Regular Meeting and Work Session
Monday, September 28, 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, School Board Chair
2. Approval of the Agenda
   Presenter: Sarah Larsen, School Board Chair
3. Approval of the Consent Agenda
   Presenter: Sarah Larsen, School Board Chair
   3.A. Approval of Minutes of the September 14, 2026 School Board Meeting
   3.B. Approval of Personnel Recommendations
   3.C. Final Reading of Policy 106, Equity
   3.D. Approval of Gifts to the District
4. Comments to the School Board - 5:05 p.m.
   Presenter: Sarah Larsen, School Board Chair
5. Presentation of American Indian Education Plan - 5:10 p.m.
   Presenter: Kevin Sheridan, Educational Equity Coordinator; Nell Barri, American Indian Education Coordinator
6. Presentation of FY25 Audit - 5:30 p.m.
   Presenter: Brian Schultz, Director of Finance
7. Approval of Pay 27 Preliminary Tax Levy - 6:15 p.m.
   Presenter: Brian Schultz, Director of Finance
8. Approval of Resolution to Close Open Enrollment for Grades 7-9 for the 2026-2027 School Year - 6:35 p.m.
   Presenter: Peter Mau, Assistant Superintendent
9. Adjournment - 6:45 p.m.
   Presenter: Sarah Larsen, School Board Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, September 14, 2026
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, September 14, 2026 beginning at 6:00 p.m. pursuant to due notice.

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

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

Agenda

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

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

The motion carried (6-0).

Consent Agenda

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

- Approval of the August 24, 2026 School Board Meeting Minutes
- Approval of Personnel Recommendations
- Administrative Review of Policy 511, Student Fundraising
- Administrative Review of Policy 706, Acceptance of Gifts
- Administrative Review of Policy 906, Community Notification of Predatory Offenders
- Second Reading of Policy 106, Equity
- Approval of July 2026 Accounts Payable Report
- Approval of July 2026 Treasurer's Report
- Approval of August 2026 Wire Transfers Report

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

The motion carried (6-0).

Student Representatives' Report
Student Board Representatives Aubrey McMahon and Clara Rebhan presented their first report of the 2026-27 school year, highlighting back-to-school activities and upcoming events throughout the district. Their update included elementary family events and learning opportunities, middle school orientation and athletics, and activities supporting students as they begin the school year. At Two Rivers High School, they highlighted the school's recognition on the *U.S. News & World Report* Best High Schools list, student activities and athletics,

and upcoming community events including the Warrior Rally and Warrior 5K.

Recognitions

The School Board recognized three student groups. First, the WEB Leaders from Heritage Middle School along with their advisor, Isaiah Schmidt. Over 80 eighth-grade students applied for mentorship positions in the WEB (Where Everyone Belongs) Leaders and those who were selected will act as positive role-models, helpers, and guides for the incoming fifth-grade students new to Heritage. Next, members of the LINK Crew at Two Rivers High School and their coordinator, Grant Moris, were recognized for their leadership and guidance of the incoming freshman class, which is nearing 450 students. Finally, the Two Rivers High School Band, under the leadership of Erik Christiansen, were recognized for their summertime efforts, travel, and performances across the metro area in the off-season.

Superintendent's Report

Superintendent Olson-Skog welcomed students, families, and staff back for the 2026-27 school year and highlighted the positive start across the district. He thanked staff for their work creating welcoming environments for students and families and introduced the district's School Board Student Representatives for the year. The report also recognized School Board members in celebration of Minnesota School Board Recognition Month.

Presentation of Middle School Technology Update

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Tom Stukel, Assistant Director of Technology, provided an update on middle school technology initiatives, including the grades 5-6 iPad pilot in which devices remain at school while feedback is gathered during September and October. They reviewed new digital citizenship instruction, the Acceptable Use Policy process for students and families, and Health and Wellness course content addressing topics such as privacy, online interactions, media literacy, AI ethics, and digital well-being. The presentation also highlighted family technology tools including Jamf Parent and the Campus Parent Portal, with next steps focused on gathering feedback, monitoring the pilot, conducting classroom visits and student focus groups, implementing AI guardrails, and continuing analysis of classroom technology use.

Presentation of First Day of School Enrollment Report

Peter Mau, Assistant Superintendent, presented the district's first-day enrollment update, noting that K-12 enrollment totaled 5,124 students, 19 students above the projected enrollment of 5,105. Enrollment was above projections at the elementary and middle school levels, while kindergarten and high school enrollment were below projections. Mau noted that enrollment typically changes between the first day and October 1, when MDE captures official enrollment data, and that the district will continue monitoring enrollment in relation to Board-approved class size parameters.

Presentation of Levy Update

Superintendent Olson-Skog provided an update on the district's 2026 capital project levy referendum and reviewed frequently asked questions related to the proposal. The presentation outlined the district's ongoing structural budget gap, more than $3.2 million in reductions made over the past two years, the estimated tax impact of approximately $14 per month on a $400,000 home, and the existing expenses the levy would support, including instructional materials, safety and security, maintenance, utilities, transportation, and equipment. Administration also explained how the local levy differs from the statewide Permanent School Fund constitutional amendment and reviewed the potential financial implications if the levy passes or does not pass. The update concluded with information about the ballot, comparisons of School District 197 property taxes with other metro districts, and opportunities for community members to learn more and ask questions.

Adjournment

It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 7:30 p.m.

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

The motion carried (6-0).

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, September 28, 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	Jon Vaupel
School Board Chair	School Board Clerk

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: September 28, 2026

SUBJECT: Personnel Recommendations

The following personnel items are recommended for approval at the School Board Meeting on September 28, 2026.

Licensed Employment

- Doncavage, Evan - 1.0 FTE Special Education Teacher at Heritage Middle School at a salary of $50,089.96 effective September 14, 2026.
- Shead, Kaitlyn - 1.0 FTE Guidance Counselor at Friendly Hills Middle School at a salary of $86,390.11 effective September 17, 2026.

Non-Licensed Employment

- Erickson, Savannah - 6.25 hours per day Special Education Paraprofessional at Pilot Knob Elementary School at an hourly rate of $23.92 effective September 8, 2026
- Sanchez-Luna, Zahily - 6.25 hours per day Special Education Paraprofessional at Pilot Knob Elementary School at an hourly rate of $23.92 effective September 8, 2026
- Tomack, Susan - 3.75 hours per day Kitchen Assistant Float at Two Rivers High School at an hourly rate of $19.04 effective September 14, 2026

Non-Licensed Resignation, Retirements, Terminations

- Strain, Megan - Special Education Paraprofessional, resignation effective September 25, 2026
- Solseng, Karyn - Adult Program Coordinator-TPAC Facilitator, resignation effective September 25, 2026

Licensed Resignation, Retirements, Terminations

- Kellogg, Kristina - Special Education Teacher, resignation effective October 2, 2026
- Amin, Hani - School Health Professional, resignation effective October 14, 2026

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: September 28, 2026

SUBJECT: Final Reading of Policy 106, Equity

BACKGROUND

A review of Policy 106, Equity, has been performed and the policy adheres to the district's processes and procedures currently in place. This district-specific policy was established in 2023 and mandated for annual review in 2025 and beyond. The board was presented with a first reading of the policy at their August 24th board meeting.

Upon review, the only recommendation is for the policy to be revised from an annual review to a triennial review, in alignment with the majority of the other School District 197 policies.

This policy was reviewed using the district's Four-Way Equity Test, to which it is highly aligned because the policy itself is designed to establish equity as a guiding principle for governance, resource allocation, instruction, staffing, family engagement, and student outcomes. In fact, the policy explicitly incorporates the Four-Way Equity Test as a required framework for future policy review and decision-making.

RECOMMENDED RESOLUTION

BE IT RESOLVED by School Board of School District 197 to approve Policy 106, Equity, as presented.

106 EQUITY

I. PURPOSE

The purpose of this policy is to ensure equity and inclusion for every student, staff, and family member in School District 197. Additionally, this policy establishes equity as an essential value in our governance, leadership, policies, programs, operations, and practices.

As our District strategic framework states, we believe:

People thrive when they feel connected, trusted and affirmed.

> To that end, this policy will make it a priority to create the conditions so that every student, staff, family and School District community member feels a sense of belonging, and that they are valued and heard.

Our diversity makes us stronger.

> To that end, this policy serves to affirm this belief by recognizing the value of a wide range of perspectives and lived experiences and their important contributions to our School District community.

We are all accountable for removing barriers and creating equitable systems.

> Through this policy, the school board recognizes the historical legacy and compounding impact of the systems, structures and practices that have created and continue to afford advantages to some groups while further marginalizing and perpetuating inequities for others.

Therefore, we seek the elimination of inequity in our systems, structures and practices as a School District. We recognize that the responsibility for ensuring equitable access, opportunities, participation and outcomes falls on the adults in the system.

II. GENERAL STATEMENT OF POLICY

School District 197 is on an equity journey. While there has been work done previously and

some progress has been made, there remains much to do.

The School District is committed to equitable access and opportunities for all members of our School District community, including students, families and staff.

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

School District 197 is committed to the success of every student in each of our schools. The school board recognizes the history of academic, discipline, and social-emotional disparities that have occurred in many schools across our country based on race and ethnicity, language, immigration status, socioeconomic status, sex, and gender identity and sexual orientation (2SLGBTQ+ status). The academic and discipline gaps are contrary to the fact that all students can learn and succeed in our schools, and they are unacceptable if we are to meet our School District mission of caring relationships, equitable practices and high achievement for all. Student outcomes must not be predictable based on student demographics or school attended.

The school board also recognizes that it is the responsibility of its administration and staff to remove barriers and create systems to ensure educational equity, which will require the allocation and reallocation of resources. School District 197 will actively work to interrupt, dismantle, and eliminate racism and other forms of inequity by identifying, acknowledging, confronting and disrupting beliefs and systems that marginalize children and their families. This work will be informed by evidence, including research, data, and the voices of marginalized communities.

The school board further recognizes that every student deserves a responsive, affirming and inclusive learning environment in which their cultural norms and experiences are valued and contribute to successful academic and social-emotional outcomes. School District 197 recognizes the value in validating a student's own understanding of themself, their identity, their culture, and their experiences in our schools.

III. DEFINITIONS

"2SLGBTQ+" is an acronym that stands for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer or Questioning and additional sexual orientations and gender identities while the plus reflects the countless affirmative ways in which people choose to self-identify.

"Equity" means giving each person the (individualized) opportunities and access they need to be successful. This is different from equality, which means giving each person equal (the same) opportunities and access without recognition of their unique needs.

“Educational equity” means the condition of justice, fairness and inclusion in our systems of education so that all students (including those who are a part of traditionally marginalized communities) have access to the opportunities to learn and develop to their fullest potentials.

“Culturally affirming” means treating others’ culture and experiences with respect and high regard in order to affirm their value. This is done through practices, behaviors and policies that thoroughly acknowledge and proactively seek to affirm students’ cultural identities and cultural assets as integral to their positive self-concept and their academic and social well-being.

“Culturally responsive” means having the ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively with children, families, and communities whose cultural contexts are different from one's own.

“Disparity” means a noticeable and usually significant difference or dissimilarity.

“Gender identity” means a person’s deeply held knowledge of their own gender, which can include being a man, woman, or another gender. Gender identity is an innate part of a person’s identity. One’s gender identity may or may not align with society’s expectations with the sex they were assigned at birth (male, female, or intersex). In School District 197, individuals are encouraged to use their self-identified name and pronouns.

“Institutional racism” means the biases that may be built into the policies, practices, and processes of institutions. These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping. As a result, these systemic biases create different and predictable outcomes for different racial groups, typically maintaining an advantage for white individuals and simultaneously maintaining a disadvantage for individuals of color.

“Marginalize” means to treat as insignificant or unimportant or inferior. It involves social exclusion that results from a group having less access or opportunity than other groups.

“Racial consciousness” means understanding multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality. Racial consciousness, in regard to intersectionality, means understanding the impact of the intersection of race and ethnicity with other forms of difference, including socioeconomic status, sex, gender identity and sexual orientation (2SLGBTQ+ status), religion, national origin, immigration status, language, ability, and age.

“School culture” means the shared beliefs, norms, and values among the members of the school which can be observed from the behaviors of the members.

IV. COMMITMENTS

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

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

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

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

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

F. **Equitable Student Leadership and Voice:** School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision-making processes, creating spaces for student groups, and providing leadership opportunities.

G. **Equitable Family and Community Partnerships:** School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student

demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

V. SHARED RESPONSIBILITIES & ACCOUNTABILITY

School District 197 believes education is a shared responsibility among staff, students, families, and the community.

A. **School Board:** The school board will ensure that educational equity efforts are in alignment with the District strategic framework. The school board will provide and allocate resources for educational equity. The school board will hold the superintendent accountable for annual progress toward the commitments of this policy. The school board will hold the superintendent accountable for supporting staff in implementing this policy. The school board will review and update District policies in accordance with the four-way equity test:

   i. How does this help to provide opportunities for all students, including students who have historically been underserved, underrepresented, or disadvantaged by the current system?
   ii. How does this help to ensure equitable access for all?
   iii. How does this help to eliminate barriers (structural, process, financial, etc) based on race and ethnicity, language, immigration status, ability, socioeconomic status, sex, or gender identity and sexual orientation (2SLGBTQ+ status)?
   iv. How does this ensure the same rigorous standards for academic performance exist for all students?

B. **Superintendent:** The superintendent shall create procedures and guidelines for the implementation of this policy. Annually, the superintendent or designee, will provide a report to the school board regarding progress on the commitments outlined in this policy. Progress will also be communicated to the community in the District's annual report. In addition to the annual report, the superintendent will ensure ongoing communication with families and the broader community about the District's equity initiatives related to its strategic framework and the commitments in this policy. The superintendent will hold administration accountable for making progress on the commitments. The superintendent will require each site and the District to set annual equity goals. The superintendent will actively cultivate a School District culture that prioritizes equity and recognizes, responds to, and remedy inequities in its practices and systems. The superintendent will provide support to staff responsible for implementing this policy and hold

administration accountable to supporting staff in the implementation of this policy.

C. **Administration:** District and site administration will actively cultivate department and school cultures that prioritize equity and recognize, respond to, and remedy inequities in its practices and systems. Administration will support staff in implementing this policy. District and site administration will set annual equity specific goals and action plans and report out progress and results to the superintendent or designee. District and site administration will engage in ongoing equity professional development aimed at increasing their cultural awareness and their ability to be culturally responsive and equity-minded. Administration will provide and align resources to the commitments in this policy and the goals and action plans of sites and District departments. District and site administrators will regularly seek the input and perspectives that reflect the diversity of students in the School District. Administration will strive to recruit, hire and retain culturally responsive and equity-minded staff whose backgrounds and experiences are reflective of student demographics in the District.

D. **School District Staff:** School district staff, including administration, will, within the parameters of their various duties and responsibilities, adhere to and execute the equity-based plans developed to meet the commitments named in this policy. School District staff will demonstrate the values outlined by this policy as they go about their daily work. School District staff will actively contribute to the efforts of their site or department in meeting its annual equity goal. School District staff will engage in ongoing equity professional development aimed at increasing their cultural awareness and their ability to be culturally responsive and equity-minded. School District staff are further responsible for making suggestions to the appropriate authority to improve the ability of the District to live up to the commitments named in this policy.

E. **Students:** Students are partners in their academic achievement and personal growth. Students can demonstrate this partnership by providing feedback to the District, advocating for themselves, taking ownership of their learning, growing toward their goals, supporting the learning environment, and making positive contributions to the school culture.

School District 197 acknowledges the important role of student voice and student leadership. Through intentional inclusion and engagement, students will be encouraged to regularly share their voice and leadership as the District actively works to create more equitable systems and opportunities.

F. **Families and Community:** Parents/guardians are responsible for ensuring students attend school. The District is responsible for encouraging ongoing partnerships with families and communities that reflect its diversity. Parents/guardians are encouraged to partner with schools and school staff in

culturally meaningful ways. School District 197 will encourage partnership through opportunities to volunteer, ongoing communication, parent/guardian education, and opportunities for parent/guardian participation in decision-making. We will further support community connections and collaborations with groups and organizations that reflect the diversity of our students.

VI. RELATED POLICIES

It is the policy of the District to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, violence, and/or bullying and free from discrimination.

Complaints alleging discrimination, harassment, violence or bullying should be made according to the procedures in the policies below. For more information about Equal Education Opportunity, including information about complaints alleging violations, refer to Policy 102. For information about the types of conduct that violate the School District's policy on harassment and violence and the District's procedures for addressing such complaints, refer to the School District's policy on harassment and violence (Policy 413). For information about the types of conduct that violate the School District's policy on bullying and the school district's procedures for addressing such complaints, refer to the District's policy on bullying (Policy 514).

For information about the types of conduct that violate the District's sex discrimination policies and procedures for complaints, refer to Policy 522. For information about the types of conduct that constitute disability discrimination and how to make a complaint, refer to District Policies 402 and 521. Questions related to District Policy 401 Equal Employment Opportunity should be referred to the Director of Human Resources.

VII. DISSEMINATION OF POLICY

A. This policy shall be given to each school district employee at the time of initial employment with the school district.
B. The school district will develop a method for the regular review of this policy by all employees.
C. This policy shall be referenced in the family handbook and the student rights and responsibilities handbook.

References: Minnesota Department of Education's Equity Commitments
Minnesota Professional Educator Licensing and Standards Board's Standards of Effective Practice

Cross References: District Policy 102 Equal Education Opportunity
District Policy 401 Equal Employment Opportunity
District Policy 402 Disability Nondiscrimination

District Policy 413 Harassment & Violence
District Policy 503 Student Attendance
District Policy 514 Bullying Prohibition
District Policy 521 Student Disability Nondiscrimination
District Policy 522 Title IX Sex Nondiscrimination Policy, Grievance, Procedures and Process

POLICY ADOPTED: August 21, 2023
POLICY REVIEWED/REVISED: August 18, 2025
Monitoring Method: Administrative Review
Monitoring Frequency: ~~Annually~~ **Once every three years**

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Britini Osmonson, Executive Assistant to the Superintendent & School Board

DATE: September 28, 2026

SUBJECT: Gifts to the District

BACKGROUND

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

RECOMMENDED RESOLUTION

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

Value	Donor	Item/Purpose
$100	Linda Christensen	Clarinet for School District 197 Music Program

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

American Indian Education Program Update

Presented to the School Board on September 28, 2026

By Peter Mau, Assistant Superintendent
Kevin Sheridan, Educational Equity Coordinator
Nell Barri, American Indian Education Coordinator

Purpose

The goals of our American Indian Education program are twofold:

- First, to increase **educational access** and **opportunity** for our American Indian students in order to increase their **academic achievement** and **graduation rates**
- Second, to **improve the school climate** for PreK-12 American Indian students through (a) both intra- and intercultural awareness and (b) the cultural relevance of materials, programs, and activities

Addresses 4-Way Equity Test: providing opportunities for students who have been historically underserved, underrepresented and disadvantaged by the current system; ensures the same rigorous standards for academic performance that exist for all students.

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

American Indian Education Aid - MDE

A school district enrolling at least 20 American Indian students on October 1 of the previous school year is eligible for Indian Education Aid from the state.

	Student Count	Indian Ed. Aid
2023-2024	91	$75,500
2024-2025	173	$116,500
2025-2026	161	$110,500
2026-2027	**161**	**$110,500**

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

Our Journey

Evolution of the American Indian Cultural Liaison Position

- **21-22** and **22-23**
  - Regular turnover in the halftime liaison position
  - Hired a full time liaison in April 2023
- **23-24**
  - Full time liaison led programming activities
- **24-25, 25-26, 26-27**
  - American Indian Education Coordinator position carrying out a comprehensive program

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

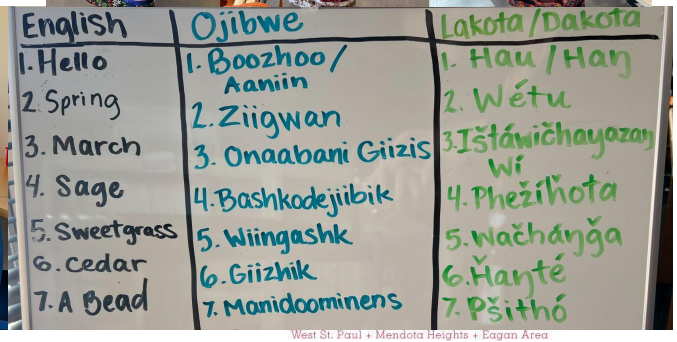
2025-2026 Accomplishments

- Native Student Groups established at all schools
- Summer backpack giveaway
- End of the Year Celebration & Senior Honoring
- University of Minnesota and Augsburg Tours
- Consistent programming → greater involvement
- Literacy support and resources
- Cultural field trips









Support Postsecondary Preparation for American Indian Pupils

Goal: The number of TRHS American Indian students participating in at least one AIEP college readiness activity will increase from 19 students to 25 students in the 2026-2027 school year.

Strategies:

- All American Indian 12th graders will be invited to participate in an American Indian scholarship night
- College tours to the University of Minnesota Twin Cities, Red Lake Nation College, and Augsburg University
- ACT preparation sessions, ACT prep books, and AP study guides offered to all American Indian students
- Celebrate American Indian graduates with dedicated honoring event

American Indian Education Program Plan

Support the Academic Achievement of American Indian Pupils

Goal: The percentage of American Indian students in grades 1-8 scoring "low risk" according to the FASTbridge aReading assessment will increase from 45% in spring 2026 to 48% in spring 2027.

Strategies:

- The American Indian Education Coordinator will meet with the Elementary Curriculum Coordinator each semester to review FASTbridge aReading scores and determine appropriate interventions.
- The American Indian Education Coordinator will work with the Elementary Curriculum Coordinator to offer tools and resources for supporting at home literacy development.
- Offer access to GRASP Summer Reading and Math Program for American Indian students in grades K-8 to maintain and strengthen skills.

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

Make Curriculum Relevant to the Needs, Interests, and Cultural Heritage of American Indian Pupils

Goal: The number of opportunities for teachers to learn about and utilize learning trunk items will increase from 2 in 2025-2026 to 9 (each school site and during new teacher training) in the 2026-2027 school year.

Strategies:

- The American Indian Education Coordinator will work collaboratively with student help to inventory and photograph all learning trunk items to develop a better system for teachers to view and access
- The American Indian Education Coordinator will promote the utilization of learning trunk items to staff and site leaders
- Native Student Groups will be held at each school site with consistent schedules, learning outcomes, and Ojibwe language incorporation

Provide Positive Reinforcement of the Self-Image of American Indian Pupils

Goal: The percentage of American Indian students and their relatives participating in at least one AIEP activity will increase from 66.24% (104) during 2025-2026 to 73% (115) during the 2026-2027 school year.

Strategies:

- Provide consistent programming to maintain community connection and visibility
- Coordinate timely updates and event information in multiple ways such as our AIE Program website page, social media, text messages, newsletter, and ParentSquare
- Promote cultural connection through food by distributing local Indigenous cookbooks, providing wild rice and easily distributed food, and offering Indigenous food workshops
- Promote and encourage American Indian student's price in their identities and cultural heritage through representation in schools including posters, t-shirts, and participation in Orange Shirt Day and Indigenous Peoples Day

American Indian Education Program Plan

Develop Intercultural Awareness Among Pupils, Parents, and Staff

Goal: By the end of the first semester of the 2026-2027 school year, at least 75% of American Indian elementary families will receive an AIEP welcome packet distributed through classroom teachers at all 8 elementary school sites.

Strategies:

- AIPAC members will host information tables at back-to-school nights and open houses to raise awareness and encourage participation
- AIPAC meetings will be offered in a hybrid format allowing both in-person and virtual participation
- American Indian Education Program welcome folders will be developed and available at each school site to help ensure families are aware of program opportunities

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

American Indian Parent Advisory Committee (AIPAC)

Minnesota Statutes, section 124D.78, requires that all Minnesota districts with 10 or more American Indian students have an American Indian Parent Advisory Committee (AIPAC).

2026-2027 AIPAC Members:

Nicole McMahon (Chair), Sally Reinhardt, Luann Raymond, Lee Violet, Joan Palmer, Teresa Zaffiro-Day, Jake Day, Anna Greer, Teanna Moye, Janessa Mulder, Cj Mulder, Racquel Pickett, Linda Zurn, Danielle Hernandez

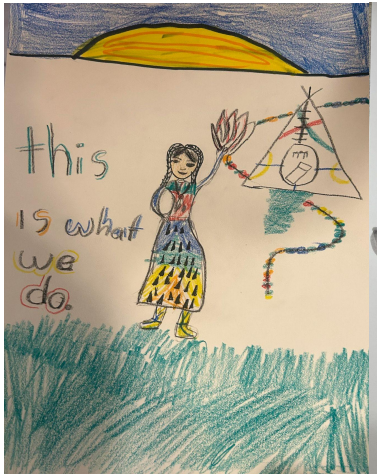
SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

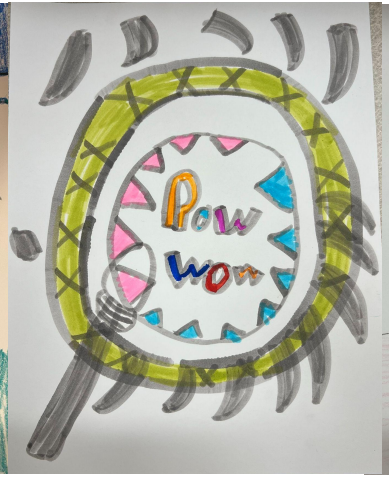


Questions?

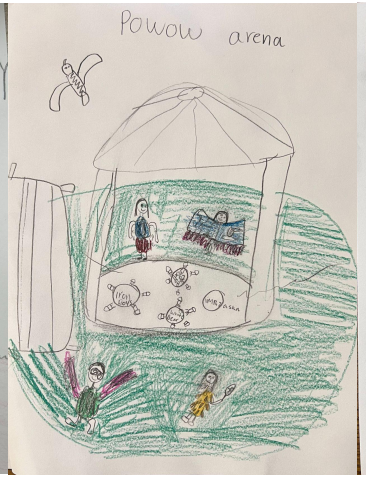


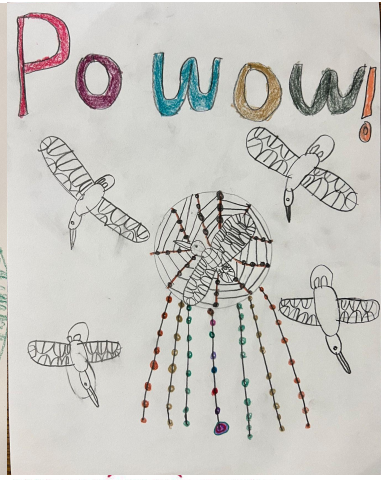



this
is what
we
do.


Pow
wow


Native American KIRBY
Golden Apple
It's bitboon time!!


Powow arena


Powow!

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Brian Schultz, Director of Finance

DATE: September 28, 2026

SUBJECT: Presentation of Fiscal Year 2024-2025 Audit

BACKGROUND

Jim Eichten, from independent audit firm LB Carlson, will present the results of the fiscal year 2024-2025 audit. The report will highlight results from both compliance and financial perspectives.

Overall, budget resources are allocated to help the district make progress towards achieving the items stated in the Strategic Framework, which in turn, drives the work of district staff and administrators. Within the Strategic Framework, we are committed to equitable practices by being accountable for removing barriers and creating equitable systems. Further, the five goals of the Strategic Framework and their underlying strategies have been developed so that programming and educational resources are directed toward helping all students achieve their personal goals and academic potential.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to accept the FY25 Audit as presented.

ISD No. 197, West St. Paul

Audit Report for Year Ended June 30, 2025

Presented by: James H. Eichten, CPA

Principal

952-224-1628◆ jeichten@lbcarlson.com

Auditor's Role

LB | CARLSON

Opinion on Financial Statements

- District Audit
- Federal Single Audit

Internal Controls and Compliance

- Financial Statement Audit
- State Laws and Regulations

Audit Results

LB | CARLSON

District Financial Audit

- Unmodified Opinion on Basic Financial Statements
- Emphasis of Matter
  - Implementation of New Accounting Standard on Compensated Absences

Internal Controls and Compliance – Financial Audit

- Four Material Weaknesses in Internal Controls Over Financial Reporting
  - Material Audit Adjustment
  - Regulatory Reporting Deadlines
  - Accuracy of Cash Reconciliations
  - Segregation of Duties

Audit Results

LB | CARLSON

Schedule of Expenditures of Federal Awards - Federal Single Audit	• Fairly Stated in All Material Respects in Relation to the Basic Financial Statements
Testing under Government Auditing Standards	• No Instances of Noncompliance

AUDIT RESULTS

LB | CARLSON

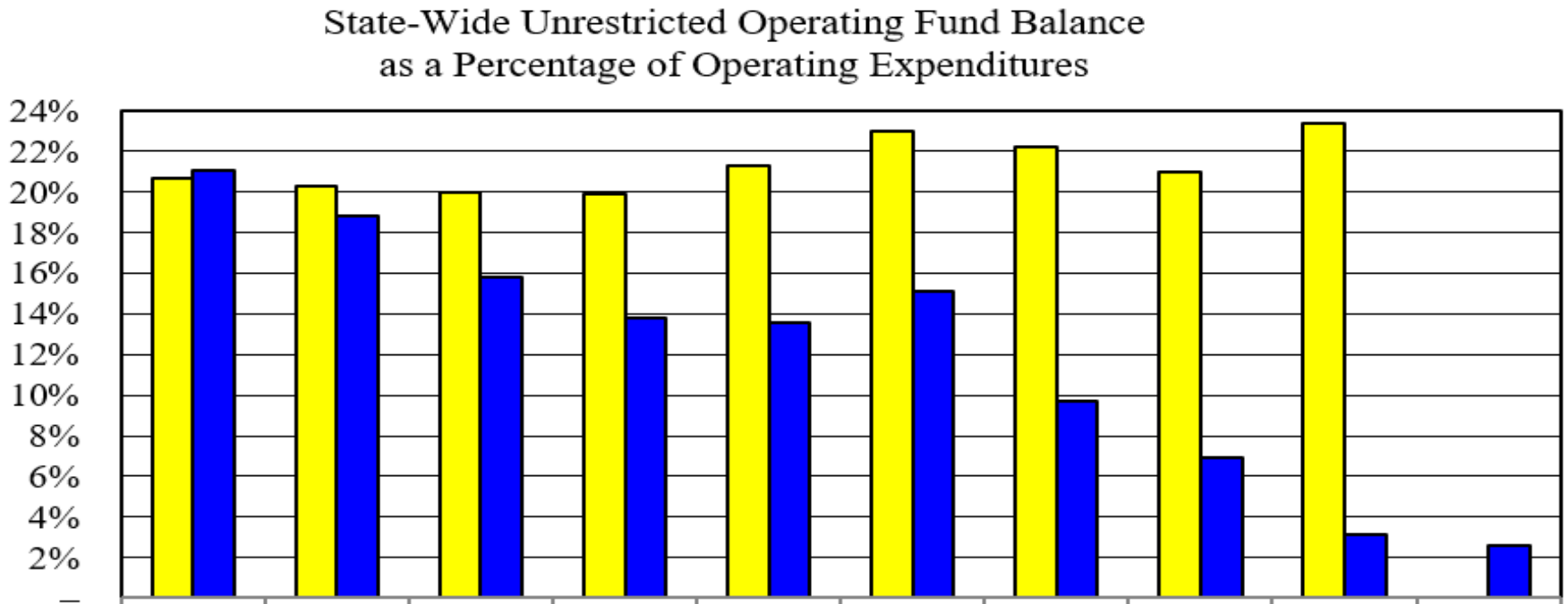
Internal Controls and Compliance – Single Audit of Federal Awards

- Two Significant Deficiencies and One Instance of Reportable Noncompliance in the Auditing of the District's Major Federal Programs.
  - Suspension and Debarment Requirements
  - Allowable Activity Requirements
  - Federal Reporting Deadline

MN Legal Compliance

- Two Findings Based on Testing of Compliance with Minnesota Laws and Regulations:
  - Broker Certifications
  - Timely Submission of Audited Financial Statements

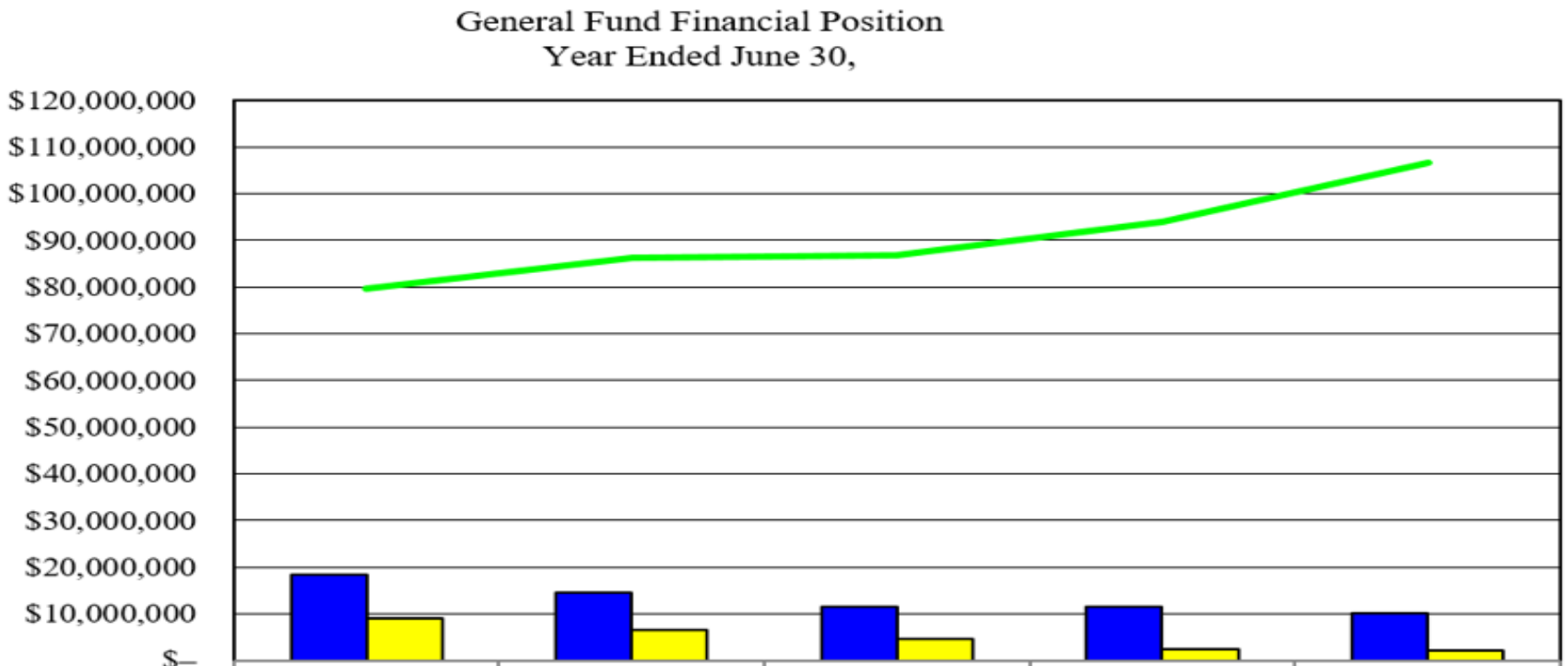
State-Wide Unrestricted Operating Fund Balance as a Percentage of Operating Expenditures



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
State-Wide	20.7%	20.3%	20.0%	19.9%	21.3%	23.0%	22.2%	21.0%	23.4%	–
ISD No. 197	21.1%	18.8%	15.8%	13.8%	13.6%	15.1%	9.7%	6.9%	3.1%	2.6%

General Fund
Financial Position – Trend Analysis

LB | CARLSON



	2021	2022	2023	2024	2025
Cash and Investments	$18,511,808	$14,592,528	$11,564,228	$11,444,115	$10,115,902
Unrestricted Fund Balance	$9,042,136	$6,523,372	$4,588,965	$2,338,739	$2,166,093
Expenditures	$79,721,693	$86,136,009	$86,693,804	$93,974,882	$106,447,853

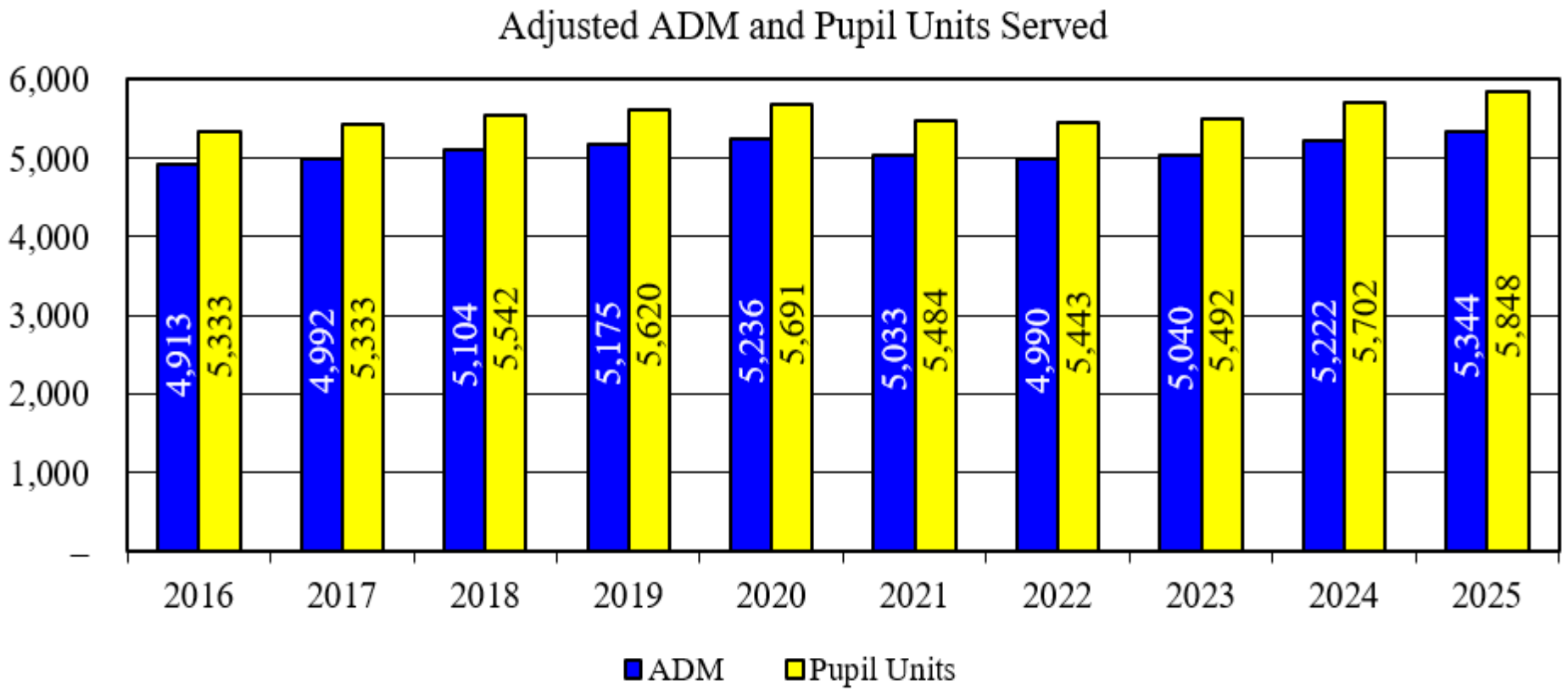
General Fund
Financial Position – Trend Analysis

LB | CARLSON

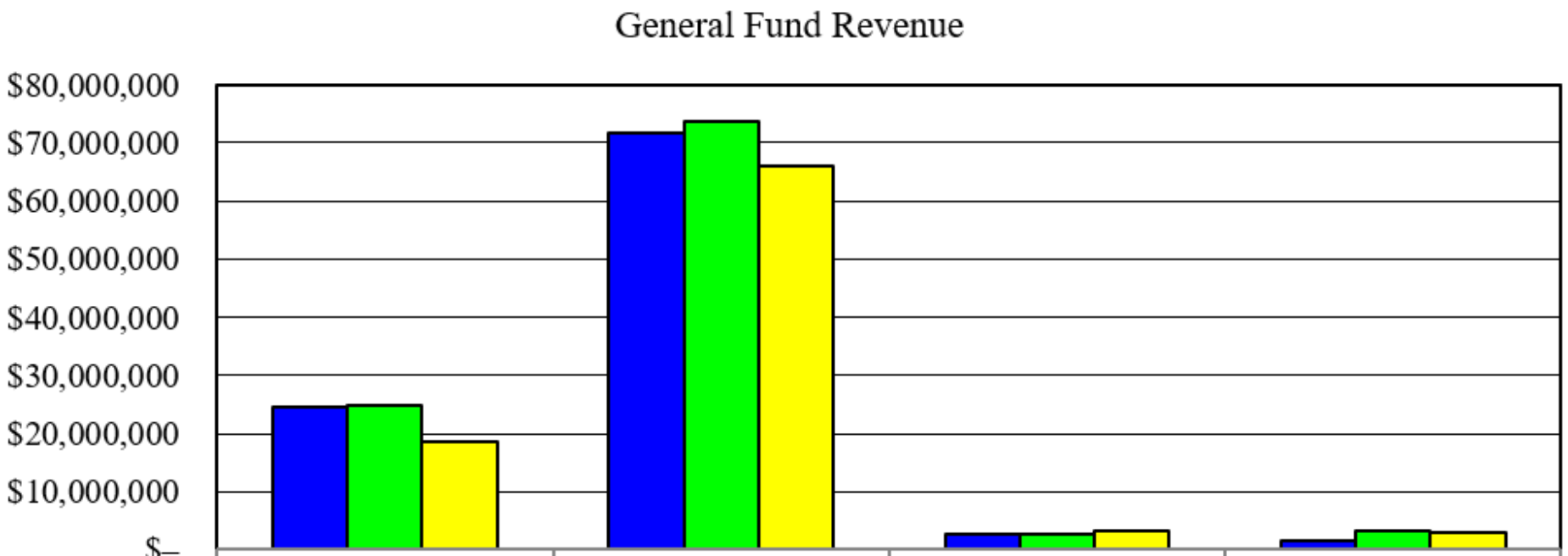
	June 30,				
	2021	2022	2023	2024	2025
Nonspendable fund balances	$ 458,167	$ 361,665	$ 342,409	$ 491,402	$ 531,659
Restricted fund balances (1)	1,879,406	3,005,175	3,383,684	3,064,641	2,667,349
Unrestricted fund balances					
Assigned	–	1,088,076	377,604	–	–
Unassigned	9,042,136	5,435,296	4,211,361	2,338,739	2,166,093
Total fund balance	$ 11,379,709	$ 9,890,212	$ 8,315,058	$ 5,894,782	$ 5,365,101
Unrestricted (all nonrestricted) fund balances as a percentage of expenditures (excludes capital-related expenditures)	13.1%	8.7%	6.1%	3.1%	2.6%
Unassigned fund balances as a percentage of total expenditures	11.3%	6.3%	4.9%	2.5%	2.0%

(1) Includes deficits in restricted fund balance accounts allowed to accumulate deficits under UFARS, which are part of unassigned fund balance on the accounting principles generally accepted in the United States of America-based financial statements.

Adjusted ADM and Pupil Units Served

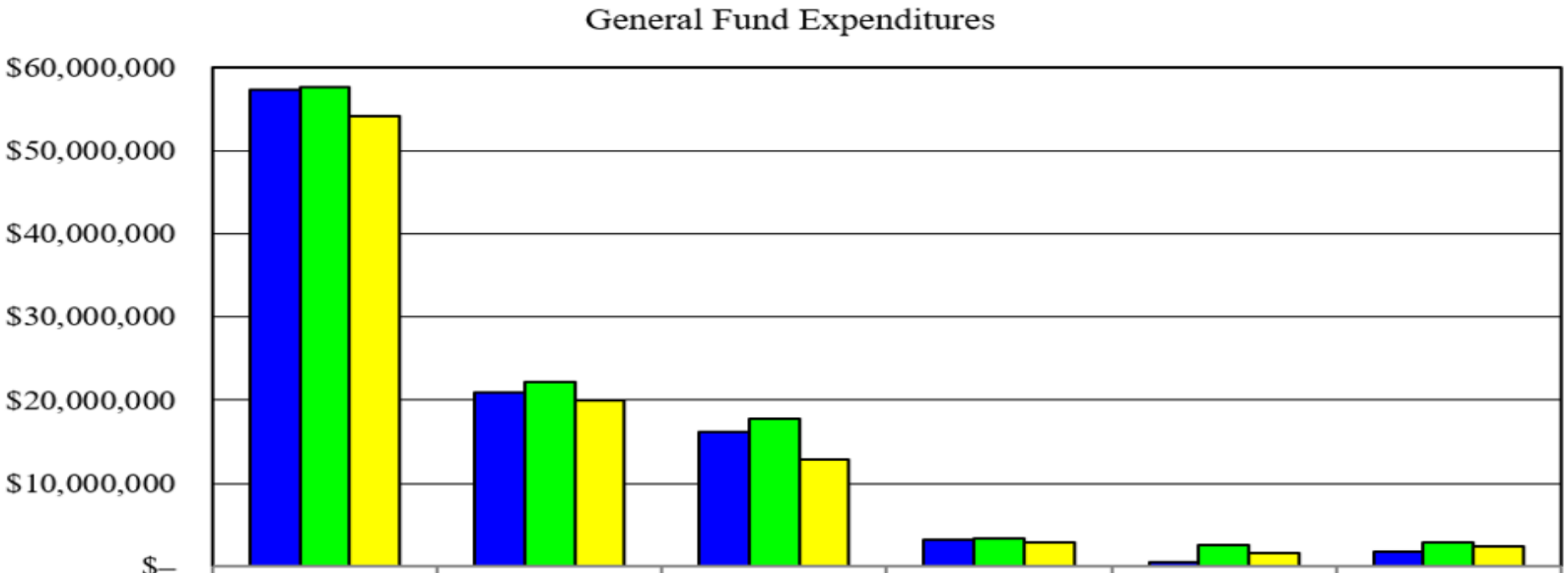


General Fund Revenue



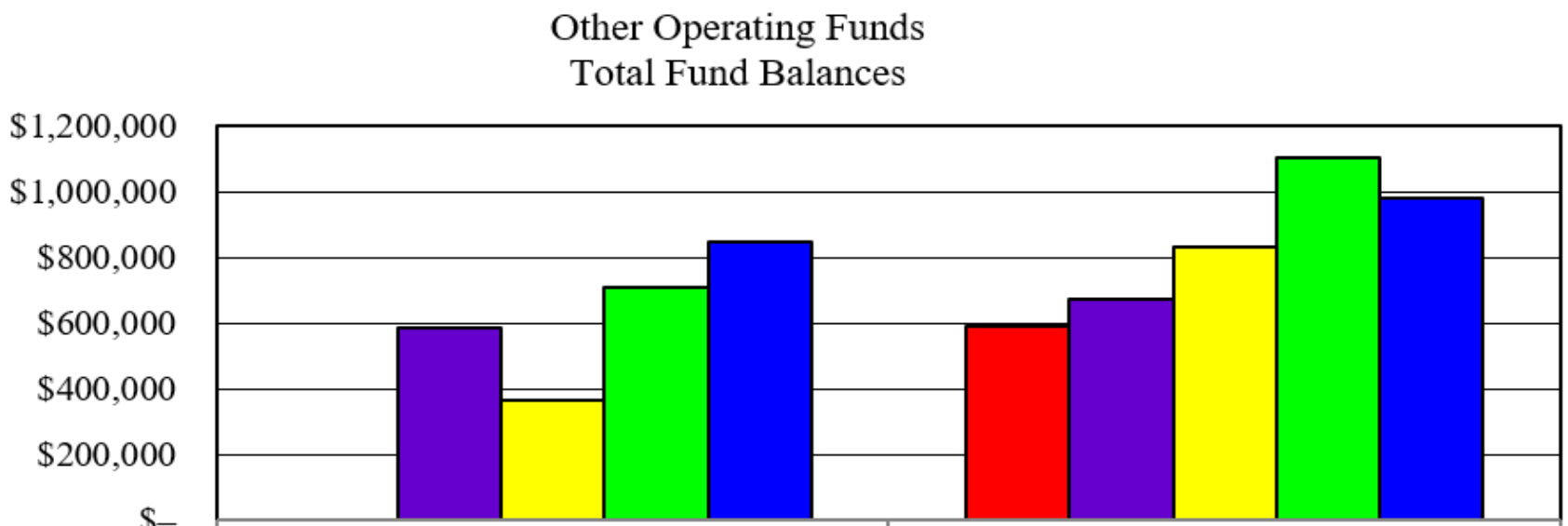
	Property Taxes	State Sources	Federal Sources	Other
Budget	$24,487,734	$71,656,894	$2,765,328	$1,654,000
Actual	$24,696,252	$73,786,201	$2,659,686	$3,215,967
Prior Year	$18,489,202	$66,105,403	$3,352,377	$2,922,324

General Fund Expenditures



	Salaries	Employee Benefits	Purchased Services	Supplies and Materials	Capital	Other
Budget	$57,251,052	$20,974,731	$16,172,929	$3,163,010	$595,174	$1,750,990
Actual	$57,645,691	$22,107,425	$17,719,263	$3,451,724	$2,637,652	$2,886,098
Prior Year	$54,120,065	$20,011,827	$12,788,941	$2,962,113	$1,677,937	$2,413,999

Other Governmental Funds



	Food Service	Community Service
2021	$–	$588,576
2022	$584,501	$672,399
2023	$366,256	$831,027
2024 - Restated	$706,889	$1,105,202
2025	$848,919	$981,559

Management Report

LB | CARLSON

Accounting and Auditing Updates

- Implementation of Governmental Accounting Standards on Financial Reporting Model Improvements in Fiscal 2026

SUMMARY

LB | CARLSON

- Clean Opinion on Financial Statements
- Discussed Findings Reported
- Declining General Fund Financial Condition
- Discussion of General Fund Balance Policy
- Deficit Financial Position of Self-Insured Medical Plan
- Implemented New Accounting Standards
- Corrective Actions Plans
- Future Audit Planning

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Brian Schultz, Director of Finance

DATE: September 28, 2026

SUBJECT: Adoption of Proposed 2026 Payable 2027 Property Tax Levy

BACKGROUND

Minnesota statutes require school districts to certify their proposed 2026 property tax levy, payable in 2027, by September 30, 2026.

The board may certify the proposed levy either at the maximum amount or at a specific dollar amount. The maximum option exists because the Minnesota Department of Education (MDE) may revise a district's levy calculations between the board's approval of the proposed levy in September and adoption of the final levy in December. Certifying at the maximum protects the district if its allowable levy increases during that period. Certifying a specific dollar amount caps the levy at that figure, even if MDE later raises the amount the district is authorized to levy. In either case, the board may reduce the levy when it adopts the final amount in December.

Administration will review changes from the prior year's levy at the meeting.

Truth in Taxation statutes also require a public hearing, which may be held during a regular school board meeting. The date and time of that meeting must be announced when the proposed levy is certified. The Truth in Taxation hearing will be held at the regular school board meeting on December 14, 2026, at 6:00 p.m. at Mendota Heights City Hall.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of Independent School District No. 197 that the proposed 2026 payable 2027 property tax levy is adopted as “Maximum” and, further, that the School Board Clerk or Superintendent is authorized to sign the document used to certify the levy to the county auditor.

Proposed Levy - Payable 2027 - FY28

Categorical Levy Detail

Fund	Levy Component	2025 Payable 2026 for FY27	2026 Payable 2027 for FY28	$ Change	% Change
General Fund	Referendum	$13,111,559	$13,143,736	$32,177	
	Local Optional	4,175,559	4,059,205	(116,354)	
	Equity	414,200	280,405	(133,795)	
	Alt Teacher Compensation	488,554	479,218	(9,336)	
	Achievement & Integration Levy	345,542	338,063	(7,479)	
	Reemployment Insurance Levy	150,000	100,000	(50,000)	
	Safe Schools Levy	294,209	286,012	(8,197)	
	Career Technical	278,465	268,290	(10,175)	
	OPEB Levy	811,837	780,000	(31,837)	
	Operating Capital Levy	1,188,461	1,254,709	66,248	
	Long Term Facilities Maintenance	1,384,972	1,358,090	(26,882)	
	Leased Space Levy	1,228,630	1,289,105	60,475	
	Referendum - Capital Project Levy	2,444,742	2,519,379	74,637	
	Abatements / Prior Year Adjustments	314,299	463,011	148,712	
	General Fund Total	**$26,631,029**	**$26,619,223**	**($11,806)**	**-0.04%**
Community Service Fund	Basic Community Education Levy	$333,976	$346,236	$12,260	
	After School Enrichment	33,445	33,445	0	
	Early Childhood Family Levy	208,023	222,032	14,009	
	Home Visiting	8,880	8,595	(285)	
	Handicapped Adults Levy	5,873	6,190	317	
	School-Age Care	700,000	585,000	(115,000)	
	Abatements / Prior Year Adjustments	(125,618)	111,841	237,459	
	Community Service Fund Total	**$1,164,579**	**$1,313,339**	**$148,760**	**12.77%**
Debt Service					
Debt Service Fund	Debt Service Levy Voter Approved	$9,998,702	$10,000,802	$2,100	
	Debt Service Levy LTFM	2,335,936	2,304,751	(31,185)	
	Debt Excess	(701,060)	(716,904)	(15,844)	
	Abatements	67,210	83,879	16,669	
	Debt Service Fund Total	**$11,700,788**	**$11,672,528**	**($28,260)**	**-0.24%**
	Total Property Tax Levy	**$39,496,396**	**$39,605,090**	**$108,694**	**0.28%**

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: September 28, 2026

SUBJECT: Resolution to Close Open Enrollment for Grades 7-9 for the 2026-2027 School Year

BACKGROUND

We staff our buildings based on our projections. These projections are calculated by looking at the "capture rate" from grade to grade over the last five years. However, it isn't an exact science. This year, we are at, or very near, our school board parameter for class size in grades 7 and 8. High school works a little differently because electives tend to mix grades, not be grade-specific. This affords us some flexibility to manage class size from grade level to grade level. However, that flexibility is limited in 9th grade where there are more required classes. With higher-than-projected enrollment in 9th grade, that flexibility has become limited. Furthermore, we use a team model in 9th grade to support students' transition to high school. With higher-than-anticipated enrollment in 9th grade, it has become difficult to maintain the integrity of the model.

Proposal
While we will continue to welcome resident students, to help manage enrollment, the administration recommends closing to open enrollment in grades 7-9. This is a regular practice among several Minnesota school districts permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.

Rationale
- This is a regular practice among several Minnesota school districts.
- It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.
- For each grade, we meet the criteria under MN Statute 124D.03.
    - Grade 7 - approximately 20% of the total enrollment is from open enrollment.
    - Grade 8 - approximately 20% of the total enrollment is from open enrollment.
    - Grade 9 - approximately 24% of the total enrollment is from open enrollment.

Additional Information
- This proposal does not limit District 197 residents from enrolling in Grades 7-9.

RECOMMENDED RESOLUTION

Please see the attached resolution.

Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION LIMITING OPEN ENROLLMENT

WHEREAS, pursuant to Minnesota Statutes section 124D.03, subdivisions 2 and 6, the School Board may reject applications for enrollment based on the number of students in a particular grade level if the Board adopts a resolution stating that the number of nonresident students enrolling at that grade level may not exceed one percent of the total enrollment at that grade level in District 197, or the number of District 197 residents at that grade level who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less; and

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 197, West St. Paul-Mendota Heights-Eagan Schools, as follows:

1. For the 2026-2027 school year, the number of nonresident students who may enroll under the Enrollment Options Program in grades 7, 8, and 9 may not exceed one percent of the total enrollment at their particular grade level in District 197, or the number of District 197 residents at that grade level who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less.

2. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or his designee must report to the Minnesota Department of Education (MDE) on the number of nonresident students who are denied admission as a result of the limitations established in the second paragraph of this Resolution. The report must be submitted to the MDE by July 15, 2027.

The motion for the adoption of this Resolution was duly seconded by Member_____

and upon a vote being taken, the following Board members voted in favor of this resolution:

And the following voted against this Resolution: