

Regular Meeting and Work Session
Monday, March 16, 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 March 2, 2026 School Board Meeting
 - 3.B. Approval of Personnel Recommendations
 - 3.C. Approval of December 2025 Accounts Payable Report
 - 3.D. Approval of December 2025 Treasurer's Report
 - 3.E. Approval of February 2026 Wire Transfers Report
 - 3.F. Final Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults
 - 3.G. Administrative Review of Policy 522, Sex Nondiscrimination, Title IX Grievance Procedures and Process
4. Comments to the School Board - 5:05 p.m.
Presenter: Sarah Larsen, Chair
5. Approval of Achievement and Integration (A&I) Budget and Plan - 5:10 p.m.
Presenter: Peter Mau, Assistant Superintendent; Kevin Sheridan, Educational Equity Coordinator
6. Wellness Committee Update - 5:30 p.m.
Presenter: Meghan Bernard, Sustainability Manager; Stacie O'Leary, Nurse Supervisor; Jeff Wolfer, Child Nutrition Manager
7. First Reading of Policy 722, Public Data Requests - 5:45 p.m.
Presenter: Sara Blair, Director of Communications
8. Approval of 2025-2027 Agreement between School District 197 and Classified Management Group - 5:55 p.m.
Presenter: Tye Michaels, Director of Human Resources
9. Approval of School Board Goals Cadence and Timing - 6:05 p.m.
Presenter: Jon Vaupel, Board Clerk
10. Adjournment - 6:15 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, March 2, 2026
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, March 2, 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, Marcus Hill, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. School Board members absent: Tim Aune. 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; Lisa Grathen, Director of Community Education; Mark Fortman, Director of Operations.

Agenda

Agenda items 11 and 12 were reordered.

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

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

The motion carried (6-0)

Consent Agenda

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

- Approval of the January 26, 2026 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Second Reading of Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults

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

The motion carried (6-0)

Recognitions

The Board recognized student groups from Pilot Knob STEM Magnet School and Somerset Elementary School. Fourth-grade gifted and talented students from Pilot Knob were acknowledged for publishing the winter edition of the *PK Press*, a student-written publication featuring articles on school operations, community interviews, and the role of the school board, reflecting strong curiosity, creativity, and critical thinking. Somerset Elementary students were recognized for leading the school's 8th annual Kindness Day, held in partnership with

Doing Good Together, where students participated in hands-on service projects benefiting organizations such as People Serving People, Neighborhood House, and the Animal Humane Society.

Student Representatives' Report

Elementary schools celebrated a wide range of activities, including Mendota's llama classroom visits and 100th Day of School celebration; Pilot Knob's Winter Carnival, Ojibwe cultural learning experience, and ISD 197 Foundation grant for LEGO education kits; Moreland's preparations for its upcoming student musical and SPARKS Day; Garlough's Jumpathon Glow Day and African American Parent Involvement Day; and Somerset's recognition of two teachers as Minnesota Teacher of the Year candidates. Across the elementary level, students also marked I Love to Read Month with spirit weeks and upcoming high school reader visits. At Heritage Middle School, highlights included Dodge Nature Center field experiences, recognition of WEB leaders, a Sambusa tasting event, STEM career learning with the Minnesota Zoo, and student innovation projects in hydroponics and entrepreneurship. At Two Rivers High School, Charlotte Chandler received the 2026 St. Paul Athena Award, winter athletic teams concluded successful seasons including state participation in dance and wrestling, and senior nights were held as the school transitions toward spring activities.

Superintendent's Report

Superintendent Olson-Skog presented a report highlighting recent student and district activities. Two Rivers High School hosted its annual College Fair in partnership with the Minnesota Education Foundation, connecting students in grades 10-12 with more than 100 representatives from colleges, technical programs, military branches, and career-focused organizations to support post-secondary planning. Friendly Hills Middle School students earned 3rd place at the regional Future City Competition for their sustainability-focused city, "Croppolis," and received additional honors for Best City Presentation and Best Model; the school also recognized School Bus Driver Appreciation Day with student-created thank-you cards. Mendota Elementary celebrated Black History Month with a community luncheon featuring student performances and a Two Rivers High School Cheer Team appearance, while Moreland Arts and Health Science Magnet prepares for its upcoming March 13 performance of Shrek the Musical Kids; the district also joined schools nationwide in recognizing Public Schools Week.

Social-Emotional Learning (SEL) Focus Area Update

Sara Lein, Director of Special Programs, and Jennifer Veenendall, Assistive Technology Specialist and Lead Occupational Therapist, presented on the 2025-2026 Strategic Framework Implementation Targets for Social-Emotional Learning (SEL.) The presentation outlined efforts to establish a district-wide SEL system through integrated SEL instruction, supportive discipline practices, aligned community partnerships, and authentic family engagement. Key initiatives include implementing the AMAZEworks curriculum in elementary special education classrooms, developing an Executive Functioning Skills Toolbox, and introducing sensory and movement-based regulation strategies in collaboration with occupational therapists. The district is also engaging the School Health Advisory Committee (SHAC) for feedback and developing a family SEL engagement guide to strengthen home-school collaboration and ensure SEL efforts are connected to student success.

School Health Advisory Committee (SHAC) Update

Stacie O'Leary, District School Health Services Coordinator, presented to the board regarding the work of the School Health Advisory Council (SHAC.) SHAC's purpose is to facilitate collaboration and communication among the district, community, and parents to ensure high-quality health programs in every school, guided by a vision of coordinated efforts to provide healthy and safe learning environments for all students. Updates for 2025-2026 include continued development of the school-based health clinic at Two Rivers, strengthened partnerships with Riverland Clinic, staff immunization clinics, wellness initiatives, and SHIP grant funding. The presentation also highlighted the Whole School, Whole Community, Whole Child framework and shared student feedback underscoring the accessibility and impact of the Warrior Care school-based health clinic.

Action Item: Approval of Budget Framework

Brian Schultz, Director of Finance, presented the FY2026-2027 General Fund Budget Framework plan at the February 23, 2026 school board meeting and recommended approval from the board during this meeting. To recap, the framework serves as a guiding document aligned to the district’s Strategic Framework focus areas and establishes assumptions related to enrollment, funding, expenditures, and budget development parameters. Projected enrollment reflects a decline from 5,720 to 5,661 Adjusted Pupil Units (APU), and the plan includes a \$2.5 million cost-containment target separate from enrollment-driven adjustments, while maintaining current attendance boundaries, transportation fees, staffing ratios, and per-pupil allocation levels.

It was moved by Mr. Schwab and seconded by Ms. Walz to approve the FY27 Budget Framework as presented.

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

Nay: none

The motion carried (6-0)

Legislative Priorities Overview

Superintendent Olson-Skog presented an overview of School District 197’s 2026 Legislative Platform, outlining priorities for the current legislative session. The overview described the current fiscal context, including inflationary pressures, rising labor and healthcare costs, federal funding uncertainty, structural cross-subsidies, and formula volatility impacting FY2027 budgeting. Legislative priorities include extending the compensatory revenue hold harmless provision for FY2027 due to a projected \$500,000-\$750,000 loss tied to formula changes, seeking greater flexibility to redirect excess one-time restricted funds to stabilize the general fund, and repealing the proposed \$250 million statewide reduction to prevent renewed structural shortfalls in special education.

Action Item: Approval of Agreement between School District 197 and Child Nutrition Staff

Tye Michaels, Director of Human Resources, presented the tentative agreement between School District 197 and Child Nutrition Staff for the contract years 2025-2027. The tentative agreement with Service Employees International Union (SEIU), Local No. 284, represents approximately 40 child nutrition employees, includes salary schedule increases of 1.75% in Year 1 and 1.25% in Year 2, adjustments to certification pay, the addition of New Year’s Eve as a holiday, and updated insurance provisions effective July 1, 2026. Insurance changes include revised copays, deductibles, and out-of-pocket maximums, while maintaining the district’s contribution at 95% for single coverage and 80% for single plus one and family coverage.

It was moved by Ms. Steele and seconded by Mr. Vaupel to approve the Agreement between School District 197 and Child Nutrition Staff as presented.

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

Nay: none

The motion carried (6-0)

Adjournment

It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 8:09 p.m.

Aye: Sarah Larsen, Marcus Hill, Byron Schwab, 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, March 16, 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: Tye Michaels, Director of Human Resources

DATE: March 16, 2026

SUBJECT: Personnel Recommendations

The following personnel items are recommended for approval on March 16, 2026 at the School Board Meeting.

Non-Licensed Employment

- Gerrard, Lucas - 6.25 hours a day Special Education Paraprofessional at Mendota Elementary School at an hourly rate of \$23.21, effective March 5, 2026.
- Montero Feliz, Olga Lidia- 8 hours a day, Buildings and Grounds worker at Two Rivers High School at an hourly rate of \$20.71, effective March 2, 2026.
- Serrano Lopez, Andres - 8 hours a day, Buildings and Grounds worker at Heritage Middle School at an hourly rate of \$20.71, effective March 2, 2026.

Non-Licensed Resignation, Retirement, Termination

- Jacobs, Gabriella - Buildings and Grounds worker at Friendly Hills Middle School, resignation effective March 20, 2026.
- Kleman, Joan - Cook Manager at Heritage Middle School, retirement effective May 1, 2026.
- Rouse, Katie - SAC Program Supervisor at Moreland Elementary, resignation effective March 11, 2026.
- Self, April - Kitchen Assistant at Two Rivers High School, termination effective February 20, 2026.
- Sandum, David - Director of Technology, retirement effective June 30, 2026.

Licensed Resignation, Retirement, Termination

- Eskierka, Stan - Social Studies Teacher at Two Rivers High School, retirement effective June 9, 2026.
- Turner, Jeffrey - Special Education Teacher at Heritage Middle School, retirement effective June 9, 2026.

Leave of Absences

- Schlehuder, Thomas - Physical Science Teacher at Heritage Middle School, unpaid leave of absence for the 2026-2027 school year.
- Metz, Kara - 6th Grade Teacher at Friendly Hills Middle School, 0.6 FTE leave of absence for the 2026-27 school year.

December 2025 Check Register

NUMBER	AMOUNT	DATE	VENDOR
300771	(16,042.00)	12/09/2025	PEARSON
300993	(100.00)	12/09/2025	ROOTS, AVA
301403	(3,398.62)	12/09/2025	HORIZON COMMERCIAL POOL SUPPLY
301554	25,000.00	12/02/2025	POSTMASTER
301555	174.00	12/04/2025	AAA AWARDS
301556	8,920.00	12/04/2025	AB STAFFING SOLUTIONS LLC
301557	3,375.00	12/04/2025	AMN ALLIED SERVICES LLC
301558	10,492.37	12/04/2025	ASPEN WASTE SYSTEMS OF MN INC
301559	386.31	12/04/2025	AVIBEN LLC
301560	53,222.00	12/04/2025	BE SAFE TRANSPORTATION LLC
301561	2,046.44	12/04/2025	BSN SPORTS
301562	72.40	12/04/2025	BUSINESS ESSENTIALS
301563	7,865.04	12/04/2025	CANON FINANCIAL SERVICES INC
301564	68,218.88	12/04/2025	CESO FINANCE LLC
301565	100.00	12/04/2025	CHERRIER, MCKINLEY
301566	1,702.98	12/04/2025	COLLEGE BOARD
301567	2,501.00	12/04/2025	CRAWFORD DOOR SALES OF THE TWIN CITIES
301568	4,385.39	12/04/2025	DALCO - NETWORK SERVICE CO
301569	891.00	12/04/2025	FUTURA LANGUAGE PROFESSIONALS
301570	44.00	12/04/2025	GROTH MUSIC CO
301571	592.12	12/04/2025	HI TECH REFRIGERATION
301572	1,200.00	12/04/2025	INFINITE CAMPUS
301573	263.79	12/04/2025	JERRY'S ENTERPRISES
301574	14,500.00	12/04/2025	JORGENSEN CONSTRUCTION INC
301575	570.00	12/04/2025	KAHLE PROMOTIONAL GROUP
301576	770.00	12/04/2025	KEGLEY, HELEN
301577	17,907.59	12/04/2025	KELLY SERVICES INC
301578	560.00	12/04/2025	KINECT ENERGY GROUP
301579	558.97	12/04/2025	KREMER SERVICES, LLC

301580	7,801.48	12/04/2025	LOFFLER COMPANIES
301581	649.75	12/04/2025	MN CLAY USA
301582	30.00	12/04/2025	MN SCIENCE OLYMPIAD ALUMNI
301583	55.00	12/04/2025	MOUNDS PARK ACADEMY
301584	3,234.10	12/04/2025	NORTH CENTRAL BUS & EQUIP INC
301585	34.00	12/04/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
301586	5,048.78	12/04/2025	OHANA MIDWEST ENERGY LLC
301587	1,590.00	12/04/2025	PEDIATRIC CARE HOLDINGS LLC
301588	2,681.00	12/04/2025	PODIUMWEAR CUSTOM SPORTS APPAREL
301589	6,480.00	12/04/2025	PRO CARE THERAPY
301590	381.92	12/04/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
301591	3,500.00	12/04/2025	REGENTS OF THE UNIV OF MN
301592	249.00	12/04/2025	RIVER HEIGHTS CHAMBER OF COMMERCE
301593	100.00	12/04/2025	ROOTS, AVA
301594	78,276.50	12/04/2025	SAYOO TRANSPORTATION LLC
301595	1,170.00	12/04/2025	SHAFFER, KRISTIE
301596	918.00	12/04/2025	STOUT LINDA
301597	7,949.66	12/04/2025	SUNBELT STAFFING LLC
301598	400.00	12/04/2025	TENNIS, KYLE E
301599	788.40	12/04/2025	TRIMARK
301600	1,344.00	12/04/2025	TYSON PREPARED FOODS INC
301601	1,465.45	12/04/2025	ULINE INC
301602	74,550.00	12/04/2025	UNITY TRANSPORTATION LLC
301603	120.00	12/04/2025	UNIVERSITY LANGUAGE CENTER INC
301604	180.00	12/04/2025	US BANK
301605	9,300.00	12/04/2025	UW COLLEGE OF EDUCATION
301606	187.51	12/04/2025	VESTIS GROUP INC
301607	2,768.30	12/04/2025	YMCA OF THE NORTH
301608	4,813.70	12/04/2025	ZEN EDUCATE INC
301609	356.00	12/05/2025	DISTRICT LODGE # 737 IAMAW
301610	1,239.00	12/05/2025	IUOE #70
301611	25,971.17	12/05/2025	MN FED/TEACHERS

301612	1,120.00	12/05/2025	MN TEAMSTERS LOCAL #320
301613	5,841.72	12/05/2025	SEIU LOCAL #284
301614	39.90	12/11/2025	AAA AWARDS
301615	13,300.00	12/11/2025	AB STAFFING SOLUTIONS LLC
301616	40.08	12/11/2025	ALLSTATE PETERBILT OF SO ST PAUL
301617	3,015.00	12/11/2025	AMN ALLIED SERVICES LLC
301618	200.00	12/11/2025	ANDERSON, CONRAD
301619	13,336.90	12/11/2025	ARVIG
301620	56.95	12/11/2025	BATTERIES PLUS BULBS
301621	1,305.00	12/11/2025	BAYFIELD FRUIT COMPANY
301622	50.00	12/11/2025	BLOOM, MALACHY
301623	99.94	12/11/2025	BSN SPORTS
301624	4,733.12	12/11/2025	BUSINESS ESSENTIALS
301625	1,500.00	12/11/2025	CAPS
301626	35.00	12/11/2025	CEND
301627	756.00	12/11/2025	CENGAGE LEARNING INC
301628	2,320.00	12/11/2025	CITY OF WEST ST PAUL
301629	254.00	12/11/2025	CRAWFORD DOOR SALES OF THE TWIN CITIES
301630	29.70	12/11/2025	CULLIGAN
301631	9,724.00	12/11/2025	D & J QUALITY SOURCING LLC
301632	2,659.44	12/11/2025	DALCO - NETWORK SERVICE CO
301633	1,300.00	12/11/2025	DASH SPORTS LLC
301634	1,600.00	12/11/2025	DE LAMBERT, ANNE
301635	525.00	12/11/2025	EASTVIEW WRESTLING BOOSTERS
301636	50.00	12/11/2025	ECKROTH MUSIC
301637	5,289.98	12/11/2025	FIDELITY SECURITY LIFE INS CO
301638	125.00	12/11/2025	GEORGE, KEITH
301639	473.87	12/11/2025	GRAINGER
301640	232.97	12/11/2025	GROTH MUSIC CO
301641	4,402.31	12/11/2025	HASTINGS BUS CO
301642	584.53	12/11/2025	HI TECH REFRIGERATION
301643	125.00	12/11/2025	IHRIG, ROBERT

301644	275.00	12/11/2025	INFINITE HEALTH COLLABORATIVE
301645	2,425.00	12/11/2025	INTEGRATED FOOD SERVICE
301646	1,295.00	12/11/2025	IXL LEARNING
301647	1,000.00	12/11/2025	JAYTECH
301648	187.53	12/11/2025	JERRY'S ENTERPRISES
301649	130.80	12/11/2025	KACZROWSKI, TRACY
301650	31,820.92	12/11/2025	KELLY SERVICES INC
301651	4,364.04	12/11/2025	KOCK, DREW
301652	1,126.11	12/11/2025	KREMER SERVICES, LLC
301653	100.00	12/11/2025	LANGEMO, JOSH
301654	728.39	12/11/2025	LAUTH, MOLLY
301655	7,500.00	12/11/2025	LB CARLSON LLP
301656	2,229.17	12/11/2025	LIND, JAMIE
301657	840.00	12/11/2025	LINDSEY, SARAH
301658	542.00	12/11/2025	LOFFLER COMPANIES
301659	4,104.01	12/11/2025	MAKI, CHRISTOPHER
301660	566.19	12/11/2025	MCGRAW HILL
301661	6,581.25	12/11/2025	MCINTYRE, ANGELA
301662	190.35	12/11/2025	MENARDS
301663	131.12	12/11/2025	MIDWEST BUS PARTS INC
301664	460.00	12/11/2025	MN HISTORICAL SOCIETY
301665	100.00	12/11/2025	MSCA INC
301666	2,835.00	12/11/2025	NATIONAL TREASURE KUNG FU INC
301667	125.00	12/11/2025	NAYLOR, MICHELLE
301668	1,819.13	12/11/2025	NEO ELECTRICAL SOLUTIONS
301669	2,850.00	12/11/2025	NEUBAUER, WAYNE
301670	1,080.00	12/11/2025	NILSEN, SETH
301671	895.86	12/11/2025	NORTHFIELD LINES INC
301672	1,437.20	12/11/2025	POMP'S TIRE SERVICE INC
301673	200.00	12/11/2025	PRAX, ZACHARY
301674	3,600.00	12/11/2025	PRO CARE THERAPY
301675	333.65	12/11/2025	REPOWERED

301676	100.00	12/11/2025	ROOTS, AVA
301677	1,180.00	12/11/2025	ROSS, SUZANNE
301678	1,096.00	12/11/2025	SG TECHNOLOGIES LLC
301679	3,630.00	12/11/2025	SOUTHWEST MINN STATE UNIV
301680	12,687.98	12/11/2025	ST PAUL BEVERAGE SOLUTIONS LLC
301681	8,553.85	12/11/2025	SUNBELT STAFFING LLC
301682	459.00	12/11/2025	TRIMARK
301683	4,143.52	12/11/2025	UPC SEQUIN MINNESOTA
301684	186.67	12/11/2025	VESTIS GROUP INC
301685	18,575.82	12/11/2025	WATERFORD OIL COMPANY
301686	2,824.17	12/11/2025	WELLS FARGO EQUIPMENT FINANCE INC
301687	10,767.88	12/11/2025	WINCO LANDSCAPING & DESIGN
301688	305.00	12/11/2025	ZAHL PETROLEUM
301689	18,585.26	12/11/2025	ZEN EDUCATE INC
301690	815.92	12/18/2025	1ST AYD CORPORATION
301691	30,320.00	12/18/2025	AB STAFFING SOLUTIONS LLC
301692	3,865.00	12/18/2025	ACP
301693	273.75	12/18/2025	ACT
301694	1,368.00	12/18/2025	ADVANTAGE EDUCATIONAL PROGRAMS
301695	130.04	12/18/2025	ALLSTATE PETERBILT OF SO ST PAUL
301696	701.96	12/18/2025	AMERICAN FLAGPOLE & FLAG CO
301697	3,375.00	12/18/2025	AMN ALLIED SERVICES LLC
301698	15,680.09	12/18/2025	AMPION PBC
301699	110.00	12/18/2025	ANDERSON, JUNE
301700	11,225.88	12/18/2025	ASPEN WASTE SYSTEMS OF MN INC
301701	269.52	12/18/2025	AT&T MOBILITY
301702	283.41	12/18/2025	AVIBEN LLC
301703	655.90	12/18/2025	BATTERIES PLUS BULBS
301704	90,369.00	12/18/2025	BE SAFE TRANSPORTATION LLC
301705	175.93	12/18/2025	BIFFS INC
301706	3,527.07	12/18/2025	BIMBO BAKERIES USA
301707	30,809.39	12/18/2025	BIX PRODUCE CO

301708	650.00	12/18/2025	BRIDGEPOINT GLASS INC
301709	225.00	12/18/2025	BRIEL, BJORN
301710	16,109.64	12/18/2025	BSN SPORTS
301711	1,989.69	12/18/2025	BUSINESS ESSENTIALS
301712	59.99	12/18/2025	CENTURYLINK
301714	1,802.05	12/18/2025	CINTAS CORPORATION #2
301715	18,015.90	12/18/2025	CITY OF WEST ST PAUL
301716	421.26	12/18/2025	COMCAST
301717	7,836.19	12/18/2025	CONSOLIDATED COMMUNICATIONS
301718	300.00	12/18/2025	CULLIGAN
301719	749.92	12/18/2025	DALCO - NETWORK SERVICE CO
301720	6,767.38	12/18/2025	DG MN CS 2021 LLC
301721	192.00	12/18/2025	DIETZ, ELOISE
301722	13.98	12/18/2025	DODSON, KENDYL
301723	1,020.00	12/18/2025	DRAMA LAB LLC
301724	2,890.00	12/18/2025	EFFERTZ, MADELINE
301725	19,202.69	12/18/2025	FAE LSE 6 LLC
301726	236.56	12/18/2025	GRAINGER
301727	3,166.68	12/18/2025	HORIZON COMMERCIAL POOL SUPPLY
301728	4,443.40	12/18/2025	ICS CONSULTING LLC (DBA ICS)
301729	125.00	12/18/2025	JONES, DAVID
301730	100.00	12/18/2025	KAMENOV, MICHELLE
301731	605.00	12/18/2025	KEGLEY, HELEN
301732	133,211.47	12/18/2025	KELLY SERVICES INC
301733	2,264.70	12/18/2025	KREMER SERVICES, LLC
301734	3,775.00	12/18/2025	LOCKER GUY
301735	1,353.27	12/18/2025	MADISON ENERGY INVESTMENTS III LLC
301736	43.03	12/18/2025	MADISON ENERGY INVESTMENTS II LLC
301737	3,360.00	12/18/2025	MAYER ARTS INC
301738	205.60	12/18/2025	MCDONOUGH'S
301739	44.26	12/18/2025	MEDTOX LABORATORIES INC
301740	116.30	12/18/2025	MENARDS

301741	1,907.50	12/18/2025	METRO DINING CLUB
301742	935.00	12/18/2025	MIDWEST BUS PARTS INC
301743	1,575.00	12/18/2025	MN MOBILE TELEPHONE CO INC
301744	420.00	12/18/2025	MN SCHOOL BOARDS ASSN
301745	315.00	12/18/2025	MOBILE RADIO ENGINEERING
301746	600.00	12/18/2025	MRI SOFTWARE
301747	4,934.20	12/18/2025	MSC RICE01
301748	1,586.89	12/18/2025	NASSEFF MECHANICAL CONTRACTORS
301749	48.00	12/18/2025	NCPERS GROUP LIFE INS
301750	1,175.00	12/18/2025	NEP LLC
301751	1,541.40	12/18/2025	NESSIM & ASSOCIATES
301752	21,237.60	12/18/2025	NICOLLET PROJECT I LLC
301753	1,363.19	12/18/2025	NORTH CENTRAL BUS & EQUIP INC
301754	97.57	12/18/2025	NORTH CENTRAL INT'L LLC
301755	315.00	12/18/2025	NORTHFIELD HIGH SCHOOL
301756	78.00	12/18/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
301757	1,318.83	12/18/2025	PARMAN ENERGY GROUP LLC
301758	11,549.18	12/18/2025	PAYDHEALTH LLC
301759	23,249.40	12/18/2025	PEARSON
301760	3,090.00	12/18/2025	PEDIATRIC CARE HOLDINGS LLC
301761	76.75	12/18/2025	POMP'S TIRE SERVICE INC
301762	103.23	12/18/2025	PREMIUM WATERS INC
301763	5,040.00	12/18/2025	PRO CARE THERAPY
301764	451.45	12/18/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
301765	197.50	12/18/2025	QUALITY LOCKSMITH SERVICE
301766	87.45	12/18/2025	REPOWERED
301767	110,353.00	12/18/2025	SAYOO TRANSPORTATION LLC
301768	240.00	12/18/2025	SEVERSON, LAUREL
301769	48,057.00	12/18/2025	SFM
301770	2,319.77	12/18/2025	SHERWIN WILLIAMS
301771	2,032.82	12/18/2025	SHRED N GO INC
301772	6,786.50	12/18/2025	SKIP'S SPRINKLER SYSTEMS LLC

301773	1,315.00	12/18/2025	SOUNDWAVE SOLUTIONS
301774	8,228.83	12/18/2025	SPRWS
301775	11,914.43	12/18/2025	SQUIRES WALDSPURGER & MACE PA
301776	94.62	12/18/2025	ST PAUL PIONEER PRESS
301777	706.38	12/18/2025	STATE SUPPLY COMPANY
301778	5,004.26	12/18/2025	SUNBELT STAFFING LLC
301779	4,744.40	12/18/2025	T MOBILE USA INC
301780	890.00	12/18/2025	TIP TOP DECOR & CREATIONS LLC
301781	5,582.50	12/18/2025	TRIA RINK
301782	4,153.49	12/18/2025	TRIMARK
301783	8,842.35	12/18/2025	TRIO SUPPLY COMPANY
301784	315.00	12/18/2025	TRITON SENSORS LLC
301785	2,000.00	12/18/2025	TWO RIVERS DOLLARS FOR SCHOLARS
301786	1,344.00	12/18/2025	TYSON PREPARED FOODS INC
301787	1,465.45	12/18/2025	ULINE INC
301788	117,672.50	12/18/2025	UNITY TRANSPORTATION LLC
301789	121,675.14	12/18/2025	UPPER LAKES FOODS
301790	30.02	12/18/2025	VERIZON WIRELESS
301791	1,549.04	12/18/2025	VESTIS GROUP INC
301792	700.00	12/18/2025	WALLACE RADIO SYNDICATION LLC
301793	1,652.40	12/18/2025	WATSON, PATRICK
301794	4,550.00	12/18/2025	WIZARDS OF CHESS LLC
301795	600.00	12/18/2025	WOHLWEND, KAYE
301796	870.25	12/18/2025	WORKS MUSEUM
301797	4,600.00	12/18/2025	Z PUPPETS ROSENSCHNOZ
301798	305.00	12/18/2025	ZAHL PETROLEUM
301799	15,607.95	12/18/2025	ZEN EDUCATE INC
301800	25,908.34	12/19/2025	MN FED/TEACHERS
301801	72.00	12/19/2025	NCPERS GROUP LIFE INS
301802	200.00	12/19/2025	RANGE CREDIT BUREAU INC
301803	5,836.88	12/19/2025	SEIU LOCAL #284
301804	740.13	12/19/2025	WI SCTF

301805	26,632.16	12/22/2025	150 MARIE LLC
301806	200.00	12/22/2025	360 COMMUNITIES
301807	15,169.00	12/22/2025	ACTIVE INTERNET TECHNOLOGIES LLC
301808	21,248.00	12/22/2025	ALLIED BLACKTOP COMPANY
301809	6,615.00	12/22/2025	AMN ALLIED SERVICES LLC
301810	3,400.00	12/22/2025	ARBITERSPORTS LLC
301811	575.00	12/22/2025	ARCHKEY TECHNOLOGIES
301812	2,094.74	12/22/2025	BSN SPORTS
301813	69.49	12/22/2025	BUSINESS ESSENTIALS
301814	161.04	12/22/2025	CENTURYLINK
301815	15,054.00	12/22/2025	CESO FINANCE LLC
301816	1,300.00	12/22/2025	CHARACTER KIDS LLC
301817	425.00	12/22/2025	CITY OF MENDOTA HEIGHTS
301818	119,344.60	12/22/2025	CM CONSTRUCTION CO INC
301819	500.25	12/22/2025	CREATIVE COLOR
301820	42.10	12/22/2025	CULLIGAN
301821	1,739.00	12/22/2025	D & J QUALITY SOURCING LLC
301822	3,585.60	12/22/2025	DAVID HOY & ASSOCIATES
301823	2,350.00	12/22/2025	DE LAMBERT, ANNE
301824	2,025.00	12/22/2025	ENGINEERING FOR KIDS
301825	884.66	12/22/2025	EXPRESSIVE PRINTING INC
301826	243.73	12/22/2025	FACTORY MOTOR PARTS CO
301827	200.00	12/22/2025	FORD, LUANN
301828	50.00	12/22/2025	GROTH MUSIC CO
301829	1,565.89	12/22/2025	HD SUPPLY
301830	134,979.20	12/22/2025	IDEAL ENERGIES SOLAR LEASING 2025 LLC
301831	49.00	12/22/2025	IKL INC
301832	150.71	12/22/2025	JERRY'S ENTERPRISES
301833	4,364.04	12/22/2025	KOCK, DREW
301834	825.32	12/22/2025	LANGUAGE LINE SERVICES INC
301835	95.00	12/22/2025	LAUGHLIN'S PEST CONTROL
301836	728.39	12/22/2025	LAUTH, MOLLY

301837	2,229.17	12/22/2025	LIND, JAMIE
301838	16,987.25	12/22/2025	LOFFLER COMPANIES
301839	375.25	12/22/2025	LOOMIS
301840	56,663.06	12/22/2025	LUNIESKI & ASSOCIATES
301841	4,104.01	12/22/2025	MAKI, CHRISTOPHER
301842	922.17	12/22/2025	MARK'S TOWING
301843	390.00	12/22/2025	MARZINSKE, NAOMI
301844	450.00	12/22/2025	MAY, THERESA
301845	78.24	12/22/2025	MENARDS
301846	291.92	12/22/2025	MIDWEST BUS PARTS INC
301847	1,775.00	12/22/2025	MILLES, RICHARD
301848	1,628.90	12/22/2025	NAC MECHANICAL & ELECTRICAL SERVICES
301849	2,625.00	12/22/2025	NELSON, AMY
301850	2,750.51	12/22/2025	NORTH CENTRAL BUS & EQUIP INC
301851	1,960.00	12/22/2025	NORTHERN DAKOTA COUNTY CABLE COMMUNICATIONS
301852	6,789.11	12/22/2025	NORTHFIELD LINES INC
301853	156.00	12/22/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
301854	19.80	12/22/2025	OXYGEN SERVICE
301855	300.00	12/22/2025	PATRY, JEFFREY
301856	1,230.00	12/22/2025	PEDIATRIC CARE HOLDINGS LLC
301857	309.52	12/22/2025	POMP'S TIRE SERVICE INC
301858	3,240.00	12/22/2025	PRO CARE THERAPY
301859	68.38	12/22/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
301860	13,845.00	12/22/2025	SAFEWAY DRIVING SCHOOL
301861	385.00	12/22/2025	STOCKTON STEPHANIE
301862	540.00	12/22/2025	STOUT LINDA
301863	7,814.73	12/22/2025	SUNBELT STAFFING LLC
301864	4,950.00	12/22/2025	TMB PROPERTIES
301865	2,688.00	12/22/2025	TYSON PREPARED FOODS INC
301866	230.31	12/22/2025	VESTIS GROUP INC
301867	708.75	12/22/2025	WINGS FINANCIAL FOUNDATION
301868	11,042.66	12/22/2025	ZEN EDUCATE INC

301869	2,618.26	12/22/2025	COLONIAL LIFE & ACCIDENT
301870	197,753.12	12/22/2025	HEALTHPARTNERS, INC
301871	27,428.29	12/22/2025	INTERMEDIATE DIST 917
301872	38,293.99	12/22/2025	KELLY SERVICES INC
301873	198.04	12/22/2025	LIBERTY MUTUAL INSURANCE
301874	1,000.00	12/22/2025	SCHWAB, ERIN
301875	1,000.00	12/22/2025	VILLANO, EMILY
252600226	31.85	12/18/2025	ANDERSON, KARRAH
252600227	73.91	12/18/2025	BANASZEWSKI, KRYSTAL
252600228	318.15	12/18/2025	BARTELS, MARGARET
252600229	50.91	12/18/2025	BENTON, KIMBERLY
252600230	110.6	12/18/2025	BERNARD, MEGHAN
252600231	29.26	12/18/2025	BEYER, HANA
252600232	42.5	12/18/2025	BLOOM, JULIA
252600233	19.32	12/18/2025	CHALLIFOUR, KATHERINE
252600234	32.76	12/18/2025	CLARKIN, STEFANIE
252600235	117.88	12/18/2025	DEGEER, MELINDA
252600236	68.25	12/18/2025	DREELAN, STACY
252600237	62.44	12/18/2025	EMMONS, TEBETH
252600238	16.94	12/18/2025	FISK, EMILY
252600239	52.08	12/18/2025	GARCIA, CARRIE
252600240	94.89	12/18/2025	HANSON, ROBERT
252600241	129.96	12/18/2025	HENDRICKS, ABIGAIL
252600242	83.3	12/18/2025	HITI, CHRISTOPHER
252600243	32.69	12/18/2025	HODSON, ALEXANDRA
252600244	71.96	12/18/2025	HULBERT-TRAN, MICHELLE
252600245	16.8	12/18/2025	ISLER, LATHYRELLE
252600246	69.44	12/18/2025	JOHNSON, EMMA
252600247	6.23	12/18/2025	JOHNSON, MATTHEW
252600248	140.56	12/18/2025	JOHNSTON, RACHEL
252600249	330.12	12/18/2025	KINTZ, SABRINA
252600250	200	12/18/2025	KLEMAN, JOAN

252600251	7.98	12/18/2025	KOHN, TERA
252600252	28.42	12/18/2025	LAFORCE, MARINA
252600253	114.1	12/18/2025	LANG, HANNAH
252600254	907.44	12/18/2025	LAWSON, SHANNON
252600255	21.28	12/18/2025	LUFKIN, STACY
252600256	52.64	12/18/2025	MCINTOSH, SUSAN
252600257	204.74	12/18/2025	MCKENZIE, BENJAMIN
252600258	21.84	12/18/2025	METZ, KARA
252600259	88.62	12/18/2025	MILLER, CYNTHIA
252600260	42.64	12/18/2025	MONSOUR, JILLIAN
252600261	294.1	12/18/2025	MULLER, MICHELLE
252600262	150	12/18/2025	NATHE, MELINDA
252600263	32.9	12/18/2025	NILAN, JOEY
252600264	142.87	12/18/2025	O'LEARY, STACIE
252600265	12.48	12/18/2025	OBERMEYER-KOLB, LOIS
252600266	350.07	12/18/2025	OWENS, DAVID
252600267	50.01	12/18/2025	PENNER, DENICE
252600268	21.43	12/18/2025	PETERSON, SARA
252600269	31.5	12/18/2025	QUINLAN, KATHERINE
252600270	42	12/18/2025	RAPP, KARLA
252600271	21.84	12/18/2025	REGAN, JENNIFER
252600272	65.73	12/18/2025	SCHILTZ, EMMA
252600273	61.05	12/18/2025	SCHMIDT, ISAIAH
252600274	94.99	12/18/2025	SELF, APRIL
252600275	27.79	12/18/2025	SHERIDAN, KEVIN
252600276	22.4	12/18/2025	SIEBENALER, ANN
252600277	22.19	12/18/2025	SPINNER, AMANDA
252600278	206.15	12/18/2025	SPRING, SUSANNAH
252600279	923.71	12/18/2025	TOWNSEND, MARY
252600280	67.69	12/18/2025	VEENENDALL, JENNIFER
252600281	44.8	12/18/2025	VESEY, BENJAMIN
252600282	85.49	12/18/2025	VILLARI, VY

252600283	65.1	12/18/2025	WEISS, DAVID
252600284	297	12/18/2025	WEISS, MELINDA
252600285	62.99	12/18/2025	WESTERMEYER, SALLY
252600286	38.85	12/18/2025	WILEY, EMILY
252600287	111.58	12/18/2025	WOLFER, JEFFREY
252600288	40.74	12/18/2025	ZELLMER, KIMBERLY
252600289	29.98	12/22/2025	ALGER, HOPE
252600290	280.24	12/22/2025	ASHLEY, AARON
252600291	73.5	12/22/2025	HULBERT-TRAN, MICHELLE
252600292	18.62	12/22/2025	LAFORCE, MARINA
252600293	9.56	12/22/2025	MAHLSTEDT, AMANDA
252600294	35.14	12/22/2025	MCINTOSH, SUSAN
252600295	49.7	12/22/2025	MONSOUR, JILLIAN
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	2,518,091.12	Total	
	2,839,746.20	P/R 12/2/25	
	2,686,685.65	P/R 12/19	
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	8,044,522.97	Grand Total	

INDEPENDENT SCHOOL DISTRICT NO. 197
WEST ST. PAUL, MINNESOTA
TREASURER'S REPORT TO SCHOOL BOARD

Dec-25

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	(3,336,829.05)	8,198,166.04	10,803,570.36	(5,942,233.37)
Food Service	1,214,920.47	449,231.34	371,805.24	1,292,346.57
Comm. Service	2,579,375.93	786,136.60	499,700.47	2,865,812.06
Building Constructic	8,339,862.39	17,115.94	162,865.33	8,194,113.00
Debt Service	10,688,654.32	276,648.72		10,965,303.04
Trust & Agency	256,366.43	98,169.97	110,507.22	244,029.18
Custodial Fund	33,557.64	180.00	300.00	33,437.64
Self Insurance	1,098,587.13			1,098,587.13
OPEB Trust	5,918,013.23		5,799.09	5,912,214.14
Internal Service	2,559,933.80			2,559,933.80
Total	29,352,442.29	9,825,648.61	11,954,547.71	27,223,543.19

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	15,148,187.09	517,221.85	(71,896.05)	14,559,069.19
Ehlers Bond	7,058,577.54			7,058,577.54
PMA				279,301.24
PMA Bond	3.37			3.37
PERA				5,266,151.07
CD'S				60,440.78
Total				27,223,543.19

ISD 197 WEST ST. PAUL SCHOOLS

**Wire Transfers
2/1/26 thru 2/28/26**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
2/13/26	MSDLAF - General	MSDLAF - Payroll	1,530,404.50	A/P - P/R*
2/13/26	MSDLAF _ - Payroll	State of MN	86,209.29	Payroll taxes
2/13/26	MSDLAF - Payroll	IRS	515,050.93	Payroll taxes
2/13/26	MSDLAF - Payroll	PERA	92,328.93	Pension
2/13/26	MSDLAF - Payroll	TRA	307,514.15	TRA contrib.
2/13/26	MSDLAF - Payroll	EBC	120,976.37	403B
2/13/26	MSDLAF - Payroll	Health Equity	15,992.42	Flex
2/27/26	MSDLAF - General	MSDLAF - Payroll	1,522,821.63	A/P - P/R*
2/27/26	MSDLAF _ - Payroll	State of MN	84,776.78	Payroll taxes
2/27/26	MSDLAF - Payroll	IRS	507,757.03	Payroll taxes
2/27/26	MSDLAF - Payroll	PERA	95,564.99	Pension
2/27/26	MSDLAF - Payroll	TRA	298,998.29	TRA contrib.
2/27/26	MSDLAF - Payroll	EBC	117,429.26	403B
2/27/26	MSDLAF - Payroll	Health Equity	15,975.75	Flex
		Total	<u>5,311,800.32</u>	

* To cover accounts payable or payroll checks.



TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: March 16, 2026

SUBJECT: Final 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 were made to rearrange policy language in section III, Definitions, to make minor language changes throughout, and to add 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

BE IT RESOLVED by the School Board of School District 197 to approve Policy 415, Mandated Reporting of Maltreatment of Vulnerable Adults, as presented.



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: Tye Michaels, Director of Human Resources

DATE: March 16, 2026

SUBJECT: Administrative Review of Policy 522, Sex Nondiscrimination, Title IX
Grievance Procedures and Process

BACKGROUND

A review of Policy 522, Sex Nondiscrimination Title IX Grievance Procedures and Process, has been performed. This policy requires an annual review and was last updated in April of 2023. In January 2025, MSBA recommended that school districts revert to the Policy 522 that they adopted in 2020 or 2022, when a minor revision was added, and has not updated the model policy since that time. There have been no changes to the policy from the administration in that time.

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 also reviewed using the district's Four-Way Equity Test. The purpose of this policy is to define and prohibit discrimination based on sex, gender identity, and/or gender expression. Furthermore, it lays out an expected process to respond when discrimination is reported.

RESOLUTION

BE IT RESOLVED by School Board of School District 197 to approve Policy 522, Sex Nondiscrimination, Title IX Grievance Procedures and Process, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Director of Human Resources

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURES AND PROCESS

PURPOSE

The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Tye Michaels, Director of Human Resources
1897 Delaware Avenue, Mendota Heights, MN 55118
651-403-7006 tye.michaels@isd197.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and it applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and

the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions or evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), “dating violence”, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work or school locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free

from conflicts of interest and bias when administrating the grievance process.

2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker for a formal complaint cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.

2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor – Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) calendar days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language

assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in transportation, changes in work or school locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will impose or recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506-Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent/guardian of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment should report the alleged acts as soon as possible to the Title IX Coordinator (unless the complaint is against the Title IX Coordinator, in which case the complaint should be made to the superintendent).
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filling a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation against the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the

conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;

2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. If the school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model

Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration requirements of any applicable collective bargaining agreement or individual contract, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent to participate. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate, including an investigation pursuant to other school district policies.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the school district, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.

- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide

each party with the answers, and allow for additional, limited follow-up questions from each party.

- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.

- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;

5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents/guardians, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents/guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator,

to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and

4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:

1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and;
3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.

B. The school district must also maintain for a period of seven calendar years records of:

1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
2. Any appeal and the result therefrom;

3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References:

School District Policy 102 (Equal Educational Opportunity)
School District Policy 413 (Harassment and Violence)
School District Policy 506 (Student Discipline)

POLICY ADOPTED: October 16, 2006
POLICY REVIEWED/REVISED: October 17, 2016; September 18, 2017; August 20, 2018; August 19, 2019; January 4, 2021; February 22, 2022; April 17, 2023
Monitoring Method: Administrative Review
Monitoring Frequency: Annually



TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: March 16, 2026

SUBJECT: Approval of 2026-2029 Achievement and Integration Plan and Review of the Budget

BACKGROUND

School District 197 has developed a new three-year plan for Achievement & Integration. Input was gathered from the Equity Advisory, the Administrative Team, the American Indian Parent Advisory Committee, and the Multidistrict Collaboration Council. The plan is presented for your review and approval.

The new three-year plan, based on stakeholder feedback, largely mirrors the previous one. Major initiatives funded by A&I include Parent Academy; AVID (Advancement Via Individual Determination); Cultural Liaisons and interpreting/translating services; Magnet Schools; culturally relevant professional development and curriculum; and integration activities. Specifics in the goals include increasing the percentage of high school students of color with a 2.7 GPA; increasing the percentage of 6th-12th graders self-identifying that they demonstrate respect toward those with different identities and backgrounds; and increasing students' access to effective educators trained in practices aligned with the Ready for Rigor framework for culturally responsive teaching.

The overall budget of \$1,138,716.59 must align to the goals and strategies outlined in the approved plan. Budget changes for the 26-27 school year include several reductions in professional development and a reduction in middle school integration programs to help compensate for the overall increase in staff salaries and benefits.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve the 2026-2029 Achievement and Integration Plan as presented.



Achievement & Integration Plan and Budget

Presented to the School Board on March 16, 2026
Peter Mau, Assistant Superintendent
Kevin Sheridan, Educational Equity Coordinator

Purpose



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

[Read Minnesota Statutes, section 124D.861.](#), [Read Minnesota Statutes, section 124D.862.](#), [School Desegregation/Integration rules.](#)

The intent of the Achievement & Integration program directly aligns with the District's 4-way Equity Test.

State Achievement and Integration Goal Areas



1. Reduce **achievement** disparities
2. Increase racial and economic **integration**
3. Increase access to effective and diverse **teachers.**

Big Picture



Plan directs spending of the Achievement & Integration funds:

- Overall allocation: \$1,138,716.59 (approximately \$7000 increase)
- At least 80%- Direct Student Services
- No more than 20%- Professional Development
- No more than 10%- Administrative costs

Big Picture



- New 3-year plan, through the 2028-29 school year
- Use of the funds must align to the goals and strategies outlined in the approved plan
- In order to be eligible for the funds, we must partner with another school district on integration efforts (SPPS)

Plan Input



- Reviewed Achievement & Integration purpose and plan requirements
- Analyzed related data
- Input on keeping, expanding, reducing, or eliminating current programming
- AIPAC, Equity Advisory, Administrative Team, Multidistrict Collaboration Council

Big Picture



Major Initiatives funded by A & I:

- Parent Academy
- Advancement Via Individual Determination (AVID)
- Cultural Liaisons
- Translation & Interpreting services
- Magnet School programming
- Culturally relevant professional development

#1: Achievement



The percentage of high school students of color with a cumulative GPA of 2.7 will increase from 49% at the end of Semester 1 in the 2025-2026 school year to 52% by the end of the 2028-2029 school year.

Strategy #1: Provide supports for high school students of color to access and succeed in rigorous courses through the **AVID program**

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Strategy #2: Provide supports to strengthen **Family Partnerships**

Type of Strategy: Family engagement initiatives to increase student achievement



#1: Achievement



The percentage of high school students of color with a cumulative GPA of 2.7 will increase from 49% at the end of Semester 1 in the 2025-2026 school year to 52% by the end of the 2028-2029 school year.

Strategy #3: Equity Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

#2: Integration



The percentage of 6th-12th grade students who self-report that “I demonstrate respect toward those with different identities and backgrounds than myself” will increase from 88% in the 25-26 school year to 91% by the end of the 28-29 school year.

Strategy #4: Youth Ambassadors Program and Beyond Our Walls Equity Summit

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Strategy #5: Increase and/or maintain student integration within our schools (Magnet Schools)

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

#3: Teacher Equity



The percentage of students in grades K-12 with access to classroom teachers who have participated in District 197's Ready for Rigor professional development will increase from 40% in the 2025-2026 school year to 100% by the end of the 2028-2029 school year.

Strategy #3: Equity Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Strategy #6: Retain staff of color

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Racially Identifiable School



Designation when a school has 20 percentage points more protected students than the district average for the school district in the grade band.

No school in the district is currently designated as racially identifiable.

Budget Changes for 2026-27



Several reductions in professional development and a reduction in middle school integration programming to help compensate for the overall projected increase in the cost of salaries and benefits being paid by Achievement & Integration revenue.



Questions?

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: 197 West St. Paul-Mendota Heights-Eagan Area

District Integration Status: RI

Superintendent: Peter Olson-Skog
Phone: 651-403-7001

Email: peter.olsonskog@isd197.org

Plan submitted by: Kevin Sheridan

Title: Educational Equity Coordinator

Phone: 651-403-7046

Email: kevin.sheridan@isd197.org

Partnering Districts

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

1. Saint Paul Public Schools - RI
2. South St. Paul Public Schools - P

Racially Identifiable Schools within District

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

1. None.

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

School Board Approval

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

Superintendent: **Peter Olson-Skog**
Signature:

Date Signed:

School Board Chair: **Sarah Larsen**
Signature:

Date Signed:

Plan Input

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

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

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

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

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

District Equity Advisory members who provided input include:

- Alana Lucio - Parent
- Nicole McMahon - AIPAC Chair, parent
- Sean Garrick - Parent
- Leah Foxhill - Parent
- Farhiyo Farah, East African Cultural Liaison
- Salma Dalmar - Student
- Arafo Issa - Student
- Evangeline Fuentes - Student
- Amira Mohamed - Student
- Aubrey McMahon - Student
- Imogen Hegg - Student
- Logan Crabtree - Student
- Jess Cabak - High School Principal
- Allie Duellman - Elementary Teacher
- Sara Maldonado - Elementary Teacher
- Andrea Saenz - Elementary Teacher & ESL Coordinator
- Miles Lawson - Secondary Curriculum Coordinator
- Kevin Sheridan - Educational Equity Coordinator
- Peter Mau - Assistant Superintendent
- Jon Vaupel - School Board Member, parent

District 197 Administrative Team members who provided input include:

- Jess Cabak - High School Principal
- Tom Orth - High School Associate Principal
- Scott Karlen - High School Associate Principal
- Heidi Koury - Middle School Principal
- Chris Hiti - Middle School Principal
- Steve Goldade - Elementary Principal
- Libby Huettl - Elementary Principal
- Rob Sahli - Elementary Principal
- Miles Lawson - Secondary Curriculum Coordinator
- Sara Lein - Director of Special Education
- Kevin Sheridan - Educational Equity Coordinator
- Peter Mau - Assistant Superintendent
- Peter Olson-Skog - Superintendent

American Indian Parent Advisory Council members who provided input include:

- Nicole McMahon - AIPAC Chair, Parent
- Nell Barri, American Indian Education Coordinator
- Racquel Pickett, Parent
- Janessa Mulder, Parent
- Lee Violet, Parent
- Sally Reinhardt, Grandparent

The groups listed above recommended the following:

- Continue to provide supports to underrepresented students in rigorous courses at secondary schools.
- Continue to provide language supports to families who speak languages other than English and provide a bridge between home culture and school.
- Continue the racial integration of schools through offering magnet programs at schools that have historically had higher enrollment of students of color and were considered racially identifiable.
- Expand supports to American Indian students and families through an additional American Indian liaison
- Improve supports to staff of color that promote retention.
- Continue professional development with staff that enhances culturally relevant and responsive teaching practices.
- Continue professional development with staff that enhances their own cultural awareness and enhances their understanding of others' cultural backgrounds.

Multidistrict Collaboration Council:

Kevin Sheridan - ISD 197 Educational Equity Coordinator

Peter Mau - ISD 197 Assistant Superintendent

Natalie Tourtelotte - ISD 6 Assistant Director of Equity & Learning

Amy Winter - ISD 6 Executive Director of Educational Services

Roi Kawai, Director - ISD 625 Office of Equity

Stacey Gray Akyea - ISD 625 Chief of Equity, Strategy & Innovation

Submitting this Plan

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

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

Achievement and Integration Goals

Goal #1:

The percentage of high school students of color with a cumulative GPA of 2.7 will increase from 49% at the end of Semester 1 in the 2025-2026 school year to 52% by the end of the 2028-2029 school year.

Goal type: Achievement

Strategy #1: Provide supports for high school students of color to access and succeed in rigorous courses through the **AVID program**.

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

The AVID elective provides support strategies for students to learn how to manage challenging courses, while also offering an intimate and supportive community to take academic risks. Our goal is for students to feel supported to continue with enrollment in more advanced courses that prepare them for career and college pathways, that lead to greater academic achievement and that result in increased four-year graduation rates. We know from interviews with students of color that the more students of color they see in advanced classes, the more comfortable they feel taking advanced classes. We also know from interviews that when students of color feel comfortable and supported in those classes that they encourage others to take similar courses. By providing the needed support and through the word of mouth of those students, in addition to other recruiting efforts, we will increase enrollment in rigorous courses. We offer the AVID elective in grades 9-12 at Two Rivers High School. Our AVID site teams are the primary team responsible for recruitment and retention of our target group of students.

Location of services: Two Rivers High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of students of color in 9th-12th grade AVID with a cumulative GPA of 2.7 will increase each year.	72%	75%	78%
The percentage of 9th-12th grade AVID students enrolled in at least one AP, CIS or concurrent enrollment course will increase each year.	48%	49%	50%

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

Strategy #2: Provide supports to strengthen Family Partnerships

Type of Strategy: Family engagement initiatives to increase student achievement

Narrative description of this strategy.

Our cultural liaisons serve as cultural bridges to provide support for our American Indian, East African and Hispanic students and families. They strengthen family-school connections and help families access needed resources. In addition, they regularly meet with students both individually and in groups to bolster socio-emotional skills, to support cultural identity, and to foster their overall academic achievement and graduation. Our language supports include districtwide translators/interpreters, LanguageLine and Talking Points. Parent Academy assists parents in navigating the educational system while increasing their understanding of their role in their child's education, what career and college ready means, what graduation requirements are, and how the district's curriculum and instruction is used to support students' learning.

Location of services: All School District 197 sites

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The number of participants accessing our Parent Academy offerings will increase each year.	55	60	65
The percentage of participants responding "Agree" or "Strongly Agree" that the Parent Academy experience resulted in an increased connection to their child's school, an increased connection to other families, and an increased ability to support their child's success at school.	85%	90%	95%

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

Strategy #3: Equity Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy.

In order to address the inequities in our educational system, we need all of our staff members invested in and trained on how to meet students where they are academically and culturally. Teachers and staff will engage in professional development on educational equity to further develop their cultural competence by exploring their own culture and the cultures of others. Teachers and staff will also engage in professional development on culturally relevant and responsive teaching strategies. Professional development comes in many forms including ongoing site-based professional development, coaching, leadership development, working with outside experts, and attending workshops. Some of the specific areas of focus over the next three years include culturally responsive teaching and relationship building strategies, restorative practices, protocols for facilitating classroom conversations about cultural differences, and equitable grading practices. We will continue the work begun already that focuses on developing effective educators who have been trained in practices aligned to *Ready for Rigor: A Framework for Culturally Responsive Teaching*.

Location of services: District wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
All of our 8 schools will engage in a year-long professional development series with their faculty about culturally responsive teaching and the Ready for Rigor framework by the end of the 2028-2029 school year.	6/8	7/8	8/8
We will increase the percentage of staff who indicate they agree or strongly agree with staff survey question 20: "This school year, I am holding high expectations for BIPOC students."	94%	95%	96%
We will increase the percentage of students who indicate they agree or strongly agree with student survey question 61: "This school year, school staff hold high academic expectations of all students in my classes regardless of their identities and backgrounds."	70%	72%	74%

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

Goal #2:

The percentage of 6th-12th grade students who self-report that "I demonstrate respect toward those with different identities and backgrounds than myself" will increase from 88% in the 25-26 school year to 91% by the end of the 28-29 school year.

Goal type: Integration

Strategy #4: Youth Ambassadors Program and Beyond Our Walls Equity Summit

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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

Increases cultural fluency, competency, and interaction.

Increases access to effective and diverse teachers.

Narrative description of this strategy

Our district, in partnership with Saint Paul Public Schools and South St. Paul Schools, will (1) coordinate Youth Ambassadors, a student equity leadership development program and (2) attend the Beyond Our Walls Equity Summit.

The Youth Ambassador Program aims to develop student leaders who are committed to equity and inclusion. The program fosters opportunities for dialogue, learning, and action around crucial issues of equity, focusing particularly on gender and racial equity and their intersections. Youth Ambassadors attend eight Saturday training sessions, an orientation, and the Beyond Our Walls Equity Summit. During the Saturday training sessions, Youth Ambassadors build community with fellow ambassadors, learn foundational equity leadership skills/tools, and develop content to present to others.

Youth Ambassadors are expected to co-lead a 60-minute breakout session at the Equity Summit for fellow students, school staff, and community members. In a team, ambassadors design a session around a topic related to racial and/or gender equity. Youth Ambassador sessions are developed and facilitated by current staff in SPPS’s Office of Equity.

Beyond Our Walls stands on the belief that we must engage our entire community in combating inequity in its various forms. Addressing inequity in education should be a collective effort and extends far beyond Saint Paul Public School District. This dilemma of marginalization and oppression plagues our cities, state and nation. Beyond OUR Walls SPPS Equity Summit provides a culmination of activities and learning with the purpose of:

- **Engaging** a broader community in conversation and learning around gender equity, racial equity and their intersections
- Providing a forum for SPPS leadership and staff to **interact** with community stakeholders including students, families, community organizations, and others in a collaborative learning environment
- **Building** on principles of collectivism to address and dismantle the inequity in education and beyond.

This full-day event includes a continental breakfast, Opening Plenary, Keynote, multiple Breakout Sessions, and a Closing Activity/Remarks.

Location of services: St. Paul Public Schools sites.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
We will increase the percentage of Youth Ambassadors who indicate they agree or strongly agree that the Youth Ambassador experience increased the following: equity awareness, communication with others, foundational equity leadership skills, and building community.	85%	90%	95%
We will increase the percentage of Youth Ambassadors who agree or strongly agree that they were able to apply their new equity leadership skills at the Beyond Our Walls Equity Summit.	70%	80%	90%
We will increase the percentage of Youth Ambassadors who can identify specific ways to apply their emerging equity leadership skills in other groups or settings .	70%	80%	90%
We will increase the number of staff participants in the Beyond OUR Walls Equity Summit to 12 or more by 2029.	6	9	12

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

Strategy #5: Increase and/or maintain student integration within our schools

Type of Strategy: Innovative and integrated pre-k-12 learning environments

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

X Provides school enrollment choices.

Narrative description of this strategy.

Magnet specialists at each of the four magnet schools lead students through integrated opportunities for students based on the magnet theme of that school. These experiences are embedded in the curriculum throughout the day. Further, School District 197 partners with Dodge Nature Center to build career and college STEM pathways in district magnet schools at Garlough Environmental Magnet School (GEMS) and Heritage E-STEM Magnet School. Students work with Dodge Nature Center naturalists to engage in integrated, hands-on STEM experiences. Both Garlough and Heritage were previously identified as racially identifiable schools; the implementation of these programs effectively increased racial diversity within enrollment and neither school is identified as a racially isolated school at this time. Magnet schools have been effective in helping us achieve racial diversity; the science programs appeal to a variety of families and enrollment strategies to achieve racial balance are utilized.

Location of services: Garlough Environmental Magnet School, Moreland Arts and Health Sciences Magnet School, Pilot Knob Stem Magnet School and Heritage E-Stem Magnet School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
District magnet schools will not be identified as racially identifiable. That means each year those schools will be less than 20%age points higher for enrollment of students of color than the grade band as a whole for the school district. This is measured by race/ethnicity and free and reduced meal status.	Less than 20%	Less than 20%	Less than 20%

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

Goal #3:

The percentage of students in grades K-12 with access to classroom teachers who have participated in District 197’s Ready for Rigor professional development will increase from 40% in the 2025-2026 school year to 100% by the end of the 2028-2029 school year.

Goal type: Teacher Equity

Strategy #3: Equity Professional Development (see above)

Type of Strategy: Professional development opportunities focused on academic achievement of all students

Strategy #6: Retain Staff of Color

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy.

In order to retain staff of color, we will continue to run a staff of color affinity group. The staff of color affinity group is driven by its members. It serves as a place to network with other staff of color, build relationships, support career advancement, and to develop professionally. Further, we will conduct 90-day check-ins or “stay interviews” with new staff of color who choose to participate. These interviews are intended to help connect staff to their purpose for being an educator, identify the successes they have experienced in the support they have received, and to identify and remedy issues causing them to consider leaving the organization.

Location of services: District wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The number of staff of color who attend at least one Staff of Color Affinity Group event will increase each year.	10	15	20
The percentage of new staff of color choosing to participate in stay interviews will increase each year.	40%	50%	60%

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

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

Our Achievement and Integration Plan creates efficiencies by enabling us and our adjoining district to jointly implement cross-district opportunities for our students that focus on student interaction, cultural empowerment, and academic growth. This plan allows for intentional alignment with systems we have in place to reduce opportunity and achievement gaps, and access to supports and highly sought after opportunities. These goals create more opportunities for alignment with our district-wide professional development around Equity, Culturally Relevant Teaching, American Indian Education, and Career and College pathways. By supplementing these programs and initiatives, we avoid program duplication and can build on the good work already happening to reduce racial and economic opportunity gaps in our district.



2026 Wellness Committee Update

March 16, 2026

Meghan Bernard, Sustainability Manager

Stacie O'Leary, Nurse Supervisor

Jeff Wolfer, Child Nutrition Manager

Wellness Policy

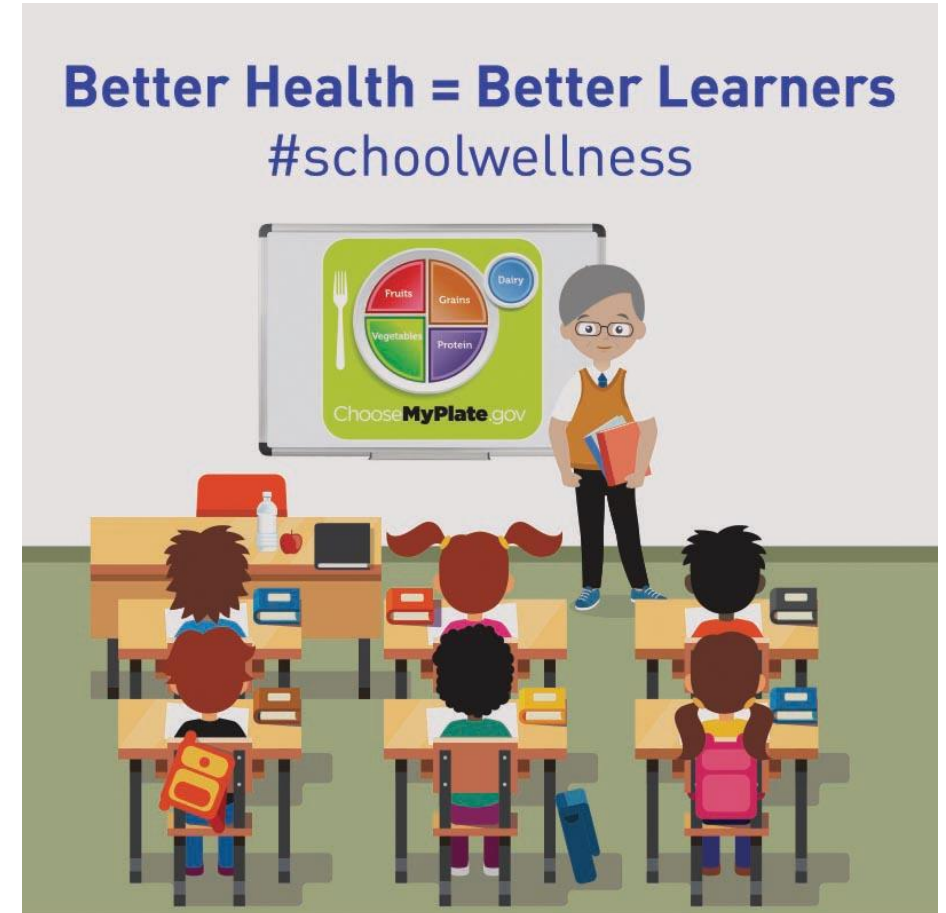
Our Wellness policy promotes student wellness, physical activity and ensures our school meals and other food and beverages meet local, state, and federal standards. [533 Policy](#)

- USDA Federal Requirement: [Healthy, Hunger-Free Kids Act of 2010](#)
- [Triennial Assessment](#)
- Next Policy Review: June 2026



What Is The Triennial Assessment?

- Mandatory review conducted at least once every three years to evaluate compliance, progress, and updates to a district's [Local School Wellness Policy](#), as required by [USDA regulations](#).
- Measures how well the district is implementing nutrition, physical activity, and wellness goals for students and staff.
- WellSat assessment in process Spring 2026.



Current Wellness Grants & Partnerships

- [Dakota County School Health Improvement Partnership \(SHIP\) Grant: \\$10,000](#)
 - Project 1: Pilot Knob ADA Playground Equipment
 - Project 2: Branch Out ADA Outdoor tables
- MN [First Bite](#) Grant: \$5,000
 - Heritage Served locally grown and produced foods
[Sno Pac organic vegetables](#) & [Hoyo Sambusas](#)
- MN [Safe Routes to School](#) Grant: \$15,000
 - Bike infrastructure (multiple sites)
- Minnesota [School Sealant Program](#)
 - Heritage
- Hy-Vee staff Covid and Flu vaccine clinics (multiple sites)



Child Nutrition

- Welcome Sabrina Kintz, Child Nutrition Supervisor, MPH, RD
- All food and beverages meet USDA [Smart Snack](#) guidelines
- All-You-Can Eat Salad Bar
- Plastic Free Lunch
- Vegetarian options
- Taste testing & new items:
 - Tamales
 - Pupusas
 - Pretzel Dog
 - Chalupas
 - Tater Tot Hotdish
 - Plant-based chicken patties



2025-26 Wellness Committee

Child Nutrition

Jeff Wolfer & Sabrina Kintz

Chairs

Meghan Bernard &
Stacie O'Leary

Mendota

Heidi
Adams &
Simone
Vitrirti

Heritage

Amber
Salzman

Friendly Hills

Julia
Ferguson

Branch Out

Lauren
Meyer

Two Rivers

Michelle
Mueller

Pilot Knob

Tom
Benson

Garlough

Andrea
Koch

Early Learning

Deb Lee

Somerset

Open

Moreland

Julie
Hanks

2025-26 School Wellness Projects

Early Learning

- Dental Education

Garlough

- [Girls on the Run](#)
- Staff challenges (push up, step, pets)
- Rollerblading, glow jumpathon

Mendota

- Staff wellness news
- [Bike & Walk to School](#)

Moreland

- Bike & Walk to School

Pilot Knob

- SHIP Grant for ADA playground
- Bike & Walk to School
- Lebanon Hills school hike
- Rollerblading



2025-26 School Wellness Projects

Branch Out

- SHIP grant for ADA playground

Friendly Hills

- Staff step challenge

Heritage Middle School

- [American Heart Kids Challenge](#)
- Lactation Space through Dakota County grant
- *Girls on the Run* with 5th grade
- Staff Step Challenge
- MN *First Bite* grant
- Dental sealants

Two Rivers

- [NAMI](#) mental health presentations



Wellness Stipend

- Activities tied to stipend.
- Stipend paid through Child Nutrition in June.

Activity	Stipend Amount	Completion Date(s)
Attend & participate in Wellness meetings (3)	\$50/meeting	
Complete monthly AED Checks & Narcan expiration dates	\$100	
Organize one schoolwide physical activity event	\$200	
Complete a Wellness project	\$300	
Meet with Administration on Wellness initiatives	\$100	
Communicate Wellness news to staff	\$50	
Total	\$900	

Where We're Going

- Child Nutrition
 - Evaluate menus for added sugar and sodium for 2026-28 new USDA limits
 - Apply for Full Tray grant (\$20,000)
- Physical Activity
 - Increased ADA access to outdoor physical activity
 - Increased access to biking
- Health
 - Vaping Prevention
 - Increased engagement in student dental health
 - School treat recommendations



Thank You!

Questions & Comments





TO: School Board Members
FROM: Sara Blair, Director of Communications
DATE: March 16, 2026
SUBJECT: First Reading of Policy 722, Public Data Requests

BACKGROUND

An administrative review of Policy 722 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 updated in April of 2025. There were updates to the MSBA model policy, as outlined below:

Addition of section IV, C
Minor language changes
Addition of Resources section

This policy was also reviewed using the district's 4-Way Equity Test. This policy does not provide specific opportunities for underserved, underrepresented or disadvantaged students. It helps to protect the public's ability to review and access public information, in accordance with state law. It also protects an individual's ability to access certain information of which they are the subject.

RECOMMENDED RESOLUTION

No resolution necessary. The policy will be brought back for a second reading at a future board meeting.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Non-Instructional Operations and Business Services

Contact: Director of Communications

722 PUBLIC DATA REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in

obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

“Government data” means all data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
 - 1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 - 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the

responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

- (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

~~e. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.~~

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five (5) business days of the notification, the school district may suspend any further response to the

request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.

- H. The determination of the responsible authority may be appealed **by a data subject** pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the **Commissioner of the Minnesota Department of Administration (“Commissioner”)** shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes, chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the **Commissioner** may refer the matter to mediation. Following these efforts, the **Commissioner** shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the **Commissioner’s of administration’s** order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject’s parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents/guardians for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a. **One hundred (100)** or fewer pages of black and white, letter or legal sized paper copies will be charged at **twenty-five (25)** cents for a one-sided copy or **fifty (50)** cents for a two-sided copy.
 - b. More than **one hundred (100)** pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash or by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. ANNUAL REVIEW AND POSTING

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each

year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.

- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Superintendent Peter Olson-Skog
School District 197
1897 Delaware Avenue, Mendota Heights, MN 55118
651-403-7000

Data Practices Compliance Official/Designee:

Communications and Marketing Manager
School District 197
1897 Delaware Avenue, Mendota Heights, MN 55118
651-403-7000

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References: MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources: **MN Department of Administration: Actual Cost**
MN Department of Administration: Copy Costs
MN Department of Administration: Education Data

POLICY ADOPTED:	August 20, 2018
POLICY REVIEWED/REVISED:	April 17, 2023; April 15, 2024; April 21, 2025
Monitoring Method:	Administrative Review
Monitoring Frequency:	Annual Review



TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: March 16, 2026

SUBJECT: Approval of 2025-2027 Agreement between School District 197 and Classified Management Unit

BACKGROUND

The administration recommends that an agreement with the School District 197 Classified Management unit, which consists of approximately 30 employees, be approved for the 2025-2027 fiscal years. This group is created in effort to attract and retain our middle level management staff. This group contains positions that require a greater degree of confidentiality, supervisor, and/or management skills.

This agreement includes an increase in salary for both years of the contract as well as other items outlined below:

- Salary Schedule
 - 1.25% - Year 1
 - 1.75% - Year 2
- 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
- TSA
 - Increase of \$700
- Performance Incentive

- Increase cap from \$2500 to \$3500

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 Classified Management Unit for the 2025-2027 contract years.



TO: School Board Members

FROM: Jon Vaupel, Planning Committee Chair

DATE: March 16, 2026

SUBJECT: Reconsideration of School Board Goal Cadence and Timing

BACKGROUND

On behalf of the Planning Committee, I am writing to share a recommendation regarding the Board's annual goal-setting cycle.

Beginning in January 2022, the Board transitioned its goal-setting process from a school-year cycle to a calendar-year cycle. The original intent was to ensure that newly elected board members would approve and carry forward the goals they would be responsible for implementing, given the potential for board membership changes mid-school year. However, after operating within this revised structure, the Planning Committee believes the cadence has proven less practical than anticipated.

Specifically, the process of concluding one set of goals while simultaneously drafting and adopting a new set has created challenges. This work coincides with the start of a new legislative session and other significant responsibilities, limiting the Board's ability to engage in the level of reflection and thoughtful planning the goal-setting process deserves.

Under the previous school-year model, the summer months provided dedicated time to reflect on completed goals and thoughtfully draft new goals for the upcoming school year. The Planning Committee believes that structure better aligns with the district's operational rhythm and the Board's governance responsibilities.

Accordingly, the Planning Committee recommends returning to a school-year goal-setting cycle beginning with the 2026-27 school year. This would include a brief hiatus in the goal-setting and monitoring process between the conclusion of the current calendar-year goals at the end of 2025 and the launch of new goals at the start of the 2026-27 school year.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve moving the goal-setting process to the timing detailed above.