

Regular Meeting
Monday, March 2, 2026 6:00 PM

Council Chambers
City of Mendota Heights
1101 Victoria Curve
Mendota Heights, MN 55118

Agenda

1. Listening Session - 5:00 p.m.
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.
Presenter: Sarah Larsen, Chair
3. Approval of the Agenda
Presenter: Sarah Larsen, Chair
4. Approval of the Consent Agenda
Presenter: Sarah Larsen, Chair
 - 4.A. Approval of Minutes of the February 23, 2026 School Board Meeting
 - 4.B. Approval of Personnel Recommendations
 - 4.C. Second Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults
5. Listening Session Report - 6:05 p.m.
6. Recognitions - 6:10 p.m.
Presenter: Peter Olson-Skog, Superintendent
7. Student Representatives' Report - 6:20 p.m.
Presenter: Evangeline Fuentes and Rhys Walsh
8. Superintendent's Report - 6:30 p.m.
Presenter: Superintendent Peter Olson-Skog
9. Social-Emotional Learning (SEL) Focus Area Update - 6:40 p.m.
Presenter: Sara Lein, Director of Special Programs
10. School Health Advisory Committee (SHAC) Update - 7:10 p.m.
Presenter: Stacie O'Leary, District School Health Services Coordinator
11. Legislative Priorities Overview - 7:25 p.m.
Presenter: Peter Olson-Skog, Superintendent
12. Approval of Budget Framework - 7:40 p.m.
Presenter: Brian Schultz, Director of Finance
13. Approval of Agreement between School District 197 and Child Nutrition Staff - 8:10 p.m.
Presenter: Tye Michaels, Director of Human Resources
14. Adjournment - 8:15 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, February 23, 2026
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, February 23, 2026 beginning at 5:00 p.m. pursuant to due notice.

The meeting was called to order by current Vice-Chair Vaupel at 5:00 p.m. The following School Board members were present: Tim Aune, Byron Schwab, Jon Vaupel, Marcus Hill, Randi Walz. School Board members absent: Sarah Larsen, Morgan Steele. Superintendent Peter Olson-Skog was present. Student representatives Rhys Walsh and Evangeline Fuentes were present.

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

Agenda

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

Aye: Tim Aune, Marcus Hill, Byron Schwab, Jon Vaupel, Randi Walz

Nay: none

The motion carried (5-0)

Consent Agenda

Approval of TRHS Wrestling 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 February 9, 2026 School Board Regular Meeting Minutes
- Approval of Gifts to the District
- Approval of ATPPS Update
- Approval of Joint Powers Agreement with Dakota County for Childhood Vaccinations
- Approval of TRHS Key Club Field Trip
- Approval of TRHS Model UN Field Trip
- Administrative Review of Policy 526, Hazing Prohibition
- Administrative Review of Policy 806, Crisis Management
- Approval of TRHS Wrestling Field Trip

Aye: Tim Aune, Marcus Hill, Byron Schwab, Jon Vaupel, Randi Walz

Nay: none

The motion carried (5-0)

Comments to the School Board

There were no comments to the School Board.

Recognitions

Members of the Mendota Elementary Black History Month Choir performed “I Can See Clearly Now” and were recognized for another terrific performance given to School District 197 audiences. The group, under the direction of Music Teacher Patrick Hayes, has also performed recently at the Martin Luther King, Jr. Day of Service Event at Two Rivers High School and the Black History Month Luncheon held at Mendota Elementary.

Presentation of AIPAC Vote of Concurrence or Non-Concurrence

The American Indian Parent Advisory Committee (AIPAC), presented to the School Board regarding the District’s American Indian Education Program and compliance with statutory requirements. Representing 161 identified American Indian students in ISD 197, the committee voted Non-Concurrence, determining that the District is not fully meeting the needs of American Indian students and submitted formal recommendations for improvement. The first recommendation calls for the creation of a second dedicated position to support American Indian elementary students, along with the development of a transparent and sustainable funding model that aligns with statutory requirements that funds supplement, not supplant, existing services. The second recommendation requests a formal evaluation of the American Indian Coordinator position, including a review of responsibilities and compensation, to ensure equitable staffing structures and sustained program effectiveness.

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

Tye Michaels, Director of Human Resources, presented the first reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, to the School Board. An administrative review confirmed the policy aligns with current District processes and procedures and reflects updates made after comparison with the MSBA model policy, including reorganization of definitions, minor language revisions, and the addition of a cross reference. The policy was also reviewed using the District’s Four-Way Equity Test to ensure consistent guidelines and reduce the potential for unconscious or implicit bias in mandated reporting practices under Minnesota statutes. No action was required at this time, and the policy will return for a second reading at a future meeting.

Discussion of Budget Framework, Long Range Budgeting, and Levies

Brian Schultz, Director of Finance, presented a financial update for FY2024-25 and the proposed General Fund budget framework for FY2026-27, outlining audit timelines, revised budget processes, and long-range planning assumptions. The FY2024-25 results reflect a projected General Fund operating deficit of \$359,967 and an ending fund balance of \$5,534,815, with multi-year projections indicating structural budget challenges if no changes are implemented. To address these pressures, the framework proposes a \$2.5 million cost containment target for FY2026-27, separate from enrollment-driven adjustments, to ensure long-term financial sustainability. Key parameters include maintaining current class size ratios, prioritizing direct student instruction, freezing supply budgets, projecting slight enrollment declines, and aligning staffing and compensation with collective bargaining agreements.

Legislative Update

Superintendent Olson-Skog presented a Legislative Update to the board, highlighting three key areas of advocacy for School District 197: fund flexibility, compensatory revenue, and repealing the required cut to Special Education funding. Fund flexibility advocates for the mobility of excess funds out of the construction fund, whose major projects have been completed, into the general fund with the goal of approaching a board-approved balance. Compensatory revenue is critical funding for districts and serves students who meet certain economic criteria; as it stands, School District 197 stands to lose up to \$750,000 in funding based on the new formula of calculation, regardless of how student economic demographics have not changed drastically from one year to the next. Lastly, the state faces a \$250 million cut to Special Education funding. The administration is advocating for urgency in these legislative moves, as the district is planning for staffing now but the legislative task forces aren’t scheduled to approve these fiduciary items until October.

Adjournment

It was moved by Mr. Schwab and seconded by Ms. Walz to adjourn the meeting at 6:48 p.m.

Aye: Tim Aune, Marcus Hill, Byron Schwab, Jon Vaupel, Randi Walz

Nay: none

The motion carried (5-0)

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, March 2, 2026 at 6:00 p.m. It will be held at the City of Mendota Heights Council Chambers, 1101 Victoria Curve, Mendota Heights, MN. *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: Tye Michaels, Director of Human Resources

DATE: March 2, 2026

SUBJECT: Personnel Recommendations

The following personnel items are recommended for approval on March 2, 2026 at the School Board Meeting.

Non-Licensed Employment

- Amouzou, Tchotcho - 6.25 hours a day Special Education Paraprofessional at Friendly Hills Middle School at an hourly rate of \$23.21 effective February 17, 2026.
- Duffee, Deanna - 5.75 hour a day Special Education Paraprofessional at Two Rivers High School at an hourly rate of \$23.21 effective February 17, 2026.
- Ferris, Isaiah - 8 hours a day Buildings and Grounds worker districtwide at an hourly rate of \$20.71 effective January 26, 2026.
- Kurth, Maricel - 3.75 hours a day Kitchen Assistant at St. Joseph's at an hourly rate of \$18.48 effective February 09, 2026.
- Lao, Jane - 7 hours a day School Health Professional at Somerset Elementary School at an hourly rate of \$47.74 effective February 17, 2026.
- Leiva, Iris - 5.75 hours a day Special Education Paraprofessional at Two Rivers High School at an hourly rate of \$23.21 effective February 17, 2026.
- Wolf, Laura - 8 hours a day LTS Administrative Assistant at Two Rivers High School at an hourly rate of \$24.73 effective February 9, 2026 through June 12, 2026.

Licensed Employment

- Ritzer, Jenna - 1.0 FTE LTS 1st Grade Teacher at Mendota Elementary School at a prorated salary of \$18,507.77 effective February 23, 2026.
- Ziegler, Ari - 1.0 FTE Building Reserve Substitute at Pilot Knob STEM Elementary at a prorated salary of \$19,535.98 effective February 17, 2026.

Non-Licensed Resignation, Retirement, Termination

- Baggot, Lynn - School Health Professional at Pilot Knob STEM Elementary retirement effective June 4, 2026.
- Schwartz, Anthony - Buildings and Grounds worker at Heritage Middle School termination effective February 12, 2026.
- Simonson, Andria - Special Education Paraprofessional at Pilot Knob STEM Elementary resignation effective February 24, 2026.

Licensed Resignation, Retirement, Termination

- Parker, Victoria - Special Education Teacher at Friendly Hills Middle School, resignation effective June 9, 2026.
- Scott, Michael - Orchestra Teacher at Two Rivers High School, retirement effective June 9, 2026.
- Johnson, Sherri - Physical Education Teacher at Heritage Middle School, retirement effective June 9, 2026.
- Stewart, Mark - Spanish Teacher at Two Rivers High School, retirement effective June 9, 2026.



TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: March 2, 2026

SUBJECT: Second 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. A first reading was presented to the board at their February 23, 2026 meeting. No changes were recommended. As such, it was moved to the consent agenda for the second and third reading.

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 final 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



Strategic Framework Social Emotional Learning *Implementation Targets*

2025-2026

March 2, 2026

Presented By:

Sara Lein, Director of Special Services

Jennifer Veenendall, Assistive Technology Specialist and Lead Occupational Therapist

Focus Areas

1

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

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

Focus Area: Social-Emotional Learning

1

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

Integrated SEL with Academic Instruction

Supportive Discipline

Authentic Family Partnerships

Aligned Community partnerships



INDICATORS OF SCHOOLWIDE SEL

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

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

1

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

Integrated SEL with Academic Instruction

1

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

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

Objective:

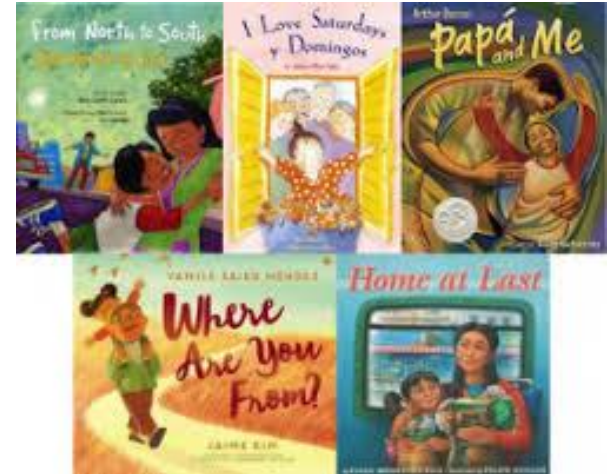
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.

Integrated SEL with Academic Instruction

Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)

The diverse trade books—spanning topics such as disability, family structure, culture, gender, and life experiences—help students develop empathy, social-emotional skills, and an inclusive mindset while reflecting the realities of their own and others' lives.

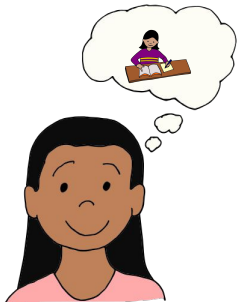
Important in creating environments where every child feels **valued**, **respected**, and **connected**.




Integrated SEL with Academic Instruction

Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.

Specific Teaching Strategies





Executive Function Toolbox

Strategies and Accommodations for Student Success

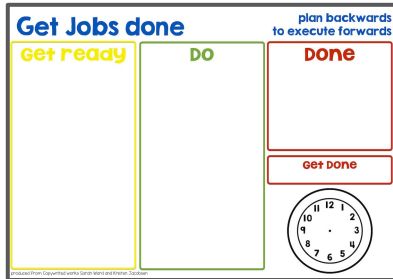
Teach Strategies

- READ A ROOM** Situational Awareness
S.T.O.P. Strategy (Sara Ward): Space, Time, Objects, and People. Noticing these elements helps students participate appropriately, follow instructions, determine how others are feeling, and understand the context of a task.
- MENTAL PICTURES** Working Memory and Planning
Visualize Executive Function: A powerful strategy for thinking ahead (future thinking), organizing information, and controlling focus. It involves creating a mental image of the desired outcome or the steps required.
- BREAK DOWN TASKS** Organization and Initiation
11 Tips on Breaking Down Tasks: Makes work less overwhelming, giving a clear plan to follow. Supports task initiation, focus, and persistence.
- MAKE TASKS VISUAL** Working Memory
Turns abstract into concrete, easy-to-follow maps, supporting working memory and organization. See visual examples under Environmental Accommodations.
- STRUCTURE, ROUTINES, FRAMEWORKS** Cognitive Load and Self Regulation
Automates everyday tasks, reducing the cognitive load. This allows the student to conserve mental energy for higher-level skills like planning, problem-solving, and emotional regulation. How to...
- REMOVE SUPPORTS GRADUALLY** Fading Supports
"I Do, We Do, You Do": Fading supports slowly transfers the responsibility for planning, organizing, and self-monitoring from the teacher to the student, promoting independence.
- TEACH METACOGNITION** Self-Awareness
"Thinking about thinking" gives the student the awareness and control over their cognitive processes. This skill is critical for self-correction and strategy selection. 3 Ways to Teach Metacognition

Integrated SEL with Academic Instruction

Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.

Environmental Accommodations



Executive Function Toolbox

Strategies and Accommodations for Student Success

Provide Environmental Accommodations

- SENSORY MODULATION TOOLS** (Emotional Regulation and Focus)
Provides targeted sensory input to help regulate alertness and emotional state, improving focus, attention, and ability to engage in complex tasks. Heavy Work opportunities are typically organizing to the brain and body. (Consult with OTs for individualization.)
- VISUALS TO SUPPORT FUTURE THINKING** (Planning and Goal Setting)
Get Ready, Do, Done visual planning template (Cognitive Connections) teaches students how to approach and complete multi-step tasks by planning backward from the end goal ("Done").
- PICTURE-BASED TOOLS** (Sequencing and Working Memory)
Visual Schedules and Checklists help students visualize the sequence of actions, maintaining a focus on the next required action to reach the end.
- TIME TRACKERS** (Time Management/Pacing)
Visual Timer or the 360 Thinking Time Tracker makes the abstract concept of elapsed time physically visible. This helps the student better manage effort and pace.
- STRUCTURE, ROUTINES, FRAMEWORKS** (Self-Monitoring/Initiation)
Wearable Device Study: Vibrating watches provide discreet, non-verbal, and consistent physical reminders to check a schedule, transition to a new activity, or initiate a task, compensating for weaknesses in time awareness and self-monitoring.

KEY RESOURCES AND TOOLS

- S.T.O.P.
- BREAK IT DOWN
- FADING
- METACOGNITION
- VISUALIZE
- ROUTINES
- TIMERS
- SCHEDULES
- HEAVY WORK
- READY, DO, DONE

Supportive Discipline

1

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

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

Objectives:


- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

Supportive Discipline

Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

Sensory-based Classroom Considerations





Sensory Toolbox

Classroom Adaptations and Activities/Tools to Consider for Student Success

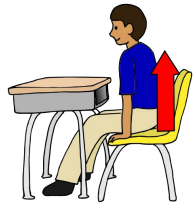
Classroom Considerations


- Physical Seating and Positioning**
 - Create buffer zones for students sensitive to touch (end of row, carpet)
 - Seat students away from high-traffic areas, such as the pencil sharpener, sink, trash can, hallway
 - Wall-facing for students easily distracted by peer movement
 - Back-to-the-wall seating for students feeling anxious about unseen movement behind them
 - Floor tape or individual rugs to clearly define physical space
 - Flexible seating options for individual student preferences
- Visual Environment**
 - At least 40% of wall space clear (high-contrast posters and hanging decorations can cause visual noise)
 - Consistent, predictable daily schedule at eye level.
 - "First/Then" boards to help students mentally prepare for upcoming transitions.
 - Use as much natural lighting as possible, dim lighting/twinkle lights to create calmer space
 - Curtains or bins to hide cluttered shelves
- Auditory Considerations**
 - Dampen sound with tennis balls or felt on chair leg bottoms.
 - Add soft elements to absorb sound and reduce echoes.
 - Provide 5 and 1 minute verbal or visual warning before loud sounds such as bells or moving to loud environments
 - Position sensory-sensitive students away from electronic or mechanical devices that make subtle sounds
 - Background relaxing music during independent work times
- Transitions and Flow**
 - Line placement at either front or back
 - Staggered departures to avoid chaotic rush or noise
 - Clear pathways to ensure incidental touch is minimal
 - breathing routine: 4-7-8 breathing together as a class (transition)
 - Embed a movement break into the classroom routine
 - Hold an object during hallway transitions
- Olfactory/Smell**
 - Encourage a "no perfume/cologne" policy and use unscented cleaning supplies or dry-erase markers when possible
 - If the classroom is near the cafeteria, keep the door closed during lunch prep times to prevent strong food odors from drifting in.
- Instructional Delivery**
 - Reduce verbal load by pairing verbal instructions with a simple written list or icons on the board.
 - Non-verbal hand signals for common needs (e.g., bathroom, water), reducing the noise level / chatter in the room
 - Sit in the student's chair or sit on the carpet where they spend their time. You might notice a flickering light, a draft, or a distracting reflection that isn't visible from a standing adult's perspective.

Supportive Discipline

Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

Sensory and Movement Activities and Tools



 **Sensory Toolbox**
Classroom Adaptations and Activities/Tools to Consider for Student Success

Sensory and Movement Activities and Tools

The Calmers

Pressure to muscles and joints is almost always grounding and calming. Use these when a student is "high energy," anxious, or physically restless. Consider wall or chair push-ups, chair dips, weighted lap pads (with monitoring and family permission), resistance bands on chair legs, resistive putty or dough, and weighted deliveries.

The Regulators

Movement and balance activities can be either alerting or calming. These tools help students who "crave" movement and find it hard to sit still. Consider wobble stools, wiggle cushions, stability balls to sit on in the classroom, and sensory paths to provide structured sequences of movement and Yoga cards as a quick whole-class movement break providing both movement and balance challenges.

The Focusers

Tactile tools help students filter out background distractions by giving their hands something "neutral" to do. Consider Velcro under the desk or table for discrete tactile input, quiet fidgets, texture squares, or task-specific sensory bins.






The Stabilizers

Input through the mouth or ears can quickly "reset" a student's nervous system. Consider chewable jewelry (with family permission), sports water bottles, noise cancelling headphones (or Loops), and crunchy/chewy/sour snacks.

Sensory Jobs

Build sensory input into "jobs" so the student doesn't feel singled out. Consider jobs such as stacking/unstacking chairs, making deliveries to other classrooms or the office, returning stacks of books to the library, cleaning whiteboards, shelving books, etc.

KEY RESOURCES AND TOOLS

				
CALMING HEAVY WORK ACTIVITIES	REGULATING MOVEMENT SEQUENCES	THE OT TOOLBOX CLASSROOM SENSORY STRATEGIES TOOLKIT	NOT-TOO-OVER STIMULATING MOVEMENT BREAK	TRANSITION MOVEMENT IDEAS

Aligned Community Partnerships

1

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

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

- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).

Aligned Community Partnerships

Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



Community members (including a physician, retired teacher, parent), school staff, board member, and partners in health and mental health (Riverland Clinic, 360 Communities, Associated Clinic of Psychology, and PhaseZero chemical health counseling.)

Feedback:

- Importance of common language and practices
- Involve families and community members with concrete, tangible messages - family discussions
- Message is best from teachers or school where students attend - from someone who cares and knows the child
- SEL work is connected to student success

Authentic Family Partnerships

1

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

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

Objectives:

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

Authentic Family Partnerships

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

Researching best practices and gathering feedback.

- Feedback from School Health Advisory Committee
- Input from students
- Survey Data
- Resources and consultation from CASEL - Collaborative for Academic, Social, and Emotional Learning

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



Garlough Team - Principal Libby Huettl, Parent/Paraprofessional Alison Gravalin, Cultural Liaison Xiomara-Calderon.



UNIVERSITY OF MINNESOTA

1

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



INDICATORS OF SCHOOLWIDE SEL

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

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

Questions?



School Health Advisory Council (SHAC)

Presented to the School Board March 2, 2026
By Stacie O'Leary, District School Health Services Coordinator

Purpose



To provide opportunities, facilitate collaboration and promote communication among the district, community and parents in order to ensure high quality health programs in every school.

Team Members



Stacie O'Leary	Health Coordinator, Community member	Luke Forester	Resource Officer
Anna Milz	Parent/Pediatrician, Community member	Sara Lein	Director of Special Services
Beth Reilly	Dakota County Public Health Supervisor	Byron Schwab	School Board Member, Community member
Kelly Johnson	ACP - Director of Community and School-Based Services	Keri Otterson	360 Communities Partners for Success Supervisor
Tracy Westman	Retired Physical Education teacher (DAPE), Community member	Sara Blair	Director of Communications, Community member
Pat Schoon	Metropolitan State University Professor, Community member	Austin Hatch/ Bethany Uecker	Licensed Alcohol and Drug Counselor, Phase Zero
Steve Goldade	Principal - Mendota, Community member	Ben Kusch	Tri-District Coordinator

SHAC Vision and Mission



Vision

Coordination of health professionals, community and school members that actively work on ensuring healthy and safe learning environment for all students.

Mission

To provide a healthy and safe environment where all students achieve their personal goals and academic potential by maintaining healthy attitudes and behaviors.

WHOLE SCHOOL, **WHOLE COMMUNITY**, WHOLE CHILD

A collaborative approach to learning and health



The whole school whole community whole child approach is a national initiative occurring in many school districts around the country. MDH and CDC strongly encourage school districts to use this tool.

2025- 2026 School Year



- School based health clinic at Two Rivers
- Combined advisory group with the school health advisory group
- Strengthened partnerships for collaborating with Riverland Clinic
- District's Wellness Program site based projects
- Staff immunization clinics at schools (flu and covid)
- SHIP grant funding

School Based Health Center Advisory Committee



- Meeting for three years to explore the needs and concept of a clinic in the school.
- 6 meetings this year plan to meet quarterly next year
- Adding operational meetings monthly (smaller group)

Nicole Acuna-Coto - Licensed School Nurse

Shawna Hedlund - State advisory

Whitney Kinsey - Practitioner at Warrior Care

Stacie O'Leary - Health Service Coordinator

Kassy Podvin and Beth Reilly - Dakota County

Tegan Presley - Medical Director, Practitioner at Warrior Care and parent

Lori Zook - CFO Riverland Community Center

Sara Blair - Communications Manager

Ella Hoffman and Amira Mohamed - students

Sara Lein - Director of Special Services

Thomas Orth - Associate Principal

Sarah Torres - CEO Riverland FQHC

Jennifer Vaupel - Parent and outside practitioner

Warrior Care

Sarah Torres

CEO of Riverland Community Health
Federally Qualified Health Center
Warrior Care partner



VIDEO LINK

"The clinic was very helpful because it was easy to access at school and take control of my health without having to wait for my parents to take me to an appointment that takes such a long time to do outside of school" - Ella Molina, 10th grade

Questions?



TO: School Board Members

FROM: Peter Olson-Skog, Superintendent

DATE: March 2, 2026

SUBJECT: School District Legislative Priorities for the MN 2026 Legislative Session

BACKGROUND

This agenda item provides an overview of School District 197's 2026 legislative platform and outlines our priorities for the upcoming legislative session. The platform reflects current fiscal realities and focuses on stability, predictability, and responsible stewardship.

Financial Context

Districts across Minnesota continue to operate in a challenging environment shaped by:

- Inflationary pressure on goods and services
- Rising healthcare and labor costs
- Federal funding uncertainty
- Structural cross-subsidies in special education and other categorical programs
- Formula changes that are producing volatility unrelated to actual student need

Recent legislative investments were significant and appreciated. Much of that funding addressed long-standing structural gaps. However, it did not create excess capacity in district budgets.

Cost growth continues to outpace formula growth, and formula instability is creating budgeting challenges for FY2027.

Our legislative priorities focus on maintaining stability during this period.

Legislative Priorities

1. Extend Compensatory Revenue Hold Harmless for FY2027

The shift to direct certification counts in the compensatory revenue formula has created significant funding swings between districts.

For ISD 197:

- Current projections from MDE and internal analysis indicate a potential loss of approximately **\$500,000 to \$750,000 in FY2027**.
- This projected loss is driven by a counting methodology change, not by a meaningful decline in student poverty.

At the same time, some districts experienced substantial increases that were not aligned with comparable demographic shifts. The resulting redistribution has created instability across the system.

Districts are making staffing decisions now for the upcoming school year. Delayed legislative action would create unnecessary disruption.

Request: Early passage of a FY2027 hold harmless provision to provide stability while a long-term solution is finalized.

2. Establish Greater Fund Balance Flexibility

School districts operate within multiple restricted funding streams that limit how dollars may be used, even when overall district finances are under pressure.

ISD 197 has a specific example illustrating this challenge.

The School Board approved a levy to complete internal air quality improvements at two district schools. Through careful planning and disciplined execution, those projects were completed significantly under projected cost.

As a result:

- Excess funds remain in a restricted internal air quality (IAQ) account.
- Under current law, those dollars may only be used for similar future projects.

These funds are one-time in nature and are not part of our ongoing revenue stream.

Under current law, the funds must either remain restricted or be returned. If the flexibility we are seeking is not granted, the administration will strongly recommend keeping the funds in the restricted budget for future IAQ projects. Returning the funds, given they are one-time funds, would create significant volatility with a one-year reduction in taxes followed by an equal or greater increase the next year. That type of volatility does not serve taxpayers, schools, or students well. If approved, the flexibility we are seeking will maximize the dollars we can spend on the classroom and reduce the needed budget reductions to balance the budget and maintain an adequate fund balance.

Request: Legislative authority to redirect excess, one-time restricted funds into the general education account to strengthen overall fund balance stability and reduce the scale of program reductions.

This is not a request for new revenue. It is a request for flexibility in managing existing dollars.

3. Repeal the Proposed \$250 Million Reduction

The proposed \$250 million statewide reduction would undermine recent progress made in reducing structural funding gaps, particularly in special education and other categorical programs.

Districts already cross-subsidize special education and other mandated services using general education dollars. Recent legislative action helped reduce that burden.

A statewide reduction would:

- Recreate structural shortfalls
- Increase cross-subsidization
- Place additional pressure on general education programming

At a time of ongoing fiscal uncertainty, further reductions would increase instability for districts statewide.

Request: Repeal the proposed \$250 million reduction to preserve recent progress and maintain stability in school funding.

Summary

School District 197's 2026 legislative platform is focused on:

1. Extending compensatory revenue hold harmless for FY 2027
2. Establish greater fund balance flexibility (no increase revenue, just shifting from one fund to another)
3. Repeal the proposed statewide reduction in special education

These priorities are grounded in stability, equity, and responsible fiscal management. They are intended to protect students, maintain predictable budgeting, and ensure continued stewardship of taxpayer resources.

RECOMMENDED RESOLUTION

No resolution is needed.



TO: School Board Members

FROM: Brian Schultz, Director of Finance

DATE: March 2, 2026

SUBJECT: Approval of Fiscal Year 2026-2027 General Fund Budget Framework

BACKGROUND

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. It was presented to the board during their meeting on February 23, 2026.

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 was provided and discussed during the February 23rd meeting.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve the FY2026-2027 General Fund Budget Framework as presented.

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 District 197 School Board Members
FROM: Tye Michaels, Director of Human Resources
DATE: March 2, 2026
SUBJECT: 2025-2027 Child Nutrition Contract Settlement

BACKGROUND

The administration recommends approval of a tentative agreement with the School District 197 Service Employees International Unit, Local No. 284, Child Nutrition, which consists of approximately 40 employees, for the 2025-2027 contract years. The union has ratified this tentative agreement.

This agreement includes an increase in salary for both years of the contract according to the increase in steps as outlined below:

- Salary Schedule
 - 1.75% - Year 1
 - 1.25% - Year 2
- Certification Pay
 - Level III: add: \$0.25
 - Level IV add: \$0.30
- Holiday:
 - New Year's Eve
- Insurance:
 - Effective July 1, 2026, key changes for all covered employees include
 - Copays
 - \$40.00 (office visit)
 - \$100 (emergency room)
 - Single Coverage
 - \$1000 deductible
 - \$2500 maximum out-of-pocket
 - Single +1/Family
 - \$2000 deductible
 - \$7000 maximum out-of-pocket
 - Actuarial value: 82.5%
 - There were also increases in prescription rates
 - District contribution remains at 95% Single and 80% Single plus one and Family

Other minor language changes were made.

RECOMMENDED RESOLUTION

BE IT RESOLVED that the School Board of Independent School District 197 approve the presented tentative agreement between School District 197 and the School District 197 Service Employees International Unit, Local No. 284, Child Nutrition, for the 2025-2027 contract years.