

Regular Meeting and Work Session
Monday, February 23, 2026 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 February 9, 2026 School Board Meeting
 - 3.B. Approval of Gifts to the District
 - 3.C. Approval of ATPPS Update
 - 3.D. Approval of Joint Powers Agreement with Dakota County for Childhood Vaccinations
 - 3.E. Approval of TRHS Key Club Field Trip
 - 3.F. Approval of TRHS Model UN Field Trip
 - 3.G. Administrative Review of Policy 526, Hazing Prohibition
 - 3.H. Administrative Review of Policy 806, Crisis Management
4. Comments to the School Board - 5:05 p.m.
Presenter: Sarah Larsen, Chair
5. Recognitions - 5:10 p.m.
Presenter: Peter Olson-Skog, Superintendent
6. Presentation of AIPAC Vote of Concurrence or Non-Concurrence - 5:20 p.m.
Presenter: Peter Mau, Assistant Superintendent
7. First Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults - 5:35 p.m.
Presenter: Tye Michaels, Director of Human Resources
8. Discussion of Budget Framework, Long Range Budgeting, and Levies - 5:45 p.m.
Presenter: Brian Schultz, Director of Finance
9. Legislative Update - 6:15 p.m.
Presenter: Peter Olson-Skog, Superintendent
10. Adjournment - 6:30 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, February 9, 2026
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, February 9, 2026 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. School Board members present: Sarah Larsen, Tim Aune, Marcus Hill, Morgan Steele, Jon Vaupel, Randi Walz. School Board members absent: Byron Schwab. 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; Sara Lein, Director of Special Programs; Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment; Brian Schultz, Director of Finance; Sara Blair, Director of Communications; Tye Michaels, Director of Human Resources; Dave Sandum, Director of Technology.

Agenda

It was moved by Ms. Steele and seconded by Ms. Walz to approve the agenda as presented.

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

Nay: none

The motion carried (6-0)

Consent Agenda

Approval of TRHS Dance Team Field Trip was added to the consent agenda.

It was moved by Mr. Hill and seconded by Mr. Aune to approve the consent agenda items as amended:

- Approval of the January 26, 2026 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Approval of October 2025 Treasurer's Report
- Approval of October 2025 Accounts Payable Report
- Approval of November 2025 Treasurer's Report
- Approval of November 2025 Accounts Payable Report
- Approval of January 2026 Wire Transfers Report
- Administrative Review of Policy 611, Home Schooling
- Administrative Review of Policy 801.1, Naming or Renaming of District Facilities
- Administrative Review of Policy 902, Use of School District Facilities and Equipment
- Approval of 2026-2027 School Board Meeting Dates
- Approval of TRHS Nordic Ski Field Trip
- Approval of TRHS Dance Team Field Trip

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

Nay: none

The motion carried (6-0)

Student Representatives' Report

Student representatives presented a comprehensive February report highlighting learning, enrichment, and community engagement across all schools in the district. Elementary updates included hands-on academic experiences, music exploration for fourth graders, arts integration, cultural celebrations, assemblies, field trips, and strong community partnerships supporting students and families. Middle school highlights featured academic labs, literacy and arts learning, student recognition, athletic registration, and notable competitive success, including first- and second-place finishes by Friendly Hills and Heritage math teams. Heritage and Friendly Hills also emphasized community service efforts, STEM learning, and staff recognition, including an Inclusive Teacher Award. At Two Rivers High School, students reported strong participation in the Martin Luther King Jr. Day of Service, academic mentorship programs, student leadership activities, and significant achievements in academics, arts, athletics, and environmental stewardship. The report concluded with appreciation for staff, families, and community members whose collective support continues to strengthen student learning and well-being across the district.

Superintendent's Report

The Superintendent opened the meeting by recognizing February as Black History Month and reaffirmed the district's commitment to honoring the contributions of African Americans while ensuring all students feel welcome, connected, and affirmed. She also acknowledged National School Counseling Week, thanking school counselors across the district for their critical role in student success, well-being, and future planning. Recognition was given to the Two Rivers High School Key Club for their Dr. Martin Luther King Jr. Day of Service, which engaged more than 700 participants in community service activities benefiting local organizations and schools. The Superintendent highlighted the district's annual Legislator Connect event, noting strong student involvement through School Board Student Representatives, musical performances, and a student-prepared meal that showcased student voice and talent. She concluded by expressing gratitude to staff and community members who continue to support students and families, emphasizing the collective care and service that strengthen the School District 197 community.

Site Report: Mendota Elementary School

Mendota Principal Steve Goldade presented a site report highlighting the school's belief that understanding students' individual characteristics, cultural backgrounds, and developmental stages is as important as academic content. He reviewed the school's mission to equip learners to think, achieve, and care within a supportive community of students, families, staff, and community members. Points of pride included the Indigenous Peoples Day learning experience at Oheyawahi/Pilot Knob Hill, the Black History Month Choir performances, and Mendota's recognition as the 10th best elementary school in Minnesota by U.S. News & World Report. Mr. Goldade also shared upcoming focus areas, including support for a growing population of multilingual learners through targeted instructional strategies. Future events highlighted included the April Art Show and Project Fair, as well as "I Love to Read" and School Spirit Week activities designed to celebrate creativity, literacy, and school community.

Site Report: Heritage E-STEM Magnet School

Heritage Principal Heidi Koury presented a site report highlighting the school's mission as an inclusive community that values respect, kindness, and both academic and personal growth. She shared points of pride centered on strong STEM integration across all subjects, including garden-to-kitchen programming, STEM room projects, guest speakers, and environmental learning experiences. Student voice was emphasized through feedback describing appreciation for supportive staff, friendships, animals, outdoor learning, electives, and extracurricular opportunities. The report also highlighted student leadership opportunities such as Student Council, WEB Leaders, Power Hour, and cross-grade collaboration, along with a variety of school events and

activities. Looking ahead, Ms. Koury outlined future initiatives including STEM Olympics, expanded gardens, a solar panel switch, farm-to-table cafeteria efforts, upcoming field trips, and community events designed to further engage students and families.

Board Committee Reports - AMSD Update

The Board received an update on the Association of Metropolitan School Districts (AMSD), a coalition of more than 50 metro and regional center school districts representing over half of Minnesota's public school enrollment. AMSD's vision is to reimagine public education, with a primary purpose of advocating for state funding and policies that respect local control and support the needs of all students. In preparation for the upcoming legislative session, AMSD is focused on three immediate priorities: enhancing school safety, stabilizing compensatory funding, and modernizing Permanent School Fund distributions to provide more predictable and sustainable funding for districts. These priorities were shared with supportive legislators and Commissioner Willie Jett on February 6. In addition, AMSD noted that the district's superintendent collaborated with the organization to extend the legislative preview with a keynote focused on the Dignity Index, a framework that promotes respectful, humane public discourse and constructive dialogue during challenging or polarized conversations.

Action Item: Approval of 2026-2027 and Draft 2027-2028 District Academic Calendars

The Board reviewed an update on school calendar development, which follows School Board Policy 602 and all Minnesota statutory requirements, with drafts reviewed by the Meet and Confer Committee prior to Board consideration. Administration outlined the two-year calendar review process, noting that the 2026-2027 calendar and draft 2027-2028 calendar were last reviewed in January 2026 and November 2025, respectively, and are intended to provide predictability for families and staff. The Board was informed of required calendar adjustments to support implementation of the READ Act, including professional development obligations for secondary educators that must be completed by July 1, 2027. To meet these requirements, administration recommended reallocating existing professional development days, converting select student days to professional development or collaboration days, and adding specific dates to the 2026-2027 calendar to accommodate CAREIALL Secondary training. Staff applied the district's 4-way equity test when selecting dates, acknowledging the impact of additional no-student days on families while aiming to minimize disruption. Administration also noted that while approval of the 2026-2027 calendar occurred later than usual, the 2027-2028 calendar remains unchanged and will be posted for planning purposes, with future calendars expected to follow a similar structure.

It was moved by Ms. Steele and seconded by Mr. Hill to approve the 2026-2027 and Draft 2027-2028 District Academic Calendars as presented.

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

The motion carried (6-0)

Adjournment

It was moved by Mr. Vaupel and seconded by Mr. Hill to adjourn the meeting at 7:44 p.m.

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

The motion carried (6-0)

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, February 23, 2026 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.

Sarah Larsen
School Board Chair

Jon Vaupel
School Board Clerk



TO: School Board Members
FROM: Britini Osmonson, Executive Assistant to the Superintendent & School Board
DATE: February 23, 2026
SUBJECT: Gifts to the District

BACKGROUND

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:

<u>Value</u>	<u>Donor</u>	<u>Item/Purpose</u>
\$100	Anonymous	Gift cards & funds for teachers as a thank you
\$200	Tom & Julie Weisbecker	Funds for the Music Department
\$8,500	Leslie Miller	Equipment for Special Education

TO: School Board Members

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

DATE: February 23, 2026

SUBJECT: Approval of Continuation of Alternative Teacher Professional Pay System and Teacher Development and Evaluation System Program

BACKGROUND

The West St. Paul Federation of Teachers and Independent School District 197 entered into an agreement with the Minnesota Department of Education in October 2011 to implement an Alternative Teacher Professional Pay System, also referred to as Q-Comp. In the spring of 2014, the West St. Paul Federation of Teachers and Independent School District 197 entered into an agreement to implement the Teacher Development and Evaluation System.

On an annual basis, the West St. Paul Federation of Teachers must vote to continue the Alternative Teacher Professional Pay System and Teacher Development and Evaluation System plan for the following school year. Following that vote, the School Board is asked to approve the program's continuation. The timing of this is in February so the administration can plan for staffing. State statute also requires us to conduct an annual program review and provide an annual report on the Alternative Teacher Professional Pay System program by June 15 each year to the School Board. At the June work session, we annually provide this report. The West St. Paul Federation of Teachers will vote on February 11 and 12 on 2 questions: one to continue with the Alternative Teacher Professional Pay System and the other to continue with Teacher Development and Evaluation. The vote was 264 yes and 5 no to continue with TDE and 261 yes and 8 no with ATPPS.

As we applied the 4-way equity test to the Alternative Teacher Professional Pay System program, we identified two applications to share: goals and observations. Staff set annual student learning goals, and each of our sites creates at least one site goal. As teachers and sites develop goals, data is analyzed, paying specific attention to which students are at the greatest risk. Once goals are set, staff and sites develop action plans that identify the specific actions/evidence-based practices that will help them strive for their goal. The Alternative Teacher Professional Pay System Instructional Peer Coaches check in with staff in each of their interactions to check on their progress on their goal. In the 2025-2026 school year new rubrics are being implemented that contain culturally responsive methodologies in each component. The pre observation form and domain 4 reflection form were updated to highlight these specific changes and to encourage teacher reflection. Administrators and Instructional Peer Coaches are engaging in 3 days of professional development and collaboration around the use of these rubrics with the goal of developing a common understanding of what these new components look and sound like in classrooms.

It is the recommendation of the district administration to continue with the Alternative Teacher Professional Pay System program. The Alternative Teacher Professional Pay System program is described in detail in the attached information document.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve the continuation of the Alternative Teacher Professional Pay System and Teacher Development and Evaluation plan with the West St. Paul Federation of Teachers and School District 197, as presented.

Alternative Teacher Professional Pay System (Alternative Teacher Professional Pay System)

Background

The Alternative Teacher Professional Pay System was enacted through the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the five components of the law. The five components under Alternative Teacher Professional Pay System include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, Performance Pay, and an Alternative Salary Schedule.

School District 197 adopted the Alternative Teacher Professional Pay System in the 2012-2013 school year. In June 2014, School District 197 adopted the current Teacher Development and Evaluation/Alternative Teacher Professional Pay System plan. The Alternative Teacher Professional Pay System portion of the plan includes a funding stream that supports the coaching and goal setting components of the state required TDE plan.

The Alternative Teacher Professional Pay System component of the plan pairs tenured teachers with peer coaches who assist teachers in developing annual goals and action plans that address professional growth and student achievement. Throughout the school year, peer coaches observe and evaluate teachers, and then meet with teachers to discuss progress on their goals and provide constructive feedback on their teaching methods and classroom interactions. The Alternative Teacher Professional Pay System plan also provides support for the district's new teachers in collaboration with the curriculum, instruction and assessment office.

Program Oversight

Per the Teacher Development and Evaluation/Alternative Teacher Professional Pay System Memorandum of Understanding, the Alternative Teacher Professional Pay System Oversight Committee oversees the implementation of the Alternative Teacher Professional Pay System/Teacher Development and Evaluation plan. The committee is composed of the Federation President, the Alternative Teacher Professional Pay System Coordinator/Instructional Peer Coach and four additional teachers appointed by the Federation, and four administrators appointed by the Superintendent.

Program Funding

Alternative Teacher Professional Pay System is funded from two sources: state funding of \$169 per pupil unit and local levy of \$91 per pupil unit, for a total amount of \$1,415,960 for the 2025-2026 school year.

These funds are used to provide: 5.5 FTE (full time equivalent) Instructional Peer Coaches, .5 FTE (full time equivalent) Alternative Teacher Professional Pay System Coordinator, stipends for new teacher mentors, professional development, and teacher stipends based on individual performance and student achievement.

District curriculum and staff development funds are also used to support new teacher training and the mentor program. District Special Education funds are also used to provide training for new Special Education staff.

Stipends

Observations

In order to earn the Alternative Teacher Professional Pay System stipend and their step on the teacher pay schedule, a continuing contract teacher must be proficient in at least 75% of the observed elements. A probationary teacher must be proficient following an incremental scale which follows the number of years of their probationary status, Year 1 - 50%, Year 2 - 60%, and Year 3 - 75%. In order to ensure inter-rater reliability, training occurs twice a year with the Instructional Peer Coaches and administrators.

The summary of pay-out of the \$1,300 observation stipend for the 2024-25 school year was as follows:

- 99% of licensed staff met the proficiency standard
 - Continued contract staff must achieve at least 75% proficiency to earn performance pay for observation/evaluation results
 - Probationary licensed staff must achieve the appropriate standard of 50% (year 1), 60% (year 2) or 75% (year 3) to earn performance pay for observation/evaluation results
- \$599,300 was paid in observation stipends

Professional Growth Plans

Each teacher develops a professional growth plan that contains a student achievement or growth goal and an action plan that outlines the steps that will be taken to achieve the goal.

Professional growth plan goals are set by staff on a wide variety of academic measures from classroom assessments, standards of practice and standardized assessments (ie. Fastbridge). Staff earn \$100 for meeting their Professional growth plan goal and carrying out the steps in their action plan. Staff earn \$75 if they do not meet their goal but carry out the steps in their action plan.

The summary of pay-out of professional growth plan goal stipends for the 2024-2025 school year is as follows:

- 27% of teachers earned the professional growth plan action plan stipend
- \$9,300 was paid in professional growth plan action plan stipends
- 73% of teachers earned the professional growth plan goal stipend
- \$33,900 was paid in professional growth plan goal stipends

Site Goals

As part of our Continuous Improvement Process, each site identifies one of its Continuous Improvement Process goals to be used as their Alternative Teacher Professional Pay System

goal. Action plans are written by collaborative teams at each site identifying the steps that they will take to work towards those goals. Staff at sites that achieve their goals receive a \$100 stipend. No stipend is given if the goal is not met.

The summary of pay-out of site goals stipends for the 2024-2025 school year is as follows:

- 4 sites met their site goal (Garlough, Moreland, Pilot Knob and Two Rivers)
- \$23,100 was paid in site goal stipends

Mentor Program

The mentor program supports new teachers. The mentor program provides support at two levels, the classroom/service level, and the site level. All new-to-district teachers are assigned a mentor teacher that supports their instruction and a site mentor that supports their acclimation to district and building practices.

An Instructional Mentor minimally meets monthly with the new teacher and provides four coaching sessions throughout the year. The mentor uses one of three specific tools during these sessions: seating chart observation, selective scripting observation, and student work sampling. Mentor teachers are available to all first year/new teachers to the district, as well as, year two and three probationary staff as requested. New teachers complete a survey about their experience with their mentor at the end of the school year. Mentor teachers are paid a stipend of \$600 per school year, upon completion of tasks. For the 2024-2025 school year the Alternative Teacher Professional Pay System program provided for 45 Instructional Mentors and paid out \$26,400 in stipends.

All sites, including the Early Learning Center, have a site mentor. Site mentors facilitate monthly one hour sessions after school for new teaching staff, as well as support professional growth plan/summative processes with all probationary staff at their site. School District 197's Elementary Curriculum Coordinator provides the content and resources for the monthly sessions. Content of the sessions include: Professional Growth Plan development, Teacher Development and Evaluation, Special Programs, English Language Learners, State and District Assessments, Summative Assessment Preparation, and Analysis of Student Work. All probationary staff are invited to attend the monthly sessions. The site mentor will be available as a go-to person for all probationary staff as needed. Site mentors are paid a stipend of \$1000 per school year, upon completion of tasks. For the 2024-2025 school year the Alternative Teacher Professional Pay System program provided for 8 site mentors and paid out \$8,000 in stipends.

The mentor program also provides two Mentor Coaches. The Mentor Coaches support mentors through training prior to and during the school year. They also send out regular communication to the instructional mentors in regards to their coaches sessions and due dates for Mentor Log submissions. Mentor Coaches are paid a stipend of \$1000 per school year, upon completion of their tasks. For the 2024-2025 school year, the Alternative Teacher Professional Pay System program provided for 2 mentor coaches and paid out \$2,000 in stipends.

New for 2025-2026

In the 2025-2026 school year new evaluation rubrics are being implemented to align with State

Statute 122A.40 Subdivision 8 which requires school districts, no later than the 2025-2026 school year, to include a rubric of performance standards for teacher practice that... (ii) includes culturally responsive methodologies; and (iii) provides common descriptions of effectiveness using at least three levels of performance. Through a feedback and input process in the 2024-2025 school year, three rubrics are being implemented that contain a culturally responsive methodologies component in each domain. The rubric also contains three levels of performance: developing, proficient and exemplary. Changes were made to the domains being observed for all probationary staff to align to the person doing the observation. The second observation is completed by a different administrator and focuses on components that can be observed in a lesson. Administrators and instructional peer coaches are participating in three days of professional development together to ensure reliability between evaluations.



TO: School Board Members

FROM: Sara Lein, Director of Special Programs

DATE: February 23, 2026

SUBJECT: Approval of a Joint Powers Agreement between Dakota County and ISD 197 for Childhood Vaccinations

BACKGROUND

School District 197 and Dakota County intend to enter into a cooperative agreement to exercise their shared powers for the benefit of the community. This collaboration will allow the County, authorized by statutes and grants from the Minnesota Department of Health, to provide childhood vaccinations. The school district seeks to enhance access to these essential health services for its families. To facilitate this, Dakota County plans to subcontract with Homeland Health Specialist, Inc. to administer vaccinations directly on school district property. This arrangement will offer a convenient solution for both the school district and Dakota County, ensuring that children in the district can receive vaccinations in a familiar and accessible setting. The following JPA details the proposed partnership.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve the Joint Powers Agreement between Dakota County and ISD 197 for Childhood Vaccinations.

**JOINT POWERS AGREEMENT FOR CHILDHOOD VACCINATIONS
BETWEEN THE COUNTY OF DAKOTA AND
INDEPENDENT SCHOOL DISTRICT 197**

This Joint Powers Agreement (“Agreement”) is entered into by and between the County of Dakota, a political subdivision of the State of Minnesota, by and through its Department of Public Health (“County”), and Independent School District 197, 1897 Delaware Avenue Mendota Heights, MN 55118, “School District”, by and through their respective governing bodies (collectively referred to as “Parties” herein.)

RECITALS

WHEREAS, the County and the School District are governmental units as that term is defined in Minn. Stat. §471.59;

WHEREAS, under Minn. Stat. §471.59, subd.1, two or more governmental units may enter into an agreement to cooperatively exercise any power common to the contracting Parties, and one of the participating governmental units may exercise one of its powers on behalf of the other governmental units;

WHEREAS, the County is permitted to provide such childhood vaccinations pursuant to statutes and grant(s) it has received from the Minnesota Department of Health;

WHEREAS, School District is interested in providing convenient access to childhood vaccination services to families in the School District;

WHEREAS, the County intends to enter into a subcontract with Homeland Health Specialist, Inc. to provide childhood vaccinations at School District, as outlined in Exhibit 2, Service Grid;

WHEREAS it is convenient to both the School District and the County for such vaccination services to be provided to children in the School District on School District property;

NOW, THEREFORE, in consideration of the mutual promises and covenants herein, the County and School District hereby agree as follows:

1. Term and Effective Date. This Agreement shall be effective on the date of the signature of the last party to sign this Agreement and expires on March 31, 2027, unless amended in writing or earlier terminated by law or according to the provisions of this Agreement. Notwithstanding anything to the contrary in this Agreement, this agreement is dependent on the approval and execution of a contract between the County and Homeland Health Specialist, Inc. to provide childhood vaccinations at the School District. County will provide a copy of its contract with Homeland Health Specialist, Inc. to School District upon request.
2. Purpose. The purpose of this Agreement is to for Dakota County, through its contract with Homeland Health Specialist, Inc., to provide childhood vaccinations at School District locations. All services provided by the County and Homeland Health Specialist, Inc., are described in Exhibit 2, Service Grid.

3. School District Obligations. School District agrees to do as follows: (1) to designate an area within a School District building where vaccinations may be provided to applicable students in the School District; (2) to work with the County and Homeland Health Specialist, Inc. to determine mutually agreeable dates and times for such vaccinations; (3) to advertise and/or promote the vaccination clinics to families residing in the School District; (4) to work with the County to prepare a mutually acceptable vaccination consent form to be signed by each vaccination recipient's parent or legal guardian; and (5) to have a School District representative present during the vaccination clinics to provide consent forms to be signed by each child's parent or legal guardian. A signed consent form must be received by County or Homeland Health Specialist, Inc. prior to each child's vaccination(s).

The grant funds utilized to pay Homeland Health Specialist, Inc, for services it will provide School District hereunder are subject to the terms and conditions contained in both the Federal COVID-19 Vaccination Implementation Grant Agreement between Dakota County and the State of Minnesota dated May 10, 2021, as may be periodically amended, including amendments dated November 30, 2021 and December 13, 2023. ("State Contracts"). School District agrees to comply with all terms and conditions contained in the State Contracts that are applicable to the County to the extent that they are applicable to the activities described in the Service Grid. County will provide copies of these contracts to School District upon request.

4. County Obligations.
The County, through its contractual relationship with Homeland Health Specialist, INC, agrees to provide childhood vaccinations to children in the School District as described in Exhibit 2 from the Effective Date through March 31, 2026, on the dates and times agreed upon by School District, Homeland Health Specialist, Inc., and the County.
5. Authorized Representatives. The following named persons are designated as the Authorized Representatives of the parties for purposes of this Agreement. These persons have authority to bind the party they represent and to consent to modifications, except that the Authorized Representatives shall have only authority specifically granted by their respective governing boards. Notice required to be provided pursuant this Agreement shall be provided to the following named persons and addresses unless otherwise stated in this Agreement, or in a modification to this Agreement.

The County's Authorized Representative is:
Marti Fischbach, Community Services Director
Telephone: 651-554-5742
Email: Marti.Fischbach@co.dakota.mn.us

The School District's Authorized Representative is:
Peter Olson-Skog, Superintendent
Telephone: 651-403-7002
Email: peter.olsonskog@isd197.org

The parties shall provide written notification to each other of any change to the Authorized Representative. Such written notification shall be effective to change the designated liaison under this Agreement, without necessitating an amendment of this Agreement.

6. Assignment. The School District may neither assign nor transfer any rights or obligations under this Agreement without the prior consent of the County and a fully executed assignment agreement, executed by the County and the School District.
7. Indemnification. The parties agree to indemnify, defend and hold harmless the other, its officers, agents and employees against any and all liability, loss, costs, damages, claims or actions its officers, agents or employees may hereafter sustain, incur, or be required to pay, arising out of or by reason of any act or omission of the indemnifying party, its officers, agents, or employees, in the execution, performance or failure to adequately perform its obligations pursuant to this Agreement. Nothing herein shall be construed as a waiver by School District or County of any of the immunities or limitations of liability to which they may be entitled pursuant to Minn. Stat. Ch. 466 or any other statute or law.
8. Insurance Terms. Each Party shall maintain policies of insurance or self-insurance that cover the services provided under this Agreement in an amount not less than the statutory maximum set forth in Minn. Stat. § 466.04 or other applicable statutes.
9. Audit. The School District shall maintain books, records, documents and other evidence pertaining to the costs or expenses associated with the work performed pursuant to this Agreement. Upon request the School District shall allow the County, Legislative Auditor or the State Auditor to inspect, audit, copy or abstract all of the books, records, papers or other documents relevant to this Agreement. The School District shall use generally accepted accounting principles in the maintenance of such books and records, and shall retain all of such books, records, documents and other evidence for a period of six (6) years from the date of the completion of the activities funded by this Agreement.
10. Data Practices. The School District agrees with respect to any data that it possesses regarding the Agreement to comply with all of the provisions of the Minnesota Government Data Practices Act contained in Minnesota Statutes Chapter 13, as the same may be amended from time to time. Minn. Stat. § 144.3351 allows for the sharing of certain immunization data between School District and County. Pursuant to this statute, School District agrees that the County must collect and maintain the following information about each child receiving a vaccination:
 - (1) patient's name, address, date of birth, gender, parent or guardian's name; and
 - (2) date vaccine was received, vaccine type, lot number, and manufacturer of all immunizations received by the patient, and whether there is a contraindication or an adverse reaction indication.
11. Relationship of the Parties. Nothing contained in this Agreement is intended or should be construed as creating or establishing the relationship of co-partners or joint ventures between the County and the School District, nor shall the County be considered or deemed to be an agent, representative or employee of the School District in the performance of this Agreement. Personnel of the School District or other persons while engaging in the performance of this Agreement shall not be considered employees of the County and shall not be entitled to any compensation, rights or benefits of any kind whatsoever.
12. Governing Law, Jurisdiction and Venue. Minnesota law, without regard to its choice-of-law provisions, governs this Agreement. Venue for all legal proceedings arising out of this

Agreement, or its breach, must be with the appropriate state court with competent jurisdiction in Dakota County.

13. Compliance with Law. The School District agrees to conduct its work under this Agreement in compliance with all applicable provisions of federal, state, and local laws, ordinances, or regulations, and further agrees to comply with the Standard Assurances attached as Exhibit 1. The School District is responsible for obtaining and complying with all federal, state, or local permits, licenses, and authorizations necessary for performing the work.
14. Default and Remedies.
 - (a) Events of Default. The following shall, unless waived in writing by the County, constitute an event of default under this Agreement: If the School District fails to fully comply with any material provision, term, or condition contained in this Agreement.
 - (b) Notice of Event of Default and Opportunity to Cure. Upon the County's giving the School District written notice of an event of default, the School District shall have thirty (30) calendar days in which to cure such event of default, or such longer period of time as may be reasonably necessary so long as the School District is using its best efforts to cure and is making reasonable progress in curing such events of default (the "Cure Period"). In no event shall the Cure Period for any event of default exceed two (2) months. Within ten (10) calendar days after receipt of notice of an event of default, the School District shall propose in writing the actions that the School District proposes to take and the schedule required to cure the event of default.
 - (c) Remedies. Upon the School District's failure to cure an event of default within the Cure Period, the County may terminate this Agreement and its obligation to provide childhood vaccinations under this Agreement for cause by providing thirty (30) days' written notice to the School District. Such notice to terminate for cause shall specify the circumstances warranting termination of the Agreement. Notice of Termination shall be made by certified mail or personal delivery to the Authorized Representative of the other Party. For purposes of termination and default, all days are calendar days.
15. Non-Appropriation. Notwithstanding any provision of this Agreement to the contrary, this Agreement may be terminated immediately by the County in the event sufficient funds from the County, State, or Federal sources are not appropriated, obtained and continued at least the level relied on for the funding of this Agreement, and the non-appropriation of funds did not result from any act or bad faith on the part of the County.
16. Exhibits. The following exhibits are attached to and incorporated within this Subgrant Agreement:
 - Exhibit 1: Standard Assurances;
 - Exhibit 2: Service Grid;
17. Waiver. If the County fails to enforce any provision of this Agreement, that failure shall not result in a waiver of the right to enforce the same or another provision of this Agreement.
18. Complete Agreement. This Agreement and Exhibits contain all negotiations and agreements between the County and the School District. Any amendment to this Agreement must be in

writing and executed by the County and the School District. No other understanding regarding this Agreement, whether written or oral, may be used to bind either party. In the event of a conflict between the terms of any Exhibit and the body of this Agreement, this Agreement shall control.

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates indicated below.

COUNTY OF DAKOTA

By: _____

Title: _____

Date: _____

Dakota County Contract: CLA20951
Dakota County BR

INDEPENDENT SCHOOL DISTRICT 197

School District Board
Resolution number/date: _____

By: _____

Title: _____

Date: _____

**EXHIBIT 1
STANDARD ASSURANCES**

1. **NON-DISCRIMINATION.** During the performance of this Contract, the Contractor shall not unlawfully discriminate against any employee or applicant for employment because the person is a member of a protected class under, and as defined by, federal law or Minnesota state law including, but not limited to, race, color, creed, religion, sex, gender, gender identity, pregnancy, national origin, disability, sexual orientation, age, familial status, marital status, veteran's status, or public assistance status. The Contractor will take affirmative action to ensure that applicants are employed and that employees are treated during employment without unlawful discrimination.. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices which set forth the provisions of this nondiscrimination clause.

The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of Contractor, state that all qualified applicants will receive consideration for employment without regard to race, creed, color, religion, sex, national origin, disability, sexual orientation, age, marital status, veteran's status, or public assistance status.

No funds received under this Contract shall be used to provide religious or sectarian training or services.

The Contractor shall comply with any applicable federal or state law regarding non-discrimination. The following list includes, but is not meant to limit, laws which may be applicable:

A. The Equal Employment Opportunity Act of 1972, as amended, 42 U.S.C. § 2000e *et seq.* which prohibits discrimination in employment because of race, color, religion, sex, or national origin.

B. Equal Employment Opportunity-Executive Order No.11246, 30 FR 12319, signed September 24, 1965, as amended, which is incorporated herein by reference, and prohibits discrimination by U.S. Government contractors and subcontractors because of race, color, religion, sex, or national origin.

C. The Rehabilitation Act of 1973, as amended, 29 U.S.C. § 701 *et seq.* and 45 C.F.R. 84.3 (J) and (K) implementing Sec. 504 of the Act which prohibits discrimination against qualified handicapped persons in the access to or participation in federally-funded services or employment.

D. The Age Discrimination in Employment Act of 1967, 29 U.S.C. § 621 *et seq.* as amended, and Minn. Stat. § 181.81, which generally prohibit discrimination because of age.

E. The Equal Pay Act of 1963, as amended, 29 U.S.C. § 206(d), which provides that an employer may not discriminate on the basis of sex by paying employees of different sexes differently for the same work.

F. Minn. Stat. Ch. 363A, as amended, which generally prohibits discrimination because of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, or age.

G. Minn. Stat. § 181.59 which prohibits discrimination against any person by reason of race, creed, or color in any state or political subdivision contract for materials, supplies, or construction. Violation of this section is a misdemeanor and any second or subsequent violation of these terms may be cause for forfeiture of all sums due under the Contract.

H. Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 through 12213, 47 U.S.C. §§ 225, 611, with regulations at 29 C.F.R. § 1630, which prohibits discrimination against qualified individuals on the basis of a disability in term, condition, or privilege of employment.

I. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d, *et seq.* and including 45 CFR Part 80, prohibits recipients, including their contractors and subcontractors, of federal financial assistance from discriminating on the basis of race, color or national origin which includes not discriminating against those persons with limited English proficiency.

J. The Pregnancy Discrimination Act of 1978, which amended Title VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000e *et seq.* which prohibits discrimination on the basis of pregnancy, childbirth, or related medical conditions.

K. Equal Protection of the Laws for Faith-based and Community Organizations-Executive Order No. 13279, signed December 12, 2002 and as amended May 3, 2018. Prohibits discrimination against grant seeking organizations on the basis of religion in the administration or distribution of federal financial assistance under social service programs, including grants and loans.

L. Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212, with regulations at 41 C.F.R. Part 60-250, which prohibits discrimination in employment against protected veterans.

2. **DATA PRIVACY**. For purposes of this Contract, all data created, collected, received, stored, used, maintained, or disseminated by Contractor in the performance of this Contract are subject to the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, ("MGDPA") and the Minnesota Rules implementing the MGDPA. Contractor must comply with the MGDPA as if it were a governmental entity. The remedies in Minn. Stat. § 13.08 apply to the Contractor. Contractor does not have a duty to provide access to public data to a data requestor if the public data are available from the County, except as required by the terms of this Contract. If Contractor is a subrecipient of federal grant funds under this Contract, it will comply with the federal requirements for the safeguarding of protected personally identifiable information ("Protected PII") as required in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, 2 CFR Part 200, and the County Protected PII procedures, which are available upon request. Additionally, Contractor must comply with any other applicable laws on data privacy. All subcontracts shall contain the same or similar data practices compliance requirements.

3. **RECORDS DISCLOSURE/RETENTION**. Contractor's bonds, records, documents, papers, accounting procedures and practices, and other evidences relevant to this Contract are subject to the examination, duplication, transcription, and audit by the County and either the Legislative or State Auditor, pursuant to Minn. Stat. § 16C.05, subd. 5. Such evidences are also subject to review by the Comptroller General of the United States, or a duly authorized representative, if federal funds are used for any work under this Contract. The Contractor agrees to maintain such evidences for a period of six (6) years from the date services or payment were last provided or made or longer if any audit in progress requires a longer retention period.

4. **WORKER HEALTH, SAFETY AND TRAINING**. Contractor shall be solely responsible for the health and safety of its employees in connection with the work performed under this Contract. Contractor shall make arrangements to ensure the health and safety of all subcontractors and other persons who may perform work in connection with this Contract. Contractor shall ensure all personnel of Contractor and subcontractors are properly trained and supervised and, when applicable, duly licensed or certified appropriate to the tasks engaged in under this Contract. Each Contractor shall comply with federal, state, and local occupational safety and health standards, regulations, and rules promulgated pursuant to the Occupational Health and Safety Act which are applicable to the work to be performed by Contractor.

5. **PROHIBITED TELLECOMMUNICATIONS EQUIPMENT/SERVICES**. If Contractor is a subrecipient of federal grant funds under this Contract, Contractor certifies that, consistent with Section 889 of the John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. 115-232 (Aug. 13, 2018) (the "Act"), and 2 CFR § 200.216, Contractor will not use funding covered by this Contract to procure or obtain, or to extend, renew, or enter into any contract to procure or obtain, any equipment, system, or service that uses "covered telecommunications equipment or services" (as that term is defined in Section 889 of the Act) as a substantial or essential component of any system or as critical technology as part of any system. Contractor will include this certification as a flow down clause in any agreement related to this Contract.

6. **CONTRACTOR GOOD STANDING**. If Contractor is not an individual, Contractor must be registered to do business in Minnesota with the Office of the Minnesota Secretary of State and shall maintain an active/in good standing status with the Office of the Minnesota Secretary of State, and shall notify County of any changes in status within five calendar days of such change. Business entities formed under the laws of a jurisdiction other than Minnesota must maintain a certificate of authority (foreign corporations, limited liability companies, limited partnerships, and limited liability limited partnerships), or a statement of foreign qualification (foreign limited liability partnerships), or a statement of partnership authority (general partnerships). See Minn. Stat. §§ 303.03 (corporations); 322C.0802 (limited liability companies); 321.0902 and 321.0907 (foreign limited partnership); 321.0102(7) (foreign limited liability limited partnerships); 323A.1102(a) (foreign limited liability partnership); 321.0902 and 321.0907 (foreign general partnerships).

7. **CONTRACTOR DEBARMENT, SUSPENSION, AND RESPONSIBILITY CERTIFICATION**. Federal Regulation 45 CFR 92.35 prohibits the State/Agency from purchasing goods or services with federal money from vendors who have been suspended or debarred by the federal government. Similarly, Minn. Stat. § 16C.03, subd. 2 provides the Commissioner of Administration with the authority to debar and suspend vendors who seek to

contract with the State/Agency. Vendors may be suspended or debarred when it is determined, through a duly authorized hearing process, that they have abused the public trust in a serious manner.

By signing this Contract, the Contractor certifies that it and its principals* and employees:

- A. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from transacting business by or with any federal, state, or local governmental department or agency; and
- B. Have not within a three (3) year period preceding this Contract: 1) been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract; 2) violated any federal or state antitrust statutes; or 3) committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; and
- C. Are not presently indicted or otherwise criminally or civilly charged by a governmental entity for: 1) commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction; 2) violating any federal or state antitrust statutes; or 3) committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property; and
- D. Are not aware of any information and possess no knowledge that any subcontractor(s) that will perform work pursuant to this Contract are in violation of any of the certifications set forth above; and
- E. Shall immediately give written notice to the Authorized Representative should Contractor come under investigation for allegations of fraud or a criminal offense in connection with obtaining, or performing a public (federal, state, or local government) transaction; violating any federal or state antitrust statutes; or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

*"Principals" for the purposes of this certification means officers; directors; owners; partners; and persons having primary management or supervisory responsibilities within a business entity (e.g. general manager; plant manager; head of a subsidiary, division, or business segment and similar positions).

8. **HEALTH DATA PRIVACY.** When applicable to the Contractor's duties under this Contract, the Contractor agrees to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA), the Health Information Technology for Economic and Clinical Health Act (HITECH), Minnesota Health Records Act, and any other applicable health data laws, rules, standards, and requirements in effect during the term of this Contract.

9. **APPEALS.** The Contractor shall assist the County in complying with the provisions of Minn. Stat. § 256.045, Administrative and Judicial Review of Human Services Matters, if applicable.

10. **REPORTING.** Contractor shall comply with the provisions of the "Child Abuse Reporting Act", Minn. Stat. § 626.556, as amended, and the "Vulnerable Adult Reporting Act", Minn. Stat. § 626.557, as amended, and any rules promulgated by the Minnesota Department of Human Services, implementing such Acts.

11. **PSYCHOTHERAPISTS.** Contractor has and shall continue to comply with the provisions of Minn. Stat. Ch. 604, as amended, with regard to any currently or formerly employed psychotherapists and/or applicants for psychotherapist positions.

12. **EXCLUDED MEDICAL ASSISTANCE PROVIDERS.** By signing this contract, Provider certifies that it is not excluded. 42 U.S.C. § 1397 *et seq.* (subch. XX) of the Social Security Act.

13. **MDHS THIRD-PARTY BENEFICIARY.** The following applies to contracts related to adult mental health services; see Minn. Stat. § 245.466, subd. 2. Contractor acknowledges and agrees that the Minnesota Department of Human Services is a third-party beneficiary and as a third-party beneficiary, is an affected party under this Contract. Contractor specifically acknowledges and agrees that the Minnesota Department of Human Services has standing to and may take any appropriate administrative action or sue Contractor for any appropriate relief in law or equity, including, but not limited to, rescission, damages, or specific performance of all or any part of the Contract between the County Board and Contractor. Contractor specifically acknowledges that the County Board and the

Minnesota Department of Human Services are entitled to and may recover from Contractor reasonable attorneys' fees and costs and disbursements associated with any action taken under this paragraph that is successfully maintained. This provision shall not be construed to limit the rights of any party to the Contract or any other third

14. party beneficiary, nor shall it be construed as a waiver of immunity under the Eleventh Amendment to the United States Constitution or any other waiver of immunity. (Minn. Stat. § 245.466, subd. 3; Minn. R. 9525.1870, subp. 2).

Directions for Online Access to Excluded Providers

To ensure compliance with this regulation, identification of excluded entities and individuals can be found on the Office of Inspector General (OIG) website at https://oig.hhs.gov/exclusions/exclusions_list.asp

Attycv/Exh SA (Rev. 1-23)

EXHIBIT 2 – Service Grid**Goal**

Dakota County Public Health (DCPH) Department as being the Provider of Record for the Childhood Vaccinations will support the vaccination efforts of school district to improve vaccination rates and expediate compliance to the Minnesota requirements for school attendance.

School District’s responsibilities

- Meet with Homeland Health Specialist, Inc. and County in advance of clinic to discuss logistics and ensure the space for the clinic will meet the needs of this Agreement
- Provide limited staff during the clinic to be an usher or greeter
- Obtain and provide to Homeland Health Specialist, Inc. signed vaccination consent forms from parents prior to each child’s participation in the event
- Facilitate logistics of on-site vaccination events
- Conduct communication campaigns to staff and families of the school district.

Homeland Health Specialist, Inc. responsibilities under its Agreement with the County

- Meet with DCPH or identified school districts in advance of the clinic to make sure identified space meets the needs for the clinic and to determine logistics for the clinic.
- Provide nursing staff and administration as the Provider of Record up to a mutually agreed upon number of vaccinations, not to exceed a mutually agreed upon total number of vaccinations.
- Provide clinic supplies needed to vaccinate
- Work with DCPH or identified school partners to contact prioritized cohorts based on MDH and Center for Disease Control’s (CDC) criteria to notify them of vaccine availability.
- Be the Provider of Record, meeting all of MDH requirements including but not limited to:
 - Pre-registration of clients
 - Scheduling of client appointments
 - Obtaining and tracking signed written consent forms for minor clients from parents or legal guardians
 - Gating of clients to ensure that clients meet vaccination criteria as provided by the County
 - Logistics for vaccination clinic
 - Documentation of doses and sending data to MIIC, within 7 days of administration of each vaccine as required by MDH
 - Review of client health information to determine whether contraindications or precautions exist that would medically exclude a potential vaccine recipient
 - Logistics for vaccination clinic including nurse staffing, supplies and removal of medical waste
 - Documentation of doses and sending data to MIIC within 7 days of administration of each vaccine as required by MDH
 - Bill client’s insurance as applicable
 - Provide onsite or virtual interpreters as needed
- Provide clinic summary email to DCPH with a report after each clinic is completed, including:
 - Number of clients registered
 - Number of clients receiving one or more vaccinations
 - Number of clients denied vaccination due to not meeting vaccination criteria
 - Summary including immunizations given by date, by district, and by immunization type
 - Client satisfaction data
- Provide individual-level data to DCPH for its records, following all data practices and HIPAA requirements, either through encrypted email or other secure process
- Submit monthly invoices to PHInvoices@co.dakota.mn.us

County responsibilities

- Execute contract, provide payment for services and monitor outcomes with Homeland Health Specialist, Inc.
- Meet with Homeland Health Specialist, Inc. and school district in advance of clinic to discuss logistics and ensure the space for the clinic will meet the needs of the Homeland Health Specialist, Inc.
- Provide limited staff during the clinic to be an usher or greeter.
- Provide on-site District vaccination clinic services in the event Homeland Health Specialist, Inc. is unable to provide services and County agrees to perform, based on its capacity and resources, to perform such services.

Interpreters

County will pay for the actual costs of providing interpreter services to non-English speaking participants who are an open County case. Homeland Health Specialist, Inc. must receive prior written authorization of interpreter services costs from County staff prior to using those services. Unless there is specific prior authorization by the County, Homeland Health Specialist, Inc. must access interpreters from those agencies under contract with the County to provide interpreter services.

Inclusion, Diversity & Equity

The County embraces and supports person-centered practices and expects contractors to do the same. Person-centered practices are structured in a way to support a client's comfort and ability to express choice, control, and direction in all aspects of service delivery and support. While the nature of some services and service deliveries is such that it must account for factors beyond the client's choice, control and direction, including, but not limited to, the terms of this Contract, court orders, the safety of the client and others, and governing law, the County values consideration of the client's perspective, knowing that services are more efficient and effective when aligned with client choice. [For more information, refer to *Person-Centered, Informed Choice and Transition Protocol*, Minnesota Department of Human Services, issued 3/27/17 and updates.]

The County further recognizes that pervasive racism, discrimination and other institutional and community biases, as well as harm from historical trauma, are experienced by cultural communities and that this may contribute to overrepresentation of cultural communities in some County services. Appropriate service delivery often requires open discussion considering the real-life experiences of the people served, paying attention to the impact of pervasive racism and bias. At the referral level, it means inquiring with families about how to integrate their family or individual culture into service delivery. At the service level, it includes attention to outcomes for families receiving services in order to assess whether effectiveness differs in cultural communities and responding to any differences.

It is expected that while performing services for the County, the School District shall abstain from unacceptable behaviors including, but not limited to:

- Racial, ethnic or discriminatory jokes or slurs;
- Hostile, condemning, or demeaning communications, both verbal and written;
- Behavior demonstrating disrespect, dishonesty, intimidation, or disruption to the work relationship; and
- Retaliation against any person who reports or addresses unacceptable behavior.

It is the responsibility of the School District to ensure staff delivering services for the County are aware of these expectations and trained as needed to ensure respectful, cooperative and professional conduct in interactions with County staff and clients. If the County experiences or receives a report of an unacceptable behavior, it will share the report with School District. The School District must inform the County of steps taken to remedy the unacceptable behavior within ten (10) working days. If the unacceptable behavior persists, the County may terminate the Contract pursuant to the termination provision in the Contract.

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: Mary Beth Townsend /Two Rivers

Date of Trip/Destination/Who trip is for: 3/13-3/15, 2026 Key Club Convention

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

TOUR CHECKLIST	RESPONSE
1. Dates of travel	3/13-3/15, 2026
2. Trip destination	Aberdeen, SD
3. SUBMIT: Complete roster of travelers. Include a link to your roster in the response or attach a document. <i>Link to roster template: TOUR ROSTER</i>	Attached Depart: 11 am on 3/13
4. SUBMIT: Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	Arrive @ Fridley HS 11:30 am to pick up other students Stop for lunch en route Arrive @ Aberdeen, SD 4:30 pm Depart 11 am from Aberdeen, SD 3/15 Stop at Fridley HS.
5. Final number of student travelers	Arrive @ Two Rivers 5pm 3/15 9
6. Final number of adult travelers who are paying their own way/fare.	zero
7. Final number of adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]	2
8. Final number of district employees (also include in #6 and #7 counts)	1
9. Ratio of adults to students	Not yet finalized, but probably 2 adults to 9 students
10. FINAL TOTAL of Number of Travelers (Adults and Students)	
11. Have parents received detailed information about the cancellation policies and fees?	Yes
12. Is travel insurance through the tour company required OR optional for your travelers?	Not required

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.	Bus company is Richfield Bus Co. Travel has been arranged and paid for by the North Suburban Kiwanis Club. We will be taking a coach bus with members of Key Clubs from Fridley, Columbia Heights, Irondale and Two Rivers. I will add this info once I have it
15. How will you communicate with travelers while on tour?	Usually in person. If needed, via text
16. How will you communicate with families back home/not on tour?	Initial email confirmation home, in an emergency as a phone call
17. What is your plan for those requiring medication?	Students are generally responsible for taking own meds. In an emergency, there is a PA in attendance.

Mig Bhusant

2/6/2026

Staff Member's/Group Leader's Signature

Date

Required Approvals:

[Signature] AD

2/8/26

Principal Signature

Date

[Signature]

2/17/26

Superintendent/Designee Signature

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.

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: Jordan Wilmeth, Friendly Hills

Date of Trip/Destination/Who trip is for: 4/9 to 4/11, Two Rivers Model United Nations

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

TOUR CHECKLIST	RESPONSE
1. Dates of travel	April 9th-11th, 2026
2. Trip destination	Minneapolis (Marriott City Center)
3. SUBMIT: Complete roster of travelers. Include a link to your roster in the response or attach a document. <i>Link to roster template: TOUR ROSTER</i>	Paste your copy of the roster template here; do not override the link to the left.
4. SUBMIT: Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	The conference takes place within the Marriott City Center, with lunch/dinner in the adjoining skyway restaurants. Phone: 612-349-4000 Address: 30 S 70th St, Minneapolis, MN 55402
5. Final number of student travelers	Currently 26 (could be up to 40)
6. Final number of adult travelers who are paying their own way/fare.	0
7. Final number of adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]	4
8. Final number of district employees (also include in #6 and #7 counts)	4
9. Ratio of adults to students	1:10
10. FINAL TOTAL of Number of Travelers (Adults and Students)	
11. Have parents received detailed information about the cancellation policies and fees?	Yes
12. Is travel insurance through the tour company required OR optional for your travelers?	N/A; deposit and each subsequent payment to the YMCA is nonrefundable.

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 (all are district employees)
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.	Travelling with only 197 students; at the conference, students will interact with peers from around MN/WI.
15. How will you communicate with travelers while on tour?	Cell phone text/call
16. How will you communicate with families back home/not on tour?	Students may text/call as needed; I can call or email families as needed.
17. What is your plan for those requiring medication?	Students will carry and administer their own meds.



Staff Member's/Group Leader's Signature

2/10/26

Date

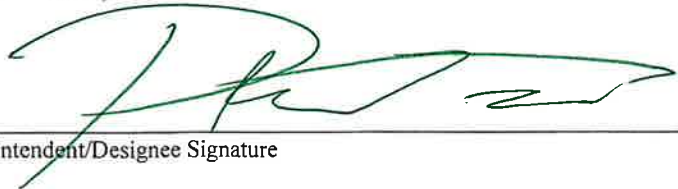
Required Approvals:

 AD

Principal Signature

2/10/26

Date



Superintendent/Designee Signature

2/17/26

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: Peter Mau, Assistant Superintendent

DATE: February 23, 2026

SUBJECT: Administrative Review of Policy 526, Hazing Prohibition

BACKGROUND

An administrative review of Policy 526, Hazing Prohibition, has been performed and the current policy adheres to the district's processes and procedures currently in place. The district's current policy was reviewed against MSBA's model policy and continues to match that language. Based on this review, no changes are recommended at this time. This is a mandatory policy for school districts. It was last reviewed in February of 2023.

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.

This policy was reviewed using the district's Four-Way Equity Test. The purpose of this policy is to ensure students and staff are aware of and comply with the school district's expectations regarding the prohibition of hazing. This helps prevent creating barriers to participation and helps create equal access to education and extracurricular activities for all students. Historically, marginalized groups have been disproportionately impacted by the imposition of barriers to participation.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve Policy 526, Hazing Prohibition, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Assistant Superintendent

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or

other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that

subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation; that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. “Student” means a student enrolled in a public school or a charter school.
- F. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams,

activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes they have been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at its discretion, to protect the target or victim of hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 413 (Harassment and Violence) School District Policy 506 (Student Discipline)
School District Policy 514 (Bullying Prohibition Policy)

POLICY ADOPTED: October 16, 2006
POLICY REVIEWED/REVISED: December 14, 2009; November 21, 2016; October 21, 2019; February 21, 2023
Monitoring Method: Administrative Review
Monitoring Frequency: Every three years



TO: School Board Members
FROM: Mark Fortman, Director of Operations
DATE: February 23, 2026
SUBJECT: Administrative Review of Policy 806, Crisis Management

BACKGROUND

A review of Policy 806, Crisis Management, has been performed, and the current policy adheres to the district's processes and procedures currently in place. This policy requires an annual review and was last approved in March of 2025.

The policy was reviewed using the 4-way equity test. In our commitment to fostering a safe and supportive learning environment, equity stands as a cornerstone principle ensuring that every student and staff member within our school district has access to comprehensive crisis management procedures. Regardless of gender, gender identity, race and ethnicity, national origin, ability, socioeconomic background, or age, all deserve equal protection and support during times of crisis. Through these collaborative efforts and proactive measures of crisis management and preparedness, we strive for a culture of inclusivity, empowering every student to thrive academically, emotionally, and socially.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve Policy 806, Crisis Management, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Building and Sites

Contact: Director of Operations

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall develop tailored building-specific crisis management plans. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This Policy will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the building emergency response team (BERT). A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or their designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or their designee. Each building's crisis management plan will include procedures for

relocating students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. The building administrator or their designee will announce the need for sheltering (severe weather, shelter in place, etc.) over the public address system or other designated system.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. Building Emergency Response Teams (BERT)

a. Composition

The building administrator in each school building will select a building emergency response team that will be trained to respond to emergency situations. All building emergency response team members will receive ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and shelter areas. For purposes of student safety and accountability, to the extent possible, building emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be

actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of building emergency response team members which will be updated annually. The building administrator, and their alternative designees, will know who is on the BERT in the event of a school emergency.

b. Leaders

The building administrator or their designee will serve as the leader of the BERT and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. The building administrator may elect to transfer command to a District Official based on emergency situations. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Employees will receive periodic training on plan implementation.

2. Students and Parents/Guardians

Students and parents/guardians shall be made aware of the school district's Crisis Management Policy. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate outdoor assembly areas at least 100-500 feet away from the building to enable students and staff to evacuate. The area should not interfere with emergency responders or responding vehicles and should not be in a location where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation route. Facility diagrams and site plans must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on emergency evacuation routes. During fire drills, students and staff will practice evacuations using primary evacuation routes and are encouraged to drill on alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on preventing fires and a general awareness of fire extinguisher use.
5. In compliance with state law, each school shall conduct at least five (5) fire, five (5) lockdown and one (1) severe weather drill. State Fire Marshall requires the first fire drill to occur within the first ten (10) days of school.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or their designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes evacuation routes, exits, severe weather shelter areas, and the location of fire alarm control panel, fire alarms, fire extinguishers, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the buildings and grounds department. Fire and law enforcement have access to the facility diagrams and site plans.

D. Emergency Telephone Numbers

The district will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse; and mental health/suicide hotlines.

School district employees will receive training on how to make emergency contacts, including 911 calls.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, cellular phone or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. Additionally, alternative notification systems may be installed in loud, noisy environments to aid in notifying occupants of an emergency announcement.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building. Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson will remain in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. **"Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.**
2. **"Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.**

3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility

restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence

prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

- a. student opportunities for leadership related to prevention and safety;**
- b. encouragement and support to students in establishing clubs and programs focused on safety; and**
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.**

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and**
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.**

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire**
- B. Hazardous Materials**
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding**
- D. Medical Emergency**
- E. Fight/Disturbance**

- F. Assault**
- G. Intruder**
- H. Weapons**
- I. Shooting**
- J. Hostage**
- K. Bomb Threat**
- L. Chemical or Biological Threat**
- M. Checklist for Telephone Threats**
- N. Demonstration**
- O. Suicide**
- P. Lock-down Procedures**
- Q. Shelter-In-Place Procedures**
- R. Evacuation/Relocation**
- S. Media Procedures**
- T. Post-Crisis Procedures**
- U. School Emergency Response Team**
- V. Emergency Phone Numbers**
- W. Highly Contagious Serious Illness or Pandemic Flu**

VI. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See School District 197 Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
Minn. Stat Ch. 13 (Government Data)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: School District Policy 807 (Health and Safety Policy)
School District Policy 413 (Harassment and Violence)
School District Policy 501 (School Weapons Policy)
School District Policy 506 (Student Discipline)

School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
School District Policy 903 (Visitors to School District Buildings and Sites)
School District Policy 709 (Student Transportation Safety Policy)
School District Policy 502 (Search of Students Lockers, Desks, Personal Possessions, and Student’s Person)
Minnesota School Safety Center - Resources (mn.gov)

POLICY ADOPTED: October 16, 2006
POLICY REVIEWED/REVISED: December 14, 2009; May 16, 2016; May 21, 2018; April 22, 2019; August 17, 2020; August 16, 2021; October 17, 2022; April 15, 2024; March 17, 2025
Monitoring Method: Administrative Review
Monitoring Frequency: Annually



TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: February 23, 2026

SUBJECT: American Indian Parent Advisory Committee (AIPAC) Vote of Non-Concurrence

BACKGROUND

The purpose of the AIPAC and the American Indian Education program is to increase academic achievement, decrease the dropout rate, and to improve the school climate of American Indian students in a culturally appropriate manner. This program provides districts with the opportunity to create comprehensive, sustainable Indian Education programs that serve the needs of all American Indian students in the district PreK-12.

Minnesota Statute requires all Minnesota districts and tribal schools with 10 or more American Indian students to have an advisory committee. The committee serves in an advisory role to the district and helps ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.

Each year, the AIPAC votes on whether the district is in compliance with the state statutes. When it is a vote of non-concurrence, they provide written recommendations for improvements and the School Board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC voted for non-concurrence this year.

Nicole McMahon, AIPAC Chair, will share the result of the vote and any additional information AIPAC wishes to share with the School Board.

RECOMMENDED RESOLUTION

No resolution is needed. Information only.

February 18, 2026

Peter Olson-Skog, Superintendent
ISD 197 – West St. Paul, Mendota Heights, Eagan
897 Delaware Avenue
Mendota Heights, MN 55118

Dear Superintendent Olson-Skog and Members of the School Board,

On behalf of the American Indian Parent Advisory Committee (AIPAC), we are notifying you of our recent vote of nonconcurrency on February 12, 2026.

The AIPAC values a collaborative partnership with the district. Our position reflects a commitment to ensuring that district systems, structures, and resources align with statutory requirements and the goals outlined in the ISD 197 2025–26 Strategic Implementation Plan as well as our own American Indian Education Program Plan.

Our nonconcurrency vote is submitted with an intent to advocate for systemic changes that will help close achievement and opportunity gaps for American Indian students. There is currently a 32% gap in Reading and a 37% gap in Math between American Indian students compared to their White peers. We offer the following two recommendations, supported by specific Minnesota state statute language, and tied to district strategic priorities, especially those related to equity, academic readiness, and student engagement.

1. Create a Second Dedicated Position to Support American Indian Elementary Students

AIPAC recommends the creation of a second dedicated staff position to focus on American Indian students at the elementary level. They would have a weekly presence in the schools, convene Native student groups, develop culturally relevant curriculum, support academic interventions in partnership with school staff, and strengthen connections with families to aid in early intervention.

We propose the hiring of a full time Cultural Liaison (salary and benefits is approximately \$65,000 annually) and recommend a transparent, balanced*, and sustainable funding model that clearly outlines the contributions from:

- Achievement & Integration (Currently \$8,500 is funding the American Indian Coordinator salary, and \$281,500 is funding all the other cultural liaisons, covering 100% of their salaries. Total A&I budget is around \$1.1M and 0.7% is used to fund American Indian Coordinator.)
- General Education or other Funding Streams (Currently \$0 are funding the American Indian Coordinator.)
- American Indian State funds (Currently 47%, or \$51,414 of our \$110,500 is funding the American Indian Coordinator's salary.)

- Federal American Indian Education funds (Currently 100%, or \$12,993 of funds go to the American Indian Coordinator's salary.)

**Minnesota Statutes § 124D.74 clearly stipulates that the "American Indian education programs must supplement, not supplant, state and federal educational and cocurricular programs." This statutory language requires that AIEP funds enhance and expand services for American Indian students, rather than replace existing supports that should be funded by district general education or Achievement & Integration funds.*

Strategic Alignment & Benefit: This recommendation advances the district's equity focus by ensuring equitable resource allocation and culturally responsive supports. It directly contributes to closing racial achievement gaps and supports goals related to academic readiness and student engagement.

2. Evaluate the American Indian Coordinator Position

AIPAC recommends a formal evaluation of the American Indian Coordinator role, including:

- A comparison of responsibilities with similar district coordinator positions
- A review of compensation relative to scope of work*
- Salary increase consistent with job responsibilities

Minnesota Statutes § 124D.74 (Subdivision 7) mandates that districts operating American Indian education programs must provide **culture and language classes when the enrolled population of American Indian students meets statutory thresholds. This requirement affirms that culture and language instruction should be **district-supported and system-provided**, not dependent solely on an individual staff member (currently the American Indian Coordinator is trying to fulfill this requirement.).*

Strategic Alignment & Benefit: Ensuring equitable staffing structures supports the district's commitment to equitable resource allocation, workforce sustainability, and retaining staff of color. A well-supported coordinator strengthens program implementation and continuity for students and families.

The AIPAC affirms its commitment to partnering with ISD 197 to create systems that honor the cultural strengths of American Indian students, improve academic outcomes, and deliver equitable opportunities for all learners. The recommendations here are rooted in both statutory requirements and alignment with the 2025–26 district Strategic Implementation Plan.

We welcome continued collaboration and dialogue as we work together to build equitable systems.

Chi Miigwech,

Nicole Cobenais McMahon (on behalf of the AIPAC)
Chair, American Indian Parent Advisory Committee



American Indian Parent Advisory Committee

Presented to the School Board on February 23, 2026
Peter Mau, Assistant Superintendent;
Kevin Sheridan, Educational Equity Coordinator;
Nell Barri, American Indian Education Coordinator;
Nicole McMahon, AIPAC Chair

American Indian Parent Advisory Committee (AIPAC)



Minnesota Statutes, section 124D.78, requires that all Minnesota districts and tribal schools with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC). *ISD 197 currently has 161 identified students.*

These committees serve in an advisory role to the district and help ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.

American Indian Parent Advisory Committee (AIPAC)



Nicole McMahon*

Teanna Moye

Joan Gunderson-Palmer

Sally Reinhardt

Anna Greer

Racquel Pickett

Teresa Day

Jake Day

Marcus Ramirez

LuAnn Raymond

Lee Violet

Danielle Hernandez

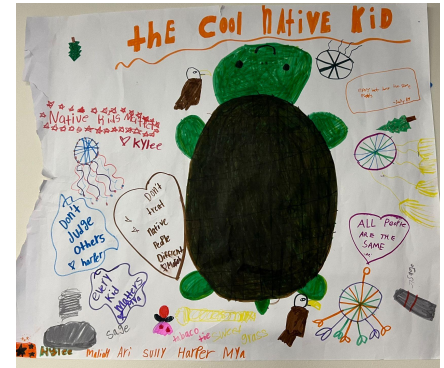
Janessa Mulder

CJ Mulder

Michael Van Nett

****AIPAC Chairperson***

AIPAC Appreciations



AIPAC & District Compliance Document



The AIPAC must meet and vote if the school board and district are compliant with MN Statutes, Section 124D.78, and determine if they are meeting the needs of American Indian students.

Concurrence: The District and School Board are meeting the needs of American Indian students through targeted cultural and academic services.

***Nonconcurrence:** The District and School Board not are meeting the needs of American Indian students through targeted cultural and academic services.

**This vote means that the AIPAC needs to send a list of improvement recommendations to the school board, in which they have 60 days to respond to how they will comply, and if they cannot, an explanation of why they cannot make the recommended improvement.*

Resolution



We, the American Indian Parent Advisory Committee, issue a Vote of Concurrence. We agree with the contents and implementation of the Indian Education Program Plan and commit to evaluating the IEPP at the end of school year to ensure that it is continuing to meet the needs of American Indian students, **OR**

We, the American Indian Parent Advisory Committee, issue a Vote of Non-Concurrence. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

Recommendation #1



Create a Second Dedicated Position to Support American Indian Elementary Students

They would have a weekly presence in the schools, convene Native student groups, develop culturally relevant curriculum, support academic interventions in partnership with school staff, and strengthen connections with families to aid in early intervention

We recommend a transparent funding model that clearly outlines the percentage contributions from: American Indian State funds, Federal American Indian Education funds, and other District funds (including Achievement & Integration, General Education, etc.)

Strategic Alignment: Advances the district's equity focus by ensuring equitable resource allocation and culturally responsive supports. It directly contributes to closing racial achievement gaps and supports goals related to academic readiness and student engagement.

Funding the New Position



Salary and benefits are approximately \$65,000. We recommend a transparent, balanced*, and sustainable funding model that clearly outlines the contributions from:

- **Achievement & Integration:** Currently \$8,500 is funding the American Indian Coordinator salary, and \$281,500 is funding all the other cultural liaisons, covering 100% of their salaries. Total A&I budget is around \$1.1M and 0.7% is used to fund American Indian Coordinator.
- **General Education or other Funding Streams:** Currently \$0 are funding the AI Coordinator.
- **American Indian State funds:** Currently 47%, or \$51,414 of our \$110,500 is funding the AI Coordinator salary.
- **Federal American Indian Education funds:** Currently 100%, or \$12,993 of funds go to the AI Coordinator salary.

Minnesota Statutes § 124D.74 clearly stipulates that the “American Indian education programs must supplement, not supplant, state and federal educational and cocurricular programs.**” This statutory language requires that **AIEP funds enhance and expand services** for American Indian students, rather than replace existing supports that should be funded by district general education or Achievement & Integration funds.*

Recommendation #2



Evaluation of the American Indian Coordinator Position

AIPAC recommends a formal evaluation of the American Indian Coordinator role, including:

- A comparison of responsibilities with similar district coordinator positions
- A review of compensation relative to scope of work*
- Salary increase consistent with job responsibilities

Minnesota Statutes § 124D.74 (Subdivision 7) mandates that districts operating American Indian education programs must provide **culture and language classes when the enrolled population of American Indian students meets statutory thresholds. This requirement affirms that culture and language instruction should be **district-supported and system-provided**, not dependent solely on an individual staff member (currently the American Indian Coordinator is trying to fulfill this requirement.).*

Strategic Alignment & Benefit: Ensuring equitable staffing structures supports the district's commitment to equitable resource allocation, workforce sustainability, and retaining staff of color. A well-supported coordinator strengthens program implementation and continuity for students and families.

We welcome continued collaboration
and dialogue as we work together to
improve academic outcomes and build
equitable systems.

Chi Miigwech!



TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: February 23, 2026

SUBJECT: First Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults

BACKGROUND

An administrative review of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, has been completed. The current policy adheres to the District's processes and procedures currently in place. This policy was last updated in March of 2023. The District's current policy was reviewed against the MSBA model policy and changes have been made to rearrange policy language in section III, Definitions, as well as minor language changes throughout, and an addition of a Cross Reference.

This policy was also reviewed using the District's Four-Way Equity Test. Unconscious or implicit bias could disadvantage some groups over others without a clear policy governing the rules and regulations around mandated reporting of maltreatment. This policy provides consistent guidelines under Minnesota statutes for reporting maltreatment of vulnerable adults.

RECOMMENDED RESOLUTION

No action needed. This will be brought back for a second reading at a future meeting.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults 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 maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply **fully** with Minnesota Statutes ~~section~~ **section** 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Abuse" means:

- 1. **An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation,**

inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.

- 2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825.**
- 3. Any sexual contact or penetration as defined in Minn. Stat § 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.**
- 4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.**

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.**
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the**

Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).

- D. “Financial Exploitation” means a breach of a fiduciary duty by an actor’s unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor’s failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult’s funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult’s will for the profit or advantage of another.**
- E. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.**
- F. “Mandated reporter” means a professional or professional’s delegate while engaged in education.**
- G. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.**
- H. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.**
- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.**

- J. “School Personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.**
- K. “Vulnerable adult” means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes section 626.5572, Subd. 21(a)(2); (3) receive services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual’s ability to provide adequately for the individual’s own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual’s self from maltreatment.**

~~D. “Neglect” also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.~~

~~E. “Abuse” means:~~

- ~~1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.~~
- ~~2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching,~~

~~biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825.~~

- ~~3. Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.~~
- ~~4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.~~

~~Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.~~

~~F. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.~~

~~G. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services at or from a licensed facility which serves adults required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receive services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program;~~

~~or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.~~

~~H. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.~~

~~I. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.~~

~~J. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.~~

~~K. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).~~

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report, shall to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose not

public data as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.

- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally 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. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy should appear in school personnel handbooks ~~where~~ **as** appropriate.
- B. The school district will develop a method of discussing this policy with employees ~~where~~ **as** appropriate.
- C. This policy should be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures;
Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)

Minn. Stat. § 609.234~~2~~ (Crimes Against Vulnerable Adults; Definitions)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References:

School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 406 (Public and Private Personnel Data)
School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
School District Policy 515 (Protection and Privacy of Pupil Records)

POLICY ADOPTED:

December 14, 2009

POLICY REVIEWED/REVISED:

May 15, 2017; April 16, 2018; March 19, 2019;
April 20, 2020; March 15, 2021; March 21, 2022;
March 20, 2023

Monitoring Method:

Administrative Review

Monitoring Frequency:

Annually

TO: School Board Members

FROM: Brian Schultz, Director of Finance

DATE: February 23, 2026

SUBJECT: Financial Update for FY2024-2025 and Review Fiscal Year 2026-2027 General Fund Budget Framework

BACKGROUND

An update will be provided on the FY2024-2025 audit and preliminary financial results.

A copy of the proposed 2026-2027 General Fund Budget Framework is included in your packet.

The Budget Framework is a guiding document for building the fiscal year 2026-2027 budget. It consists of the strategic framework focus areas, assumptions for enrollment, funding and expenditures, along with specific parameters that are used to develop and guide the budget process.

Overall, budget resources are allocated to help the district make progress toward achieving the items stated in the Strategic Framework, which, in turn, drives the work of district staff and administrators. The five goals of the Strategic Framework and their underlying strategies have been developed so that programming and educational resources are directed toward helping all students achieve their personal goals and academic potential.

Additional commentary will be provided Monday evening.

RECOMMENDED RESOLUTION

Discussion only – no action required at this time.

GENERAL FUND BUDGET FRAMEWORK FOR 2026-2027

INTRODUCTION

The Budget Framework serves as a guiding document for the fiscal year 2026-2027 budget. It consists of strategic focus areas, assumptions, and parameters that are used to develop and guide the budget process. The Budget Framework consists of the following elements:

STRATEGIC FRAMEWORK FOCUS AREAS, which establish school board directives and expectations for the budget.

ASSUMPTIONS, which describe key assumptions regarding revenue and cost drivers as well as directions to principals for site budget development.

PARAMETERS, which provide thresholds or constraints on various revenue and expenditures. Changes to, and/or additional parameters may be authorized during the budget process.

STRATEGIC FRAMEWORK FOCUS AREAS

1. **Focus Area 1** – Establish a district-wide system of social-emotional learning and support.
2. **Focus Area 2** – Build equitable systems and support throughout the district.
3. **Focus Area 3** – Increase E-12 opportunities for career exploration and preparation.

ASSUMPTIONS

ENROLLMENT

1. Projected Adjusted Pupil Units (APU) for 2025-2026 are (5,720).
2. Projected Adjusted Pupil Units (APU) for 2026-2027 are (5,661).

FUNDING

1. Levy revenue will be as adopted in December of 2025.
2. State funding for 2026-2027 will be based on current statutes adjusted for appropriate demographic changes (i.e., enrollment, free/reduced meals, etc.) and estimates for the current legislative session.
3. Compensatory revenue by building will be planned based upon the Department of Education estimates.
4. Integration will be budgeted according to the approved Achievement & Integration plan and tax levies already adopted.
5. All applications for federal programs and other grants will budget indirect cost reimbursement to the school district to the maximum extent allowable.
6. In order for staffing for grant programs to continue, budget managers must provide evidence of their continued funding.

EXPENDITURES

1. Compensatory revenue-funded budgets will be based on State Department of Education funding estimates and site-based decision-making plans reviewed and approved by the Superintendent's Office, CIA, Human Resources & Finance Departments.
2. In order for staffing for grant programs to continue, budget managers must provide evidence of their continued funding. Budget managers must communicate grant renewals and/or funding carryover. The business office will not re-budget those programs without the budget manager's authorization.
3. After the budget is approved, positions that eventually cost less than budgeted may not be "tapped" for other spending. The savings are needed to offset the cost of positions costing more than budgeted.
4. Employee compensation (salary/fringe benefits) will be based on current collective bargaining agreements with appropriate adjustments/estimates for unsettled contracts.
5. Inter-fund cost chargebacks will increase (as allowed under relevant rules, statutes, and laws) such that projected expenditures in the fund that is being charged match expected revenues. Further, if the specific fund has a fund balance that exceeds 10%, chargebacks may access the fund balance amount in excess of 10%. Here again, chargebacks will follow relevant rules, statutes, and laws.
6. Long-term substitute costs will be reallocated (budget and expense) to buildings as charges are incurred.
7. Integration will be budgeted according to the approved Achievement & Integration plan and tax levies already adopted.
8. Technology expenditures will be allocated at year's end to appropriate UFARS programs.

PARAMETERS

1. Cost-containment target: \$2.5 million. This \$2.5 million reduction target is separate from normal enrollment-driven staffing adjustments that occur annually. These are strategic, ongoing reductions designed to ensure financial sustainability.
2. There will be no changes to attendance area boundaries in 2026-2027.
3. There will be no changes to transportation fees in 2026-2027. Currently, transportation fees of \$235 (full year) or \$117 (seasonal) per year, per student, or \$470 per family, per year will be charged to students in grades K-12 residing within district walk boundaries. Students qualifying for free & reduced meals receive a 50% fee waiver.
4. Building allocation amounts for purchased services and supplies per pupil will remain at the 2025-2026 amounts. Purchased services expenditures (postage, copier maintenance, communications, tuition, repairs, mileage, rentals, etc.) & supply expenditures (office supplies, instructional supplies, workbooks, etc.) for non-cocurricular programs at each school will be allocated \$140 per pupil.
5. Co-curricular allocation amounts for purchased services and supplies per pupil will remain at the 2025-2026 amounts. Two Rivers purchased services and supplies for co-curricular programs, which will be allocated \$94 per pupil.
6. Staff allocations for budget development will be based on the February 1, 2026, projected enrollment for 2026-2027.
7. There will be no changes to staffing ratios in 2026-2027. Classroom teacher staffing for schools will be based on the following ratios:

Elementary Classrooms:

90% of elementary classrooms will fall within the following ranges:

K	18-25 students per classroom (district avg. 21.5)
1-2	20-27 students per classroom (district avg. 23.5)
3-4	22-29 students per classroom (district avg. 25.0)

Middle School Classrooms:

75% of middle school classrooms will not exceed the following class sizes:

Core Programs (Science, Soc. Studies, Lang. Arts, Math)	31
Non-Core (Music, Art, Phy. Ed., FACS, Tech. Ed., World Lang.)	Variable

- 5th and 6th grades based on sections per the approved Middle School model schedule.

High School Classrooms:

75% of high school classrooms will not exceed the following class sizes:

Core Programs (Science, Social Studies, Language Arts, Math)	33
Non-Core (Music, Art, Phy. Ed., FACS, Tech. Ed., World Lang.)	Variable

Financial Update for FY24-25 & General Fund Budget Framework for FY26-27

Feb 23, 2026



Why We're Here

Today

- ❑ Review the FY2024-25 financial results and timeline of audit
- ❑ Share the FY2025-26 revised budget process and timing
- ❑ Deliver a set of recommended budget assumptions and parameters for FY2026-27
- ❑ Preparatory work to begin building the FY2026-27 general fund budget
- ❑ No action sought this evening - Approval of budget parameters at next meeting
- ❑ Overall district budget approval sought in May/June (preliminary) and June (final)



Financial Results

- ❑ Audit completion timeline
 - Where we are in the process
 - April 20th board meeting

- ❑ FY26 revised budget
 - FY25 results, contract settlements/parameters, budget & enrollment monitoring
 - April or May for final recommended revisions



2024-25 Financial Results

	2024-25 Revised Budget	2024-25 Results	Over/(Under) Budget
Revenue			
General Fund	100,584,188	105,582,078	4,997,890
Food Service	4,878,836	4,872,055	(6,781)
Community Ed	5,659,014	6,103,281	444,267
Construction	16,348,098	17,521,773	1,173,675
Debt Service	10,333,734	10,493,816	160,082
Expenditures			
General Fund	99,907,909	105,942,045	6,034,136
Food Service	4,760,049	4,730,025	(30,024)
Community Ed	5,631,472	6,032,912	401,440
Construction	1,848,808	6,022,908	4,174,100
Debt Service	10,207,623	10,205,248	(2,375)
Operating result			
General Fund	676,279	(359,967)	(1,036,246)
Food Service	118,787	142,030	23,243
Community Ed	27,542	70,369	42,827
Construction	14,499,290	11,498,865	(3,000,425)
Debt Service	126,111	288,568	162,457



2024-25 Financial Results



	Beginning Fund Balance	FY25 Operating Result	Ending Fund Balance
General Fund	5,894,782	(359,967)	5,534,815
Food Service	706,889	142,030	848,919
Community Ed	911,190	70,369	981,559
Construction	-	11,498,865	11,498,865
Debt Service	1,996,077	288,568	2,284,645

General Fund Reserves	FY24	FY25
Student Activities	164,156	175,184
Staff Development	271,019	267,408
Literacy Incentive Aid	260,361	199,250
Operating Capital	84,577	-
School Library Aid	86,666	-
Literacy Aid - Read Act	-	211,402
Tchr Comp - Read Act	-	82,149
LTFM	1,690,654	1,302,054
Medical Assistance	507,208	429,902
Non-Spendable	491,402	531,659
Unassigned	2,338,739	2,335,807
Total	5,894,782	5,534,815

FY2026-27 Framework assumptions & parameters

- Strategic framework
- Enrollment
- Levy
- State funding
- Employee compensation
- Staffing/class size ratios
- Cost containment target



Cost containment



Context, Not Crisis

This is a strategic cost containment cycle designed to ensure long-term sustainability, not an emergency response.



Buying Power Reality

While the budget will grow next year in absolute dollars, inflation means our actual purchasing power is declining.



Budget Parameters

The primary purpose for today's session is to seek the board's approval on the parameters that will be used to build the FY2026-27 budget.



What This Isn't

This is **not** a discussion of specific cuts, positions, or programs. Those decisions and communication there of will follow the board's approval of the parameters and associated contractual language.



The Budget Reality

School districts nationwide are navigating an unprecedented fiscal environment where traditional funding models no longer align with operational realities.



Rising Operational Costs

Inflation continues to drive up costs across all categories: salaries, benefits, transportation, utilities, and insurance premiums are all increasing significantly.



State Funding Gap

State funding has not kept pace with inflation or the true cost of delivering quality education over time, creating a structural imbalance.



Regional Trend

Many districts across our region and state are facing similar challenges, making this a shared challenge requiring thoughtful, strategic responses.

Projections with no changes

West St. Paul Public School District Five Year General Fund Budget Projection Summary

Definitions	Actual 2023-2024	Budget 2024-2025	Projected 2025-2026	% Chg	Projected 2026-2027	% Chg	Projected 2027-2028	% Chg	Projected 2028-2029	% Chg	Projected 2029-2030	% Chg
Revenue	\$90,869,305	\$104,414,078	\$110,484,158	5.8%	\$111,198,625	0.6%	\$111,963,970	0.7%	\$113,369,504	1.3%	\$114,522,142	1.0%
Expenditures	\$93,289,581	\$104,774,045	\$108,735,654	3.8%	\$112,470,405	3.3%	\$115,878,675	3.0%	\$119,427,249	3.1%	\$123,123,026	3.1%
Revenue Over (Under) Expenditures	(\$2,420,276)	(\$359,967)	\$1,748,503		(\$1,271,780)		(\$3,914,704)		(\$6,057,745)		(\$8,600,884)	
Fund Balance	\$5,894,782	\$5,534,815	\$7,283,318		\$6,011,538		\$2,096,834		(\$3,960,911)		(\$12,561,795)	
Assigned Fund Balance	\$3,556,043	\$3,199,008	\$3,091,676		\$2,822,777		\$2,434,121		\$1,986,684		\$1,461,526	
Unassigned Fund Balance	\$2,338,739	\$2,335,807	\$4,191,642		\$3,188,761		(\$337,286)		(\$5,947,595)		(\$14,023,321)	
Percent Unassigned	2.5%	2.2%	3.9%		2.8%		-0.3%		-5.0%		-11.4%	

Cost Containment Target

\$2.5M

Reduction Target

Total cost containment goal for Fiscal Year 2027

This \$2.5 million reduction target is separate from normal enrollment-driven staffing adjustments that occur annually. These are strategic reductions designed to ensure financial sustainability.

Our focus is on creating **long-term sustainability**, not implementing short-term fixes that would require repeated painful adjustments in future years.

Projections with \$2.5M in reductions

West St. Paul Public School District Five Year General Fund Budget Projection Summary

Definitions	Actual 2023-2024	Budget 2024-2025	Projected 2025-2026	% Chg	Projected 2026-2027	% Chg	Projected 2027-2028	% Chg	Projected 2028-2029	% Chg	Projected 2029-2030	% Chg
Revenue	\$90,869,305	\$104,414,078	\$110,484,158	5.8%	\$111,198,625	0.6%	\$111,963,970	0.7%	\$113,369,504	1.3%	\$114,522,142	1.0%
Expenditures	\$93,289,581	\$104,774,045	\$108,735,654	3.8%	\$109,970,405	1.1%	\$113,378,675	3.1%	\$116,927,249	3.1%	\$120,623,026	3.2%
Revenue Over (Under) Expenditures	<u>(\$2,420,276)</u>	<u>(\$359,967)</u>	<u>\$1,748,503</u>		<u>\$1,228,220</u>		<u>(\$1,414,704)</u>		<u>(\$3,557,745)</u>		<u>(\$6,100,884)</u>	
Fund Balance	\$5,894,782	\$5,534,815	\$7,283,318		\$8,511,538		\$7,096,834		\$3,539,089		<u>(\$2,561,795)</u>	
Assigned Fund Balance	\$3,556,043	\$3,199,008	\$3,091,676		\$2,822,777		\$2,434,121		\$1,986,684		\$1,461,526	
Unassigned Fund Balance	\$2,338,739	\$2,335,807	\$4,191,642		\$5,688,761		\$4,662,714		\$1,552,405		<u>(\$4,023,321)</u>	
Percent Unassigned	2.5%	2.2%	3.9%		5.2%		4.1%		1.3%		-3.3%	

Proposed Budget Parameters

While the specifics are included in greater detail in the board packet, highlights from the proposed budget parameters include...

Class Size Protection

Class size parameters are proposed to remain unchanged. This was a clear priority for the district and in the feedback we received.

\$2.5 million Reduction

Classrooms and direct student instruction remain our top priority. Budget adjustments will be strategically directed away from core instructional positions.

Supply budgets

While we recognize inflation reduces the buying power of existing budget levels, we recommend freezing supply budgets to keep the focus on retaining people over materials.

District Absorption

District-level budgets continue to absorb a majority of reductions, minimizing the impact on individual school sites and classrooms.

FY2026-27 General Fund Budget Framework -

Summary

Purpose: Provide a structured, fiscally responsible guide for developing the FY 2026–27 General Fund budget aligned to district priorities

Key Assumptions and Parameters:

- Projecting a slight enrollment decline
- Levy and state funding per current statutes and adopted plans
- Staffing and compensation per collective bargaining agreements with estimates for unsettled contracts
- No changes to staffing ratios

Financial Sustainability: \$2.5 million cost containment target through strategic, ongoing reductions





TO: School Board Members
FROM: Superintendent Peter Olson-Skog
DATE: February 23, 2026
SUBJECT: Legislative Update

BACKGROUND

Superintendent Olson-Skog will provide the board with an update on the school district's legislative priorities and early actions in the 2026 legislative session.

RECOMMENDED RESOLUTION

No action needed. For informational purposes only.