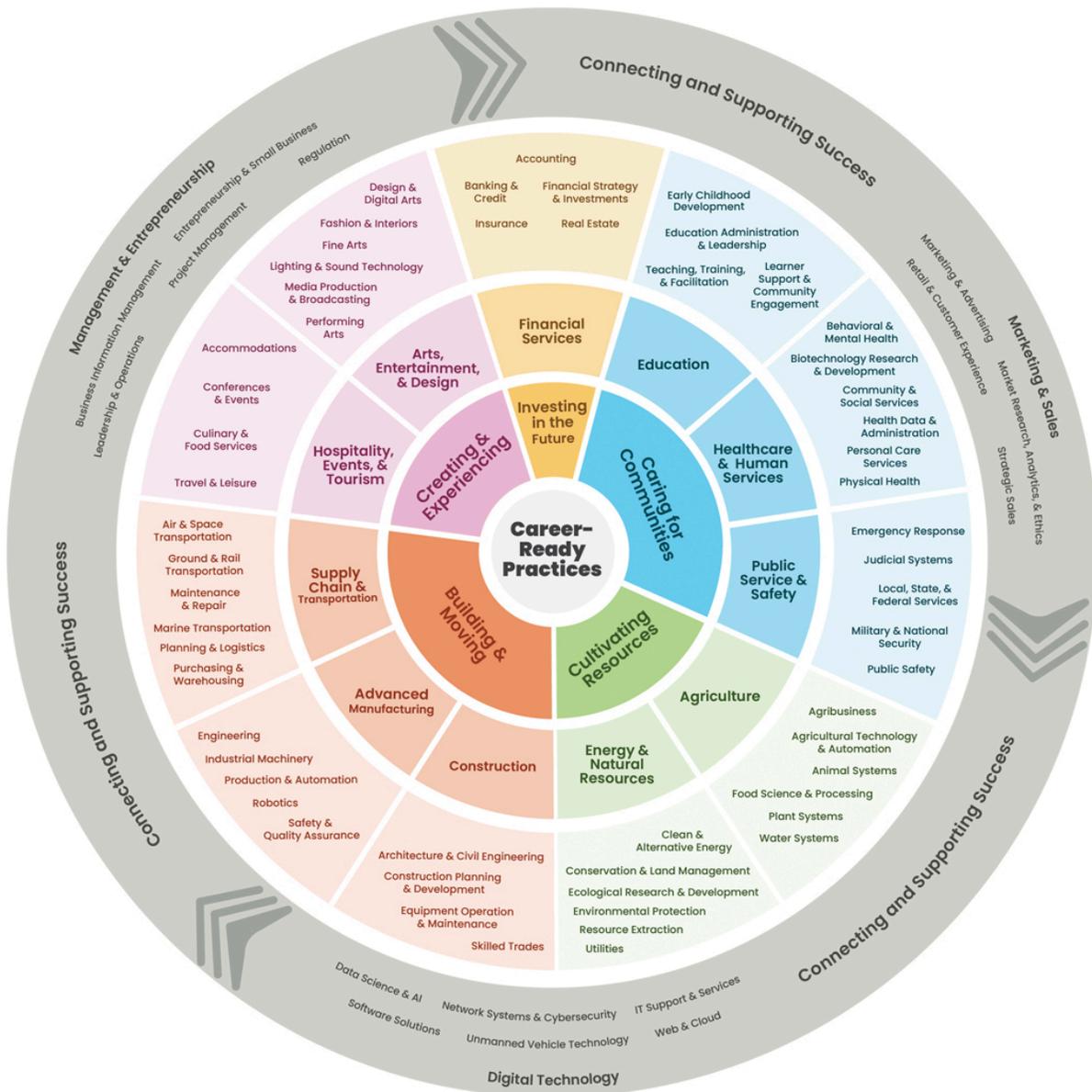
At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

As we continue work in this area, our goal is to expose students in early learning through middle school to a wide variety of careers in these career fields, clusters, and pathways.



A newly updated graphic organizer, developed by Advance Career and Technical Education (CTE) is in the graphic below. This framework is aligned with the modernized National Career Clusters® Framework, is used to organize career fields, clusters, and pathways. The updated national framework re-organizes the previous 16 clusters into 14 clusters and 72 sub-clusters to better reflect the modern world of work.

In the 2025-2026 school year, courses at Two Rivers will be reviewed. The academic planning guide will be updated in the future to reflect this new organization for their career and college planning.



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR

## “Increase E-12 opportunities for career exploration and preparation”

### Course, School and Structural Support

Expanding and sustaining opportunities to improve student outcomes

#### Objectives:

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Develop a group of staff and students to discuss and explore end of course evaluations.
- Conduct a 5-12 counseling program review. (also in SEL)
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Implement the direct admissions process.
- Implement foundational literacy curriculum
- Integrate college and career planning into personal finance courses.
- Align and refine the Warrior Seminar curriculum.
- Implement the Ojibwe language course in 2025-2026
- Develop a sustainable approach to maintaining an annual native language experience.

### Direct Student Supports

Reducing barriers to improve students outcomes for underrepresented student groups.

#### Objectives:

- Establish formal middle school student focus groups for feedback
- Establish an American Indian student focus group related to curriculum
- Continue to refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR (CONTINUED)

## “Increase E-12 opportunities for career exploration and preparation”

### Career and College Readiness

Expanding opportunities for students to earn college credit, career-based certifications, and internships.

#### Objectives:

- Prepare, implement, monitor and adjust new middle school electives.
- Expand and diversify the college visits at Two Rivers.
- Develop training for families on Naviance.
- Complete installation of technology student help desk at Two Rivers by spring 2026.
- Complete installation of the tech warrior repair workshop.

### Career and Technical Education Pathways

Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

#### Objectives:

- Implement Natural Resources, Sustainability & Food Systems CAPS class.
- Create a career and college center in the work based learning classroom.
- Identify an advanced computer science course for implementation in 26-27.

# ANNUAL REPORT & OTHER PERFORMANCE MEASURES

Each fall, the annual report shows progress towards attaining our strategic goals. The report identifies performance measures that indicate both a desired outcome and degree to which the district is making progress towards those outcomes. The report is available on the district website. In addition, the results are reported in an annual meeting in which key messages are prioritized and highlighted. Other reports are tailored to relevant audiences as deemed appropriate.

Annual Achievement and Program Targets are set based on the previous year's performance.

The Annual Targets measure the degree to which individual schools and the district are accomplishing the five goals established through the strategic framework:

- All students are academically and socially ready for school
- All third graders can read at grade level
- All students are prepared to be lifelong learners. (NEW)
- All racial and economic achievement gaps are closed
- All students graduate from high school
- All students are ready for career and college

Measurements used to assess progress minimally include those listed below.

- Student performance on the Minnesota Comprehensive Assessments (MCAs)
- Student performance on FASTBridge assessments in area of literacy and math
- Rigorous course enrollment
- High school graduation rates
- High school cumulative GPA
- Results from each assessment will be broken down by student group to measure the achievement/opportunity gap



# ANNUAL REPORT & OTHER PERFORMANCE MEASURES (continued)

The following, in support of the district plans, are reported annually to the Minnesota Department of Education as part of Minnesota's World's Best Workforce Initiative:

- District Strategic Implementation Plan and World's Best Workforce Initiative
- Alternative Delivery of Specialized Instructional Services (ADSIS) Plan
- Alternative Teachers Performance Pay System (ATPPS) Plan
- District American Indian Education Plan
- District Achievement and Integration Plan
- District Staff Development Plan
- Local Literacy Plan
- Early Childhood Special Education Outcomes Report

District and school goal setting follows. A Continuous Improvement Plan (CIP) is then developed. After district and site goals have been established, teachers develop goals in their Collaborative Teams (CTs).

Every teacher in the district participates in a CT. As part of the district, site, and team goal-setting and action-planning process, staff examine strategies for improving instruction, as well as considering and selecting best practices.

## PLAN FOR PROGRAM IMPROVEMENT

Schools and departments set annual continuous improvement goals aligned to the District Strategic Framework Goals. A needs assessment occurs each year by reviewing achievement trends. This assists schools and the district in identifying the strengths and weaknesses of instruction in pursuit of student and school success.

Schools complete their assessment by reviewing student achievement data that is disaggregated by subgroup, and site, in annual data retreats in July and August.

## SCHOOL DISTRICT 197 CONTINUOUS IMPROVEMENT MODEL



# 2025-2026 ANNUAL ACADEMIC ACHIEVEMENT TARGETS

The strategic framework establishes five goal areas. The district uses a variety of formative (along the way) and summative (at the end) measures to assess our progress towards achieving each goal. Among those measures, key progress indicators have been selected to use for our annual district targets.

## DISTRICT GOALS

### **All students are academically and socially ready for school.**

- The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2026.

### **All third graders can read at grade level.**

- The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from XX% spring 2025 to XX% in spring 2026.

### **All racial and economic achievement gaps are closed.**

- The gap between students of color and white students in grades 1-8 will decrease 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:
  - White students will increase 2% from XX% in fall 2025 to XX% in spring 2026
  - Students of color will increase 4% from XX% in fall 2025 to XX% in spring 2026
- The gap between students of color and white students in grades 1-8 will decrease by 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:
  - White students will increase 2% from XX% in fall 2025 to XX% in spring 2026
  - Students of color will increase 4% from XX% in fall 2025 to XX% in spring 2026

### **All students graduate from high school.**

Our improvement efforts will be focused on providing equitable supports for students of color in order to meet the goals below:

- The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 89.5% in 2024 to 91.5% in 2025.
- The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 72% in 24-25 school year to 74% in 25-26 school year.

# 2025-2026 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

## All students are prepared to be lifelong learners.

- By the 2025-2026 school year, at least 30% of Black, American Indian and Hispanic students will be enrolled in at least one rigorous course (AP, CIS and concurrent enrollment).

## All students are ready for career and college.

- The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2025 to 23% in spring 2026.
- The percentage of students with a cumulative GPA of 2.7 will increase from 62% in spring 2025 to 64% in spring of 2026.

Please note: All targets under other goals areas will be disaggregated by race and socio-economic status to ensure gaps in those measures are closing as well.

## SITE GOALS

Pre-K Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in the district's four-year-old preschool program who are meeting developmental expectations in the areas of literacy and social/ emotional development in each area.
- The largest race-based achievement gap in literacy and/or math.

Elementary School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 1-4 who will meet the low risk or lowest risk target on aReading.
- The achievement gap for students of color in reading and/or math.

Middle School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 5-8 who will meet the low risk or lowest risk target on aReading.
- The achievement gap for students of color in reading and/or math.

High School Goals: The high school will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 9-12 who pass all of their courses.
- The percent of student earning a 2.7 GPA.
- The achievement or opportunity gap for students of color in alignment to district goals.

# MULTI-TIERED INTERVENTION MODEL

Annually, each student's progress toward meeting state and local academic standards is assessed. The assessment measures vary by grade level. In kindergarten through grade 4, Curriculum Based Measures through the Formative Assessment System for Teachers (FASTBridge) are used in reading. In grades 1-9, computer adaptive tests through FASTBridge are used for reading and math.

When data indicate a student is not making progress toward meeting standards, a student is referred to the school's Problem-Solving Team (PST). The PST is a general education initiative that provides support for teachers in meeting the unique learning and behavioral needs of students. The goal of the PST is to assist students needing differentiated instruction or other interventions to ensure their success in the general education setting.

The PST model should not be confused or combined with Special Education Child Study. PST focuses on problem solving by intervening early and providing effective instructional, social, and behavioral interventions. Through this process, assigned staff collect data to determine whether the student has shown improvement following consistent implementation and evaluation of targeted interventions.

The array of interventions available to students needing additional support varies somewhat by grade level, but several key supports are used in the district:

- Intervention services funded by Alternative Delivery of Specialized Instructional Services (ADSIS)
- Basic Skills Instruction
- Title I Services
- Targeted Services (after school and summer school, grades K-8)
- Credit Recovery (grades 9-12)
- Alternative Learning Center (ALC) Services (high school)
- Family Support Program

# REQUIRED NOTICES

## ACCESS TO DIVERSE TEACHERS

Annually, the Human Resources Department provides data on effective teachers, which includes demographic information including race. The data is reviewed at each site prior to the spring hiring season to assess the degree to which licensed teachers in district and/or school reflect the diversity of students enrolled.

## GIFTED AND TALENTED IDENTIFICATION PROCESS

Each school year, the academic performance of students in grades 2-6 is evaluated to identify children who should receive Gifted and Talented (GT) services or be placed on School District 197's Talent Development and Watch list for the following year. Performance measures include, but are not limited to, the Cognitive Abilities Test (CogAT), reading and math assessments from the Formative Assessment System for Teachers (FAST).

Alternate Identification is an additional option for students who may be very high academic performers but do not qualify for GT services using the standard measures. Please contact the program coordinator for more information regarding Alternative Identification. See the district website for specific identification criteria, <https://www.isd197.org/academics/gifted-talented>.

## ACCELERATION

School District 197 recognizes MN State Statute 120B.15 and supports the need for academically gifted students to receive appropriate accelerated instruction. Whole Grade Acceleration or Single Subject Acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in the next grade level/subject/course. The goal of acceleration is to match the curriculum with the readiness and motivation of the learner.

The district uses the processes outlined on the district website if there is evidence to support acceleration. However, final determination to accelerate resides with the parent(s)/guardian(s). See the district website for the specific process, <https://www.isd197.org/academics/gifted-talented>.

# REQUIRED NOTICES (continued)

## EARLY ENTRANCE TO KINDERGARTEN

State of Minnesota regulations mandate that children reaching the age of five on or before September 1 of the school year are eligible for kindergarten. Children reaching the age of five after that date are not eligible for kindergarten until the following September. Exceptions will be considered when a child demonstrates, through assessments, above average social, emotional, physical, and intellectual maturity and the child will be five on or before November 1. Please see the district website for the application procedures, <https://www.isd197.org/academics/gifted-talented>.

## SCHOOL READINESS

The district's school readiness programs provide partial and full-day options that include a comprehensive curriculum aligned with state early childhood guidelines and kindergarten standards. The curriculum includes cognitive, social, emotional, physical, and academic skills that prepare students for success in kindergarten. Students participate in assessments three times a year that measure their progress and growth in academic content as well as social/emotional skills. The Early Learning Advisory Committee (ELAC) provides input on programs, curriculum, and transition practices into kindergarten. All early learning teachers participate in ongoing professional development throughout the school year including specific strategies for working with students whose native language is not English.

# ADVISORY COMMITTEES & FEEDBACK

## PARENT, COMMUNITY, STUDENT & STAFF ADVISORY COMMITTEES

A number of parent and staff advisory committees engage stakeholders in the process of reviewing programs and making recommendations for improvement, as well as general communication and advice. Membership is generally open to anyone who has an interest in promoting and supporting the program or initiative.

The standing advisory committees for School District 197 are listed below:

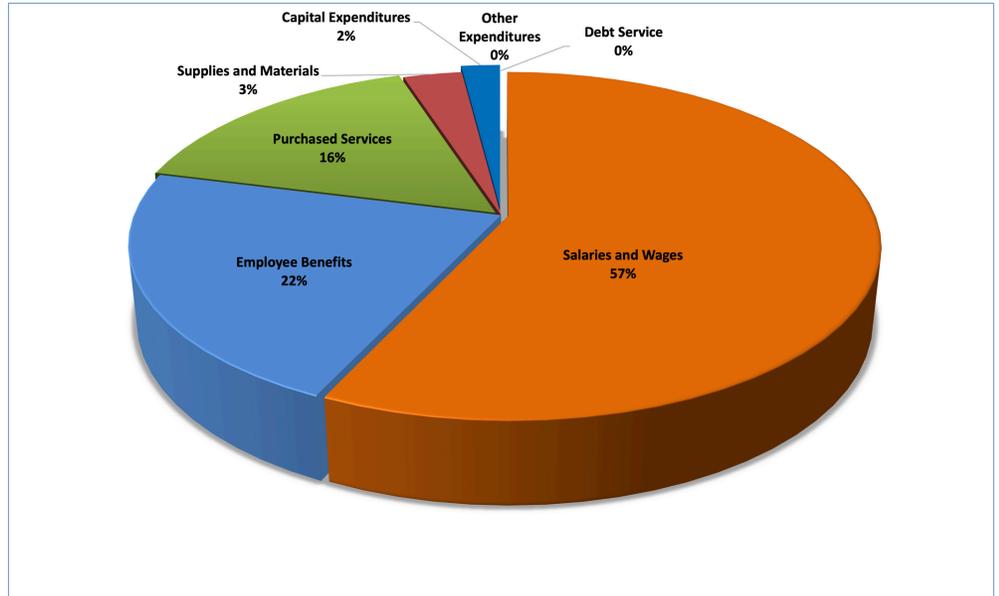
- District Curriculum Advisory Committee (CAC)
- Student Curriculum Advisory Committee
- District Special Education Advisory Committee (SEAC)
- District Gifted and Talented Advisory Committee (GTAC)
- District Equity Advisory Committee
- Tri-District Community Education Advisory Council
- Early Learning Advisory Council (ELAC)
- District Staff Development Committee (DSDAC)
- District Wellness Committee
- American Indian Parent Advisory Committee
- Padres Latinos en Acción
- Title I Parent Advisory
- Parent Ambassador Network (PAN)
- Career and Technical Education Committee (CTE)
- Superintendent Student Advisory Committee

## CONSTITUENT FEEDBACK

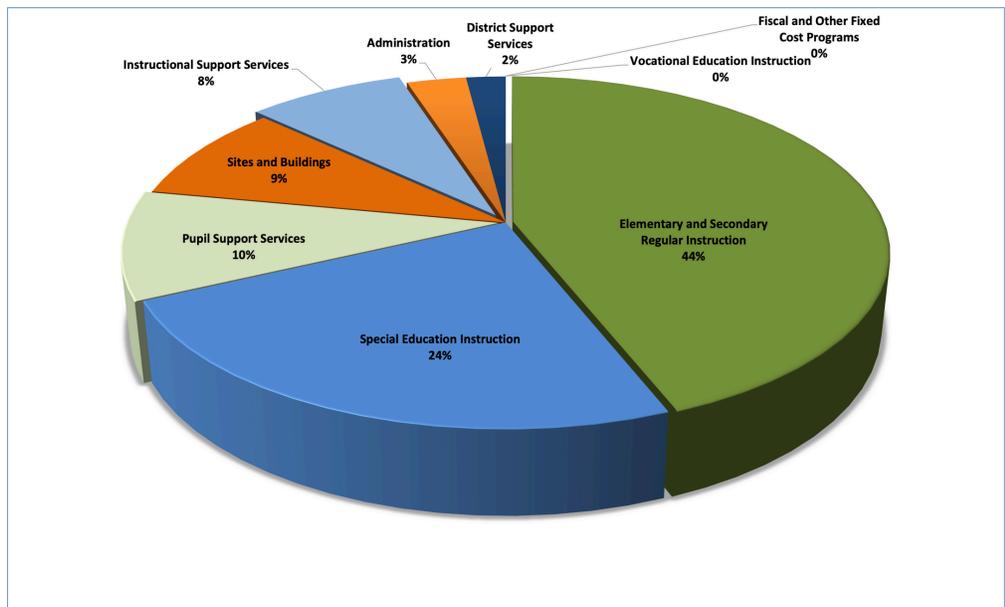
Bi-annually the district hires an external evaluator to do a random phone survey of a minimum of 400 district constituents. The survey provides a longitudinal look at how well residents feel the school district is educating our students, how well we are managing our resources, and how well the school board is performing in its role. The results are reported at a school board meeting, and the entire report is available for the public to access online.

# ANNUAL BUDGET

School District 197 reviews its budget annually to determine how existing funds will be used to support the plan and whether additional resources are needed. Requests for additional resources are considered in the context of the regular budgeting process, which begins annually in January and ends in June.



To the right you will find two graphs outlining how our budget is used. The top graph shows how our budget is used when looking at the type of expenditures. The bottom graph shows how our budget is used when looking at the percent spent on different types of programs. Within these budgets, we have allocated sufficient funds to accomplish the implementation targets for the 2024-25 school year.





# **Strategic Framework *Implementation Targets***

## **2025-2026**

Presented By:

Sara Lein, Director of Special service

Peter Mau, Assistant Superintendent

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment

# District Tagline & Mission Statement

## **SCHOOL DISTRICT 197**

*Nurture. Inspire. Prepare. Together, We Thrive.*

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

# **WE BELIEVE...**

## **RELATIONSHIPS**

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

## **EQUITY**

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

## **ACHIEVEMENT**

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

# GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

New State Goal requirement: All students are prepared to be lifelong learners.

# Focus Areas

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation



## School District 197 Strategic Framework

In School District 197, our Strategic Framework provides an organized approach to achieving educational goals and supporting student learning and development. It aligns District operations with community values and helps us create clear expectations for our schools and administration.

### How the Strategic Framework was Developed

In the fall of 2019, we hosted community-wide sessions to gather input into creating a revised strategic plan. Hundreds of community members, students, and staff discussed what students need to learn to prepare for their future, what they value about our schools, and what new opportunities the District should explore. A representative group from the school community met to discuss the input and create a new Strategic



<https://www.isd197.org/district/strategic-framework>



**2024-2025**  
**School District 197 Annual Report**

<https://www.isd197.org/district/strategic-framework>

# Focus Area: Social-Emotional Learning

1

Establish a district-wide  
system of  
social-emotional  
learning and support

# Elevator Speech

At School District 197, we believe Social and Emotional Learning (SEL) is essential to student success. Through intentional instruction and inclusive practices, we help students build self-awareness, social skills, and responsible decision-making—skills that strengthen well-being, relationships, and school safety. SEL boosts academic achievement and prepares students for graduation, careers, and life. By fostering supportive environments where every student feels seen, valued, and empowered, we're shaping confident, compassionate leaders ready to thrive in a changing world.

# Overarching Goals

1

Establish a district-wide system of social-emotional learning and support

- **SEL leads to improved academic achievement**
  - opportunities to develop and practice social, emotional, and cognitive skills across different contexts
- **SEL contributes to healthy well-being and safe schools**
  - caring relationships, safe and supportive environments, social and emotional skills buffer against mental health risks
- **SEL develops skills that promote future readiness**
  - graduation, post-secondary enrollment, employment



## INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

CLASSROOM		<b>Explicit SEL instruction</b>	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		<b>SEL integrated with academic instruction</b>	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		<b>Youth voice and engagement</b>	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		<b>Supportive school and classroom climates</b>	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		<b>Focus on adult SEL</b>	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		<b>Supportive discipline</b>	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
FAMILY COMMUNITY		<b>A continuum of integrated supports</b>	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		<b>Authentic family partnerships</b>	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		<b>Aligned community partnerships</b>	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		<b>Systems for continuous improvement</b>	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

1

Establish a district-wide system of social-emotional learning and support

# Explicit SEL Instruction

1

Establish a district-wide system of social-emotional learning and support

Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

## *Objectives:*

- Design and develop the proposed high school personal finance course to intentionally integrate SEL competencies—such as self-management, responsible decision-making, and self-awareness—through planned units on budgeting, saving, goal setting, and financial planning, in preparation for 2026 implementation.
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.

# Integrated SEL with Academic Instruction

1

Establish a district-wide system of social-emotional learning and support

Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

## *Objective:*

- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.
- Implement AMAZeworks curriculum in the elementary special education program classrooms. (also in equity targets)

# Youth Voice and Engagement

1

Establish a district-wide system of social-emotional learning and support

Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers

- Expand data review sessions with students at the middle and high school levels using survey data.
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.

# Supportive School and Classroom Climates

1

Establish a district-wide system of social-emotional learning and support

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

## *Objective:*

- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets)

# Focus on Adult SEL

1

Establish a district-wide system of social-emotional learning and support

Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

- Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.

# Supportive Discipline

1

Establish a district-wide system of social-emotional learning and support

Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

## *Objectives:*

- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

# Continuum of Integrated Supports

1

Establish a district-wide system of social-emotional learning and support

Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

## *Objectives:*

- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)

# Authentic Family Partnerships

1

Establish a district-wide system of social-emotional learning and support

Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

## *Objectives:*

- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.

# Aligned Community Partnerships

1

Establish a district-wide system of social-emotional learning and support

Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

- Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.
- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.

# Systems for Continuous Improvement

1

Establish a district-wide system of social-emotional learning and support

Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

## *Objectives:*

- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.

# Focus Area: Equitable Systems and Supports

2

Build equitable  
systems and support  
throughout the district

## Elevator Speech

Our Equity Implementation Targets reflect the desire of our community through the strategic framework, which prioritizes creating equitable systems and supports. They align to the School Board's equity commitments outlined in policy. Further, the targets were developed in collaboration with the Equity Advisory, including strong student voice.

The targets reflect where our school district community wants to move forward in making our schools more equitable, inclusive, and welcoming for all. Together, we thrive when we all belong!

# Overview

- Structured based on Policy 106 Equity - Commitments (7)
- Input from Equity Advisory and Admin Team
- Refinement and feedback with Equity Advisory
- Most are DO led. Some need site support. Sites are fully responsible for one.
- Some targets that have an equity element to them may be reported in Career and College Readiness or Social Emotional Learning instead.

# Diverse Classrooms and Schools

## Objectives:

- Increase Unified programming/opportunities for middle school students.
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation. Examples include:
  - in paid internships
  - earning industry-relevant certifications
  - enrolled in work-based learning at TRHS

# Staff Quality & Diversity

## Objectives:

- Create a required virtual staff training for licensed staff on our Equity Policy.
- Provide training on supporting Native American students to new teachers.
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
- Provide 40+ school board members, district leaders, site administrators, teachers, and AIPAC members the opportunity to attend an immersive learning experience called Learning from Place: Bdote.
- Offer sites the opportunity to develop specific staff experiences to learn a new language.
- Implement the updated School District 197 Teacher Evaluation Rubric (including cultural competence) and train administrators to observe and provide actionable feedback on indicators. (also in SEL)

# Equitable Resource Allocation

2

Build equitable systems and support throughout the district

## Objectives:

- Implement a sliding scale fee for student parking passes at the high school.

# Equitable Curriculum, Instruction, and Assessment

## Objectives:

- Implement an Ojibwe course offering at the high school.
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
- Explore equitable grading practices with secondary school leaders.

# Equitable School and Classroom Environment

## Objectives:

- Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.
- Provide professional development to general education staff on accommodations and modifications for students with Individualized Education Plans (IEPs) and 504 plans.
- Develop a 2SLGBTQ+ Inclusive School self-reflection tool for sites to use.
- Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.

# Equitable Student Leadership and Voice

## Objectives:

- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least seven.
- Create a student advisory group to meet with Nutrition Services to provide input and feedback on menu offerings.

# Equitable Family Partnerships

## Objectives:

- Provide non-English speaking families with opportunities to give feedback on our language access services.
- Develop a Language Access Plan to document and promote our district's commitment and strategies to ensure equitable access to families who are non-English speaking.
- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.

# Focus Area: College and Career Readiness

3

Increase E-12 opportunities for career exploration and preparation

3

Increase E-12 opportunities for career exploration and preparation

# Overview

3

Increase E-12 opportunities for career exploration and preparation

- Structured on four central categories of work
- Input from Curriculum Advisory Committee (CAC), student CAC, Gifted and Talented Advisory Committee (GTAC), Career and Technical Education (CTE) advisory, Dakota County Perkins Consortium, post secondary partners, curriculum review, HS admin team
- Refinement and feedback through CIA, tri-district CAPS and HS admin team
- Most are DO led. Site supported especially at HS
- Some targets that have a CCR element to them may be reported in Equity or Social Emotional Learning instead.

# Elevator Pitch

3

Increase E-12 opportunities for career exploration and preparation

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.

At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success.

From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

# Overarching Goals

3

Increase E-12 opportunities for career exploration and preparation

By 2030, every graduating Two Rivers student

- has taken a course (research suggests it should be 2 courses) that bears college credit or has earned certifications.
- has some sort of community service/volunteer hours.
- has an opportunity to participate in some type of immersive experiences (internship, career/college related field trip, job shadowing, mentoring, etc)

# Focus Area: College and Career Readiness

3

Increase E-12 opportunities for career exploration and preparation

3

Increase E-12 opportunities for career exploration and preparation

- Course, School and Structural Support
- Direct Student Supports
- Career and College Readiness
- Career and Technical Education Pathways

# Course, School and Structural Support

3

Increase E-12 opportunities for career exploration and preparation

Expanding and sustaining opportunities to improve student outcomes

## *Objectives:*

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Develop a group of staff and students to discuss and explore end of course evaluations.
- Conduct a 5-12 counseling program review.
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Implement the direct admissions process.
- Implement foundational literacy curriculum
- Integrate college and career planning into personal finance courses.
- Align and refine the Warrior Seminar curriculum.
- Implement the Ojibwe language course in 2025-2026
- Develop a sustainable approach to maintaining an annual native language experience.

# Direct Student Supports

3

Increase E-12 opportunities for career exploration and preparation

Reducing barriers to improve student outcomes for underrepresented student groups.

## *Objectives:*

- Establish formal middle school student focus groups for feedback
- Establish an American Indian student focus group related to curriculum
- Continue to refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

# Career and College Readiness

3

Increase E-12 opportunities for career exploration and preparation

Expanding opportunities for students to earn college credit, career-based certifications, and internships.

## *Objectives:*

- Prepare, implement, monitor and adjust new middle school electives.
- Expand and diversify the college visits at Two Rivers.
- Develop training for families on Naviance.
- Complete installation of technology student help desk at Two Rivers by spring 2026.
- Complete installation of the tech warrior repair workshop.

# Career and Technical Education Pathways

3

Increase E-12 opportunities for career exploration and preparation

Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

## *Objectives:*

- Implement Natural Resources, Sustainability & Food Systems CAPS class.
- Create a career and college center in the work based learning classroom.
- Identify an advanced computer science course for implementation in 26-27

# Implementation Target Updates

- SEL - Dec 8, April 6
- Equity - Jan 12, May 4
- CCR - Nov 10, March 2
- Superintendent - Mid-Year - Jan 26
- Superintendent - End of Year - May 18



**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** September 22, 2025

**SUBJECT:** First Reading of Policy 414, Mandated Reporting of Child Neglect Or Physical Or Sexual Abuse

**BACKGROUND:**

A review of Policy 414, Mandated Reporting of Child Neglect Or Physical Or Sexual Abuse, is complete. The policy was last reviewed in May of 2021. The current policy adheres to district processes and procedures currently in place. The current policy was reviewed against the MSBA model policy. As a result of that review, several changes are recommended:

Under III, Definitions, minor changes were made throughout the section to align with the model policy. The definition for “Growth Delay was moved to F2 from F1. Under F8, a redefinition was provided for that section. Under M, “threatened injury”, additional language was added to align with Minnesota statute.

Under IV, Reporting Procedures, minor changes were made throughout the section to align with the model policy.

Updates were made to the legal references.

This policy underwent administrative review using the District's Four-Way Equity Test. Without a clear policy governing the rules and regulations around mandated reporting of neglect or abuse, unconscious or implicit bias could disadvantage some groups over others. This policy provides consistent guidelines under statute(s) for reporting neglect or sexual abuse. Inclusivity of policy applied to all students required changes of "he" and "she" to "their."

**RECOMMENDED RESOLUTION:**

This is a first reading. No resolution is needed at this time.



## OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

### 414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.

#### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

#### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

#### III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~ **that**:
  - 1. is not likely to occur and could not have been prevented by exercise of due care; and
  - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (~~Child~~

~~Protection~~ **Juvenile Safety and Placement**) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated Reporter” means any school personnel who knows or has reason to believe a child is being ~~neglected or physically or sexually abused, or has been neglected or physically or sexually abused~~ **maltreated or has been maltreated** within the preceding three years.
- E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
  - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child’s physical or mental health when reasonably able to do so, ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
  - 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, **including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;**
  - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for their own basic needs or safety or the basic needs or safety of another child in their care;
  - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide their child with sympathomimetic medications;
  - 5. prenatal exposure to a controlled substance **as defined by state law** used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on

the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

~~Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.~~ **Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.**

- G. "Nonmaltreatment mistake" ~~means~~ **occurs when**: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether

paid or unpaid, counseling, teaching, and coaching.

- I. “Physical Abuse” means any physical injury, mental injury (**under subdivision 13**), or threatened injury (**under subdivision 23**), inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

- J. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- K. “School Personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- L. “Sexual Abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position

of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b).

- M. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has (1) subjected the child to, or failed to protect a child from egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another **an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.**

#### IV. REPORTING PROCEDURES

- A. A mandated reporter ~~as defined herein~~ shall immediately report the **information neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years** to the local welfare agency, **agency responsible for assessing or investigating the report**, police department, county sheriff, tribal social services, or tribal police department. The reporter will include their name and address in the report.
- B. ~~If the immediate report has been made orally,~~ **An oral report shall be made immediately** by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating ~~maltreatment~~ **the report**. ~~The written report shall~~ **Any report shall be of sufficient content to** identify the child, any person believed to be responsible for the ~~abuse or neglect~~ **maltreatment** of the

child if the person is known, the nature and extent of the ~~abuse or neglect~~ **maltreatment**, and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. ~~Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.~~ **An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.**
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, ~~and the reckless making of a false report may result in discipline. The court may also award attorney's fees~~ **plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.**

## V. INVESTIGATION

- A. The responsibility for investigating reports of suspected ~~neglect or physical or sexual abuse~~ **maltreatment** rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports

of ~~child~~ maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged ~~perpetrator~~ **offender**, and any other person with knowledge of the ~~abuse or neglect~~ **maltreatment** for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of **the alleged offender or parent, legal guardian, or** school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property ~~will~~ **must** be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

## **VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE**

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

## **VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE**

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

## **VIII. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 121A.58 (Corporal Punishment)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)  
**Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)**  
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)  
Minn. Stat. § 260C.007, Subd.6, Clause (5) (Child in Need of Protection)  
Minn. Stat. § 260C.301 (Termination of Parental Rights)  
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)  
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)  
**Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)**

Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)  
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)  
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)  
Minn. Stat. § 609.379 (Reasonable Force)  
~~Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)~~  
~~Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)~~  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

***Cross References:*** School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	June 19, 2017; May 21, 2018; April 22, 2019; April 20, 2020; May 17, 2021
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Annually



**TO:** School Board Members

**FROM:** Peter Mau, Assistant Superintendent

**DATE:** September 22, 2025

**SUBJECT:** First Reading of Policy 503, Student Attendance

**BACKGROUND:**

School District 197 Policy 503, Student Attendance was reviewed against Minnesota School Board Association (MSBA) Model Policy.

There is some reorganization (and some slight wording changes) of the policy based on the Minnesota School Board Association (MSBA) Model Policy.

The language in purple is language developed by School District 197 in previous iterations of this policy; it does not appear in the model policy. It was added in 2021 and is in the current policy. One item added to the list of excused absences is religious holidays. The new MSBA model language does address this in III. RELIGIOUS OBSERVANCE ACCOMMODATION. The administration considered eliminating the language in the list of excused absences and excused tardies, but ultimately left it in. Having the language in both locations provides an additional layer of clarity for families and staff.

In 2. B. 5. d), the Model MSBA Policy provides optional language, which focuses on grade reductions. School District 197 keeps the language focused on how the District works with families and the county to support school attendance.

These changes stem from an analysis of recent legislation, the MSBA Model Policy, and use of the Four-Way Equity Test.

**RESOLUTION:**

This is a first reading, no resolution is needed at this time.



## **OPERATIONAL EXPECTATIONS**

Students

**ISD 197 School Board**

Contact: Assistant Superintendent

### **503 STUDENT ATTENDANCE**

#### **I. PURPOSE**

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy will assist students in attending class.

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

##### **A. Responsibilities**

###### **1. Student's Responsibility**

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

###### **2. Parent or Guardian's Responsibility**

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

###### **3. Teacher's Responsibility**

It is the teacher's responsibility to take daily attendance and to maintain

accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a) It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b) In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a) **A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to a truant officer or to the school official designated by the principal.** ~~To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.~~ A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

- b) To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school.
- c) The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.**

## **2. Legitimate Exceptions**

The following reasons shall be sufficient to constitute excused absences:

- a) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:**
  - i. child illness, medical, dental, orthodontic, or counseling appointments; including appointments conducted through telehealth**
  - ii. family emergencies;**
  - iii. the death or serious illness or funeral of an immediate family member;**
  - iv. active duty in any military branch of the United States;**
  - v. the child has a condition that requires ongoing treatment for a mental health diagnosis, or;**
  - vi. other exemptions included in this attendance policy.**

~~(1) — Serious illness in the student's immediate family. (see iii above)~~

~~(2) — A death or funeral in the student's immediate family or of a close friend or relative. (see iii above)~~

~~(3) — Medical, dental, or orthodontic treatment, or a counseling appointment. (see i above)~~

~~(4) — Court appearances occasioned by family or personal action.~~

~~(5) — Religious instruction not to exceed three hours in any week.~~

(see c) below)

- ~~(6) Religious holiday (see d) below)~~
- ~~(7) Up to 5 cumulative days for personal trips to schools or colleges and/or vacations. (see e) below)~~
- ~~(8) Physical emergency conditions such as fire, flood, storm, etc. (see ii above)~~
- ~~(9) Official school field trip or other school-sponsored outing.~~
- ~~(10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.~~
- ~~(11) Family emergencies. (see ii above)~~
- ~~(12) Active duty in any military branch of the United States. (see iv above)~~
- ~~(13) A student's condition that requires ongoing treatment for a mental health diagnosis. (see v above)~~
- ~~(14) Up to 5 (five) weather-related school days when a parent or guardian determines that travel conditions are not safe and the school district has not closed school. (see f) below)~~

- b) that the child has already completed state and district standards required for graduation from high school; or**
- c) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.**
- d) Religious holiday**
- e) Up to 5 cumulative days for personal trips to schools or colleges**

**and/or vacations.**

- f) Up to 5 (five) weather-related school days when a parent or guardian determines that travel conditions are not safe and the school district has not closed school.**

3. Consequences of Excused Absences

- a) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

4. Unexcused Absences

- a) The following are examples of absences, which will not be excused:
  - i.** Truancy. An absence by a student which was not approved by the parent or guardian and/or the school district.
  - ii.** Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
  - iii.** **Work at home.** (Note: model policy is child care for immediate family at home)
  - iv.** Work at a business, except under a school-sponsored work release program.
  - vi.** Personal trips to schools or colleges **and/or vacations that exceed 5 cumulative days.**
  - vii.** Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
  - viii.** **Car not working and/or traffic issues.**
  - ix.** **Being tired, overslept, and/or missed the bus.**
  - x.** Any other absence not included under the attendance procedures set out in this policy.

5. Consequences of Unexcused Absences

- a)** Absences resulting from official suspension will be handled in

accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

- b) Days during which a student is suspended from school shall not be counted in a student's total cumulative unexcused absences.
- c) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.
- d) Students with unexcused absences shall be subject to discipline in the following manner:
  - i. After 3 cumulated unexcused absences, a student's parent or guardian will be notified by mail that their child is nearing a total of 7 unexcused absences.
  - ii. **Continued unexcused absences will result in a required meeting with the student and/or their parent or guardian with school officials regarding the student's absences.**
  - iii. **After the 7 cumulated unexcused absences, a student's parent or guardian will be notified by mail that their child has been referred to the Dakota County Truancy Reduction Program and that a Truancy Social Worker will be contacting the family.**
  - iv. **After such notification, the student or the student's parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.**

C. Tardiness

~~If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.~~

1. Definition

Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a) Students tardy at the start of school must report to the school office for an admission slip.
- b) Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.
- h. **Religious holiday**

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
- b. Three unexcused tardies are equivalent to one unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

- 1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
- 2. School-initiated absences will be accepted and participation permitted.
- 3. A student may not participate in any activity or program if they have an

unexcused absence from any class during the day.

4. If a student is suspended from any class, they may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, they must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the school, coach or advisor before the student participates in the activity or program.

### **III. RELIGIOUS OBSERVANCE ACCOMMODATION**

**Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.**

### **IV. DISSEMINATION OF POLICY**

**A.** Copies of this policy shall be made available to all students and the student's parent or guardian at the commencement of each school year. This policy shall also be available upon request in each principal's office.

**B.** **The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.**

### **V. REQUIRED REPORTING**

#### **A. Continuing Truant**

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

#### **B. Reporting Responsibility**

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or guardian, by first class mail or other reasonable

means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent or guardian and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

**Legal References:** Minn. Stat. § 120A.05 (Definitions)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and  
Prosecution) Minn. Stat. § 120A.34 (Violations;  
Penalties)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 260A.02 (Definitions)  
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is  
Continuing Truant)  
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)  
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or  
Services or Neglected and in Foster Care)  
*Goss v. Lopez*, 419 U.S. 565, 95 S.Ct. 729 (1975)  
*Slocum v. Holton Board of Education*, 429 N.W.2d 607 (Mich. App. Ct.  
1988)  
*Campbell v. Board of Education of New Milford*, 475 A.2d 289 (Conn.  
1984)  
*Hamer v. Board of Education of Township High School District No. 113*,  
66 Ill. App.3d 7 (1978)  
*Gutierrez v. School District R-1*, 585 P.2d 935 (Co. Ct. App. 1978)  
*Knight v. Board of Education*, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)  
*Dorsey v. Bale*, 521 S.W.2d 76 (Ky. 1975)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)

<b>POLICY ADOPTED:</b>	December 14, 2009
<b>POLICY REVIEWED/REVISED:</b>	March 19, 2018 to go into effect July 1, 2018; March 15, 2021; March 7, 2022
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years