

Regular Meeting and Work Session  
Monday, May 19, 2025 5:00 PM

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

## Agenda

1. Call Meeting to Order and Recite Pledge of Allegiance - 5:00 p.m.  
**Presenter:** Sarah Larsen, Chair
2. Approval of the Agenda  
**Presenter:** Sarah Larsen, Chair
3. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, Chair
  - 3.A. Approval of Minutes of the May 5, 2025 Regular School Board Meeting
  - 3.B. Approval of Personnel Recommendations
  - 3.C. Administrative Review of Policy 606.1, Reconsideration of Textbooks or Other Instruction Materials
  - 3.D. Final Reading of Policy 535, Service Animals in the Schools
  - 3.E. Approval of Memorandum of Agreement between School District 197 and Riverland Community Health for a School-Based Health Center
  - 3.F. Approval of Field Trip for Branch Out Transition Program
  - 3.G. Approval of February 2025 Accounts Payable Report
  - 3.H. Approval of February 2025 Treasurer's Report
  - 3.I. Approval of February 2025 Wire Transfers Report
  - 3.J. Approval of March 2025 Accounts Payable Report
  - 3.K. Approval of March 2025 Treasurer's Report
  - 3.L. Approval of March 2025 Wire Transfers Report
4. Comments to the School Board - 5:05 p.m.  
**Presenter:** Sarah Larsen, Chair
5. FY 2023-2024 Audit Presentation - 5:10 p.m.  
**Presenter:** CESO (Center for Effective School Operations)
6. Curriculum Review Update-Foundational Curriculum - 5:55 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
7. First Reading of Policy 603, Curriculum Development - 6:15 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
8. Superintendent End of Year Report on Goal Attainment - 6:30 p.m.  
**Presenter:** Superintendent Peter Olson-Skog
9. Adjournment - 7:15 p.m.  
**Presenter:** Sarah Larsen, Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, May 5, 2025  
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, May 5, 2025 beginning at 6:00 p.m. pursuant to due notice.

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

Also present for the meeting were: Peter Mau, Assistant Superintendent; Sara Lein, Director of Special Education; Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment; Tye Michaels, Director of Human Resources; Mark Fortman, Director of Operations; Sara Blair, Director of Communications; and Lisa Grathen, Director of Community Education.

**Agenda**

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

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

*The motion carried (7-0).*

**Consent Agenda**

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

- Approval of the April 21, 2025 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Approval of Annual Designation of Identified Official with Authority for the Minnesota Department of Education
- Approval of Resolution of Support for the 2025-2026 Safe Routes to School BOOST Grant
- Final Reading of Policy 416, Drug and Alcohol Testing
- Final Reading of Policy 418, Drug Free Workplace/Drug Free School
- Second Reading of Policy 535, Service Animals in the Schools
- Approval of Field Trip for Two Rivers High School Boys Basketball
- Approval of Bid Award for Milk and Dairy Products
- Approval of Award for Food Service Paper and Supplies for the FY2025-2027 School Years

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

*The motion carried (7-0).*

## **Listening Session Report**

Board member Vaupel stated that one individual attended the Listening Session to talk about options for reducing food waste.

## **Recognitions**

Superintendent Olson-Skog introduced three groups of students for recognition. Several students were featured in this year's Confluence literary publication. Confluence is an annual publication that features writing and art from School District 197 fourth-grade students. All submissions focused on this year's theme: *Adventure in Every Draft*. Elementary Curriculum Coordinator, Katie Quinlan, introduced the following students: Moreland's Liam Schindeldecker (Meanings of Explore) and Maysa Farah (The Enchanted Tree); Garlough's Ramona Saenz-Wilhelm (Tiger Island); Somerset's Leif Arneson (Tree) and Noelle Steele (The Outdoors); Pilot Knob's Manhaa Moien (Into the Emerald Deep) and Sahasra Medarmitlla (Letters); Mendota's Charlee Gunia and Quinn Bietz (Cabybara Life).

Several Two Rivers High School students recently passed the state-recognized bilingual and multilingual seals test. This year, nearly 20 students in grades 11 and 12 demonstrated proficiency in German and Spanish. The district had more Platinum Bilingual Seals awarded than ever before, each earning four college credits. Every other student who took the test earned at least three college credits. The Bilingual and Multilingual Seals, officially recognized by the state of Minnesota, celebrate students' ability to communicate in multiple languages. Students recognized were: Alessandra Valadez-Ochoa; Alexa Flores; Angelo Jaime Aguirre; Ashley Avalos Muro; Celin Mena Rivera; Elissa Reynoso Flores; Emma Mercer; Isabelle Espinoza Hernandez; Jesus Enriquez Camacho; Jonathan Mata-Jaimes; Leandro Serrano; Leyda Mejia Alvarenga; Maite Pollex; Malena Carrasco-Medina; Marbella Sevilla; and Shirel Tovar Arellanos.

Student School Board Representatives, Patrick Bohmbach and Nawal Hassan, were honored for their service on the School Board this past school year.

## **Student Representative's Report**

Student Representative Nawal Hassan presented the student report. The Early Learning Center hosted a parent meeting. Elementary students took the MCA math and reading tests. Mendota Elementary hosted a Project Fair and Art Show, and students participated in Tree Week and Banana Day. Pilot Knob students participated in an Earth Day all-school clean-up day. Somerset hosted a project fair. Middle School students took the MCA math and reading tests. Friendly Hills hosted a 2SLGBTQ+ Parent/Guardian Group meeting. Two Rivers students celebrated Senior Decision Day with many students sharing their post-secondary plans. The high school hosted the Teen Lit Con, which showcased multiple authors and creative artists. Students hosted a polar plunge for charity. The annual musical "Mean Girls" was a huge success. Over the next couple of weeks, students will be taking many AP exams, and music concerts will take place. The Senior Awards ceremony will be held on May 21, which gives students the opportunity to earn scholarships based on their achievements. ALMAS is hosting a Mexican Folklore event on May 24, with students showcasing their dancing skills. Graduation will be held on June 1.

## **Superintendent's Report**

Superintendent Olson-Skog presented his report. Schools are hosting end-of-year activities, students and schools are receiving awards and recognitions, and preparations for the 2025-2026 school year are underway. The high school hosted Senior Decision Day. This event is for all seniors, whether they're going on to a 4-year or 2-year college, military service, joining the workforce, or taking a gap year, recognizing that every student's journey after high school is unique and valued. Somerset hosted a Project Fair + STEM Night, where students proudly shared their creative projects. Moreland hosted their annual Moreland Made, a learning showcase featuring over 100 pieces of student artwork and hands-on activities. Mendota's annual Craft & Bake Sale showcased a wide array of impressive student-created crafts and baked goods. This month, the district will

celebrate the child nutrition staff for School Lunch Hero Day, the administrative assistants for National Administrative Professionals Day, and the teachers for Teacher Appreciation Week. The two student school board representatives – Patrick Bohmbach and Nawal Hassan – were recognized for their outstanding reporting on behalf of students at all grade levels in the school district this past year and were presented with a \$500 scholarship to be applied towards their college tuition.

### **Equity Advisory Committee Update**

Peter Mau, Assistant Superintendent, and Kevin Sheridan, Educational Equity Coordinator, presented an update from the Equity Advisory Committee. The role of this committee is to advise district administration on matters related to the equity focus area of the Strategic Framework. Membership has increased in size and representation and includes staff, students, families, and representatives from 2SLGBTQ+, East African, Jewish, Muslim, and the School Board. The committee has continued to build community with various activities. Increased updates have been provided to the committee about targets and other initiatives such as supporting Native students with professional development for all licensed staff, offering school menu options for religious diet needs, partnering with historically Black colleges and universities, offering a course in Ojibwe, and offering the Youth Ambassadors program culminating in the Equity Summit. Other highlights include revised considerations for winter holidays; provided observations using the Diversity, Equity and Inclusion Tool after a Mendota visit; offered recommendations for updates to the equity policy; and provided a forum for groups to share on various topics. At the last meeting, members shared their recommendations that will help support the work on the committee for SY25-26.

### **Strategic Framework Equity Implementation Target Update**

Peter Mau, Assistant Superintendent, and Kevin Sheridan, Educational Equity Coordinator, presented an update on the Strategic Framework equity implementation target, “build equitable systems and support throughout the district”. Membership is representative of our community in terms of role (students, staff, families), location (our various schools and district departments), and demographics (race, gender identity, and more). The seven equity commitment areas include:

- Diverse classrooms and schools
- Staff quality and diversity
- Resource allocation
- Curriculum, Instruction and Assessment
- Schools and Classrooms
- Student Leadership and Voice
- Family and community partnerships

This year, equity training was provided to all non-licensed staff. This training reinforced why equity work is so important in education. District staff were offered the opportunity to learn a new language. 79 staff showed interest in that and were offered a six-month subscription to the online learning app. The Amazeworks curriculum in PreK-4 was fully implemented. The final two cohorts of teachers were trained last summer and received support this school year as they began teaching the lessons. Nutrition Services has regularly offered menu options for religious diet needs to be more reflective of the diversity of our student population. In regard to student leadership and voice, the number of student ambassadors was increased to at least four to attend the *Beyond Our Walls Equity Summit*.

### **Early Learning Advisory Committee Update**

Laurie Hume, Assistant Director of Early Learning, presented an update on the Early Learning Advisory Committee (ELAC). By law, the school district must have this advisory committee. The ELAC is a group of volunteer parents and staff members who assist in promoting the goals of the district’s early learning program through a variety of efforts. They work to enhance public awareness of the programs available to families, organize events for legislative advocacy, and advise on early learning curricula and programs. Membership

includes staff and parents. Meetings are held both in-person and virtually to accommodate families. Topics over the past year included a review of the Amazeworks curriculum, emergency procedures, Conscious Discipline, community resources, Technology and Young Children, and a review of the Science of Reading. Future goals include increased volunteer opportunities for families and for families to interact with each other.

### **Special Education Advisory Committee Update**

Rachel Johnston, Special Education Coordinator, presented an update on the Special Education Advisory Committee (SEAC). By law, the school district must have this advisory committee. The SEAC works to increase the involvement of parents of children with disabilities in making recommendations regarding special education policies and programs. Membership includes staff, parents, and community representatives. 21% of the district learners have IEPs. Staff serve students from birth to age 22 in 13 different disability categories. Topics and events over this past year included an overview of Special Education, information from Dakota County on the Special Education Plan from birth until graduation, and information on “Find Love Safely,” which is a personalized matchmaking service for adults with intellectual and developmental disabilities. At their May 20 meeting, staff will gather topic ideas to incorporate into next year’s meetings.

### **Action Item – Approval of FY26 Health and Dental Insurance Recommendations**

Tye Michaels, Director of Human Resources, presented the FY26 health and dental insurance recommendations. The Labor-Management Committee (LMC), which includes union leadership, a School Board representative, and district administration, meets throughout the school year with support from the district’s benefits consultant, One Digital, to review health and dental insurance. As of last month, the medical plan claims are running at 90% of expected year-to-date, up from 84% at this time last year. Claims have increased 23% year-over-year. Due to inflation and COVID-related costs, the fund balance has been depleted and is projected to reach zero or a negative balance once all expected claims are paid. The LMC recommends a 14% premium increase next year to cover plan costs and rebuild the fund balance, and the administration agrees. Dental claims are running at 120% of funding year-to-date. Total paid claims are up 7% compared to this time last year. The LMC recommends a 5% premium increase next year to cover plan costs and stabilize the fund balance, and administration agrees.

*It was moved by Mr. Hill and seconded by Mr. Aune to approve a 14% increase to medical premiums and a 5% increase to dental premiums.*

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

*The motion carried (7-0).*

### **Action Item – Approval of Friendly Hills Middle School Ventilation Project Change Order**

Mark Fortman, Director of Operations, presented a change order for the Friendly Hills Middle School ventilation project. The School Board accepted the bid for this project in August of last year. The cost was significantly lower than the original projection. The project was to be a 2-year project, and the administration intended to bid out phase 2 next fall for a summer 2026 piping replacement. Though this change order will increase the cost of the current project by \$218,421.85, it will also eliminate the need for the phase 2 project, estimated to cost an additional \$2 million. Administration worked with the design team and identified an alternative process that will enable the project to be completed this summer.

*It was moved by Ms. Steele and seconded by Mr. Schwab to approve Change Order #03 from CM Construction for \$218,421.85.*

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

*The motion carried (7-0).*

**Action Item – Approval of Heritage Middle School Ventilation Project Change Order**

Mark Fortman, Director of Operations, presented a change order for the Heritage Middle School ventilation project. The School Board accepted the bid for this project in August of last year. The cost was significantly lower than the original projection. The project was to be a 2-year project, and the administration intended to bid out phase 2 next fall for a summer 2026 piping replacement. Though this change order will increase the cost of the current project by \$197,355.84, it will also eliminate the need for the phase 2 project, estimated to cost an additional \$2 million. Administration worked with the design team and identified an alternative process that will enable the project to be completed this summer.

*It was moved by Mr. Vaupel and seconded by Mr. Hill to approve Change Order #03 from CM Construction for \$197,355.84.*

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

*The motion carried (7-0).*

**Adjournment**

*It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 7:56 p.m.*

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

*The motion carried (7-0).*

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, May 19, 2025 at 5:00 p.m. It will be held in the School District 197 District Office Training Room, 1897 Delaware Avenue, Mendota Heights. *Please refer to the district website for possible changes to any meeting times/locations.*

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

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk



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[www.isd197.org](http://www.isd197.org)

TO: School District 197 School Board Members  
FROM: Tye Michaels, Director of Human Resources  
DATE: May 19, 2025  
SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on May 19, 2025, at the School Board Meeting.

**Non-Licensed Employment**

- Goodall, Cheryl - 5 hours a day, Transportation, Bus Driver, hourly rate of \$25.18, effective May 19, 2025.
- Fuller, Sarah - 7.83 hours per day, Transportation, Bus Driver, hourly rate of \$25.18, effective May 12, 2025.
- Fischer, Dryden - 8 hours per day, Lead Buildings and Grounds Worker-Heritage, hourly rate of \$24.94 plus .40 per hour shift differential, effective May 12, 2025.

**Licensed Resignation, Retirement, Termination**

- Kroth, Emily Mara - 1.0 FTE Occupational Therapist at Somerset Elementary School, resignation effective June 10, 2025.
- Friberg, Eric - 1.0 FTE Biology Teacher-Language Arts LTS at Two Rivers High School, resignation effective June 10, 2025.
- Trinh, Nicole - .6 FTE Teacher/Psychologist at Garlough Elementary School, resignation effective June 10, 2025.

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

- Bakken, Maxwell - 8.0 hours a day Buildings and Grounds Float, Districtwide, resignation effective May 7, 2025.



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carijo.drewitz@isd197.org

TO: School Board Members

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

DATE: May 19, 2025

RE: Administrative Review of Policy 606.1, Reconsideration of Textbooks and Other Instructional Materials

**BACKGROUND:**

A review of Policy 606.1, Reconsideration of Textbooks and Other Instructional Materials, has been performed. This is a district specific policy. Based on our review of the current policy, no changes are recommended at this time.

This was a new policy in 2021. To summarize, Minnesota Statutes require school districts to have a procedure for a parent/guardian to review the instructional materials that are used in their children's classes and, if needed, to ask for reconsideration. In January of that year, a work group was formed to develop a policy and procedures for reconsideration. The work group reviewed policy and procedures from comparable and local districts. Input was gathered from staff, parents, and students. There was not a Minnesota School Board Association (MSBA) model policy to follow; therefore legal counsel was sought before presenting it to the Board.

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 4-Way Equity Test. The policy provides a clear consistent process for staff and families and ensures that everyone has a voice. The procedure ensures that all parties are heard and supported. As requests are reviewed consideration is given to determine what system-wide communication may be necessary. We want to ensure that our staff continue to have confidence to engage students in learning about important and culturally complex themes while being responsive to an ever-changing social and political climate.

**RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 606.1, Reconsideration of Textbooks and Other Instructional Materials, as presented.



**606.1 RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

**I. PURPOSE**

The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instructional program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

Resource selection, acquisition and reevaluation is an ongoing process that includes the removal of resources that are no longer considered pertinent or appropriate for use in the district and replacement of resources that are lost or damaged.

The reevaluation of specific resources may occur either as part of a periodic review process or as the result of a reconsideration request initiated by a person with standing. Materials being reconsidered will be carefully reviewed in light of specific concerns which have been raised. The reconsideration must take into account the instructional plan on the use of the material and not just the material itself. Through the process additional perspectives will also be considered.

To have standing to initiate the reconsideration process, the requester must be either a student currently enrolled in School District 197 or a parent/guardian of a student currently enrolled in School District 197.

School District 197 staff members with concerns about instructional materials should direct their concerns to their supervisor or the Director of Curriculum, Instruction and Assessment. The details for this process are defined in a district procedure available through the district curriculum office. The remainder of this policy applies to a request as described above.

**II. PARENT/GUARDIAN REVIEW OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. Parents/guardians may examine materials that are used in the classroom or that are otherwise made available to students.
- B. Parents/guardians may request that their child not be required to use specific instructional materials by submitting a request to the building principal. If the

concern is with the standards being taught, there may not be alternate materials available, instead the student will be provided a supervised location for individual work. If the concern is related to a reconsideration request, an alternative plan will be provided until the reconsideration process is complete.

- C. The Board recognizes the right of an individual parent/guardian to submit a request for reconsideration of the use of certain textbooks or instructional materials.

### **III. RESPONSIBILITY**

School district staff will consider parent and student concerns related to instructional materials and will follow the established guidelines and procedures for processing such concerns.

The superintendent or a designee is responsible for developing guidelines and procedures for responding to parent and student objections to textbooks or other instructional materials.

The guidelines and procedures will be posted on the District website.

### **IV. OUTLINE OF PROCEDURES TO BE USED IN RECONSIDERATION REQUESTS**

- All reconsideration requests must be directed to the classroom teacher or site administrator.
- An informal meeting with the requester and the teacher or administrator should be scheduled within three (3) school days of the request and should take place within one week of the request.
- The purpose of the informal meeting is to listen to review and consider the concern, and explain the instructional purpose and use of the material within the district. A resolution to the request may occur at this point and may include the use of alternative resources, an adjusted instructional approach, or the continuation of the instructional plan.
- If the parent or student is not satisfied with the outcome of the meeting, the parent or student may request an alternate learning plan for their student.
- At any point during the process, the superintendent or designee may pause the use of a material until the process is completed.
- Subject to limitations imposed by the Minnesota Government Data Practices Act, the site administrator will determine what should be communicated about the resolution and to whom.
- In the event that the requester informs the District that they are not satisfied with the result, a site administrator will provide the requester with information on the next steps in the process.
- Within three (3) school days after the informal meeting, the site administrator will contact the requester and obtain the necessary information needed to submit a formal

- request for reconsideration. The requester or site administrator may complete the formal reconsideration form.
- Within three (3) school days after receiving the completed Request for Reconsideration form, the site administrator will submit the request to the Director of Curriculum.
  - The Director of Curriculum will convene a meeting with the Reconsideration Committee within ten (10) school days after receiving the Request for Reconsideration. The membership of the committee will vary depending upon each individual request but at a minimum will include a representative from the curriculum office, the equity office, the cultural liaison as appropriate, the classroom teacher(s), building administration, and outside experts as needed.
  - The findings of the committee will be shared with the requestor and impacted school district staff in writing.

*Legal References:* Minn. Stat. § 120B.20 (Parental Curriculum Review)

<b>POLICY ADOPTED:</b>	June 7, 2021
<b>POLICY REVIEWED/REVISED:</b>	
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: May 19, 2025

SUBJECT: Final Reading of Policy 535, Service Animals in the Schools

**BACKGROUND:**

A review of Policy 535, Service Animals in the Schools, has been performed. A first reading was presented to board members at their meeting on April 21 with a second reading on May 5. The district's current policy was reviewed against MSBA's model policy. Based on this review, several changes were presented at that April meeting.

This optional policy was first adopted in May 2022. One of our sites had a student who used a service animal, and we determined that having a policy to govern service animals in the school district would benefit both families and staff.

Federal and state laws govern the use of service animals. This policy reflects applicable laws. There are a number of changes to this policy. They broadly fall into three categories: rearranging of content, modification of content, and additional content. The changes are made in all cases to align with the MSBA model policy language.

- The purpose statement (section I.) has been modified.
- A general statement of purpose (section II.) has been added.
- The title of section III was modified. In section III., the definition of a handler has been modified. The definition of a service animal has been modified. Old item B.-D., work tasks, was rearranged into new item D.
- Section IV was renamed and content was added in A., B., and modified in C. Previous items D.-H. were rearranged. The new D. and E. were rearranged from the old IX. A. and B. into section IV. The new item F. was added.
- Section V. was added. Old items III. D., E., and F. were rearranged and placed in section V. Items A., B., F., and G. were added.
- Section VI. was added.
- The old section III. G. was rearranged and modified into the new Section VII.
- The old Section IV. is now Section VIII. The old item A. was eliminated. Modifications were made to assessment factors.

- Old Section V., items D. and E. were rearranged into the new section IX.
- Section X. was added.
- Section XI. was added.
- Old section III., item H. was rearranged into the new section XII. A. Item B. was added.
- Several legal references were added. These additional references are reflected in the added and modified language above.

In reviewing the 4-Way Equity test, this policy helps ensure equitable access to our facilities and programs. It also ensures access and opportunities for people with disabilities, who have historically been underserved. While it may have some negative impacts on those with allergies or a fear of dogs, administration will work to mitigate these potential issues.

**RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 535, Service Animals in the Schools, as presented.



## OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Assistant Superintendent

### 535 SERVICE ANIMALS IN SCHOOLS

#### I. ~~PURPOSE~~

~~Independent School District No. 197 prohibits discrimination against individuals based on disability, including individuals who require the assistance of a service animal. Toward that end, the District acknowledges its obligation to modify its policies to allow the use of a service animal by individuals with disabilities.~~

#### I. PURPOSE

**The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.**

#### II. GENERAL STATEMENT OF POLICY

**Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.**

#### III. DEFINITIONS

##### A. Handler

~~A “handler” is an individual with a disability who is accompanied by a service animal, a trainer who is accompanied by a service animal, or an individual who is handling a service animal for or on behalf of an individual with a disability~~ **uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.**

##### B. Service Animal

A. A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals,

whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. **The “work or tasks” performed by a service animal must be directly related to the individual’s disability.** An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

~~B. The “work or tasks” performed by a service animal must be directly related to the individual’s disability.~~

~~C. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.~~

~~D. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.~~

### C. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

### D. Work or Tasks

1. **“Work or tasks” are those functions performed by a service animal.**
2. **Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.**
3. **The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.**

#### **IV. RIGHTS AND RESPONSIBILITIES – ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. ~~Equal Access:~~ **In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students and employees are allowed to go.** A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler or the individual who needs the service animal because of a disability has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. **It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.**
- C. ~~Equal Treatment: The District may not do any of the following: isolate the handler from individuals without service animals; ask or require the handler to pay an extra fee; or treat the handler less favorably than individuals without service animals.~~ **The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.**
- D. ~~Care and Supervision: The service animal must be housebroken. The School District is not responsible for the care or supervision of a service animal. The handler is solely responsible for the care and supervision of the service animal including, but not limited to, feeding, watering, cleaning, and toileting. Neither the District nor its staff will assume such responsibilities. The service animal must be properly vaccinated in accordance with applicable state laws and local ordinances.~~
- E. ~~Licensing: The service animal must be appropriately licensed in accordance with applicable state laws and local ordinances.~~
- F. ~~Tether: A service animal must have a harness, leash or other tether, unless: (a) the handler is unable to use a harness, leash, or other tether because of a disability, or (b) the use of a harness, leash, or other tether would interfere with the service animal's safe and effective performance of work or tasks. If either (a) or (b) applies, the service animal must be under the handler's control by voice, signals, or other effective means. Control: A service animal must be under the control of its handler.~~
- G. ~~Removal: A school official may require a handler to remove a service animal from District property, a district facility, a vehicle operated by or on behalf of the District, or a school sponsored event, activity, or program if the service animal is out of control and the handler does not take effective action to control it, or the service animal is not housebroken. If the District requires an individual with a disability to remove a service animal, the individual may remain on District property, in a~~

~~District facility, in a District owned or operated vehicle, or at a school sponsored event, activity, or program without having the service animal, unless the individual has violated a law or school rule or regulation that would warrant the removal of the individual.~~

~~H. Liability: A handler who is accompanied by a service animal is liable for any and all harm, injury, or damage caused by the service animal.~~

**D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:**

- 1. Is the service animal required because of a disability; and**
- 2. What work or tasks is the service animal trained to perform.**

**E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.**

**F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.**

## **V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

**A. The service animal must be required for the individual with a disability.**

**B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.**

**C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).**

**D. The service animal must be housebroken.**

**E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.**

- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.**
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.**
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.**

## **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.**
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.**
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.**

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:**
  - 1. Any of the requirements described in Part V., above, are not met.**
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;**
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or**
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.**

- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.**

## **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

~~Only Reasonable Modifications Required: The School District must make “reasonable” modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.~~

~~Assessment Factors: In determining~~ **assessing** ~~whether reasonable modifications can be made to allow a miniature horse into a specific facility, the District may consider the following factors~~ **a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:**

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific facility **building or on school grounds** compromises legitimate safety requirements ~~that are necessary for safe operation.~~

## **IX. GUIDELINES FOR SERVICE ANIMALS**

- ~~A. Permitted Inquires: District staff generally may ask a handler or an individual with a disability if an animal is required because of a disability and, if so, what work or task the animal has been trained to perform. However, District staff may not make these inquiries when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has impaired vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).~~
- ~~B. Prohibited Inquires: District staff may not ask a handler or an individual with a disability about the nature or extent of a disability. In addition, District staff may not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.~~
- ~~C. Vaccinations. Each handler is responsible for ensuring that the service animal is properly vaccinated.~~
- ~~D. Allergies: If a student or employee notifies the District that they are allergic to a service animal, the District will balance the rights of the individuals involved. Generally, allergies that are not life threatening are not a valid reason for prohibiting~~

the presence of a service animal.

~~E. Fear of Animals: Fear of animals is not a valid reason for prohibiting the presence of a service animal.~~

~~F. Working Status of Service Animals: Students, parents/guardians, and employees of the District should not feed or pet a service animal without permission from the handler. In addition, students, parents/guardians, and employees generally should not seek to separate a service animal from its handler.~~

~~G. Notice Encouraged But Not Required: Students, parents/guardians, and employees are encouraged, but not required, to notify the building principal if they expect to be utilizing a service animal on a regular basis. This notification will not be used to deny access to any program, service, activity, or benefit. Rather, this notification will be used to provide an opportunity for discussion that is designed to assist the student or employee in transitioning to the regular use of a service animal at school or work.~~

## **IX. ALLERGIES; FEAR OF ANIMALS**

**If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.**

## **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

**If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.**

## **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

**If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.**

## **XII. LIABILITY**

**A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the**

**service animal while on school district property.**

- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person’s possession as a service animal may be subject to criminal liability.**

*Legal References:*      **Section 504 of the Rehabilitation Act of 1973**  
                                 **28 C.F.R. § 35.104 (ADA Regulations)**  
                                 **28 C.F.R. § 35.130(b)(7) (ADA Regulations)**  
                                 28 C.F.R. § 35.136 (ADA Regulations)  
                                 **20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Act)**  
                                 Minn. Stat. § 256C.02 (Public Accommodations)  
                                 Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)  
                                 **Minn. Stat. § 609.226 (Harm Caused by Dog)**  
                                 **Minn. Stat. § 609.833 (Misrepresentation of Service Animal)**

<b>POLICY ADOPTED:</b>	May 16, 2022
<b>POLICY REVIEWED/REVISED:</b>	
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Every three years



## **OPERATIONAL EXPECTATIONS**

**ISD 197 School Board**

Students

Contact: Assistant Superintendent

### **535 SERVICE ANIMALS IN SCHOOLS**

#### **I. PURPOSE**

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

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

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

#### **III. DEFINITIONS**

A. Handler

A “handler” is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, “handler” means the person who cares for and supervises the animal on that individual’s behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

B. Service Animal

A “service animal” is a dog (regardless of breed or size) or miniature horse that is individually trained to perform “work or tasks” for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The “work or tasks” performed by a service animal must be directly related to the individual’s disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

C. Trainer

A “trainer” is a person who is training a service animal and is affiliated with a recognized training program for service animals.

D. Work or Tasks

1. “Work or tasks” are those functions performed by a service animal.
2. Examples of “work or tasks” include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship are not “work or tasks” for the purposes of this policy.

**IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES**

- A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler or the individual who needs the service animal because of a disability has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.
- B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.
- C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.
- D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person’s disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:
  1. Is the service animal required because of a disability; and
  2. What work or tasks is the service animal trained to perform.

- E. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.
- F. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

## **V. REQUIREMENTS FOR ALL SERVICE ANIMALS**

- A. The service animal must be required for the individual with a disability.
- B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.
- C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
- D. The service animal must be housebroken.
- E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.
- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

## **VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL**

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees

seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.

- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

## **VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL**

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
  - 1. Any of the requirements described in Part V., above, are not met.
  - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
  - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
  - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

## **VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES**

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate safety requirements.

## **IX. ALLERGIES; FEAR OF ANIMALS**

If a student or employee notifies the school district that he or she is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

## **X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS**

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

## **XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES**

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of his or her position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

## **XII. LIABILITY**

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

*Legal References:* Section 504 of the Rehabilitation Act of 1973  
28 C.F.R. § 35.104 (ADA Regulations)  
28 C.F.R. § 35.130(b)(7) (ADA Regulations)  
28 C.F.R. § 35.136 (ADA Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)  
Minn. Stat. § 256C.02 (Public Accommodations)  
Minn. Stat. § 363A.19 (Discrimination Against Disabilities Prohibited)  
Minn. Stat. § 609.226 (Harm Caused by Dog)  
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

**POLICY ADOPTED:** May 16, 2022  
**POLICY REVIEWED/REVISED:**  
**Monitoring Method:** Administrative Review  
**Monitoring Frequency:** Every three years



# SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

1897 Delaware Avenue  
Mendota Heights, MN 55118  
P 651.403.7019 F 651.403.7010  
sara.lein@isd197.org

TO: School Board Members

FROM: Sara Lein, Director of Special Services

DATE: May 19, 2025

SUBJECT: School-Based Health Center Memorandum of Agreement

## **BACKGROUND:**

At the February 18, 2025 School Board meeting, an outline and update on a possible School-Based Health Center at Two Rivers High School was presented to the school board.

In 2023, Minnesota State Statutes defined this work: “‘School-based health center’ or ‘comprehensive school-based health center’ means a safety net health care delivery model that is located in or near a school facility and that offers comprehensive medical care, including preventive and behavioral health services, provided by licensed and qualified health professionals in accordance with federal, state, and local law, to all students and youth within a school or district regardless of ability to pay, insurance coverage, or immigration status.” Minn. Stat. § 145.903

The School-Based Health Center Advisory Committee held its initial meeting on January 24, 2025, and met again on May 8, 2025. This advisory committee has established a mission: *Through a partnership with Riverland Community Health Center, Two Rivers School-based Health Center will provide comprehensive, high-value, student-centered, culturally sensitive, and trauma-responsive healthcare to the ISD 197 community with the intent to support education outcomes through improved healthcare access and engagement.*

The School-Based Health Center Memorandum of Agreement is entered into by and between Independent School District 197 and Riverland Community Health.

This Memorandum of Agreement was reviewed using the district’s 4-Way Equity Test. A School-Based Health Center (SBHC) at Two Rivers High School would be a powerful tool for advancing equity by providing accessible, inclusive health services directly on campus. It helps eliminate barriers for historically underserved students, such as those from low-income backgrounds, communities of color, or with disabilities, by offering medical, mental health, and preventive care in a culturally and linguistically appropriate way. By ensuring all students have access to care regardless of background, SBHCs support consistent attendance, academic performance, and well-being. They also foster community engagement by valuing family voices and creating safe spaces for students and families to share experiences, ultimately promoting a more equitable and supportive school environment.

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## **RECOMMENDATION:**

***BE IT RESOLVED*** by the School Board of School District 197 to approve the School-Based Health Center Memorandum of Agreement between Independent School District 197 and Riverland Community Health, as presented.

**SCHOOL-BASED HEALTH CENTER  
MEMORANDUM OF AGREEMENT**

This School-Based Health Center Memorandum of Agreement (hereinafter, "Agreement") is entered into by and between Independent School District 197, West St. Paul-Mendota Heights (hereinafter, "District"), and Riverland Community Health (hereinafter, "Riverland").

WHEREAS, the District would like to establish a school-based health center ("SBHC") on-site at Two Rivers High School so that students, and particularly those in underserved populations, may easily access healthcare;

WHEREAS, Riverland is a nonprofit community-based healthcare organization that, as a Federally Qualified Health Center, provides accessible care to underserved populations and is interested in sponsoring the District's SBHC; and

WHEREAS, in accordance with Minnesota Statutes section 145.903, the parties would like to formalize their agreement regarding the establishment and operation of the SBHC.

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein, Riverland and the District hereby agree as follows:

1. **Purpose.** The purpose of this agreement is to enable Riverland to provide age-appropriate primary care services and behavioral health services to District students on a walk-in or referral basis at least three half days a week up to full time at Two Rivers High School. Services will include, but are not limited to:
  - a. preventative health care;
  - b. chronic medical condition management as necessary;
  - c. mental health care and crisis management by referral to appropriate resources;
  - d. acute care for illness and injury;
  - e. oral health care;
  - f. vision care;
  - g. nutritional counseling;
  - h. substance abuse counseling; and
  - i. referral to a specialist, medical home, or hospital for care.
  
2. **Responsibilities of the Parties.**
  - a. The parties hereby agree to collaborate on the establishment and operation of an SBHC on the Two Rivers High School campus located in Mendota Heights, Minnesota. The District shall be responsible for providing a space for the SBHC, along with certain

utilities and services as outlined in this Agreement. Riverland shall be responsible for primary administrative and financial oversight of the SBHC and shall employ any necessary SBHC staff.

- b. The parties understand that each should be able to fulfill its responsibilities under this Agreement in accordance with the laws, policies, and regulations that govern their respective operations. This Agreement is not intended to preempt the controlling legal obligations of either party.
- c. If at any time either party is unable to perform its obligations under this Agreement, it shall promptly notify the other party.
- d. The parties acknowledge that ownership and right to control all medical records, test results, and supporting documents prepared in connection with the delivery of services in the SBHC will vest exclusively in Riverland, and that such medical records are not “educational records” as defined in the Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (FERPA), or educational data under the Minnesota Government Data Practices Act, Minnesota Statutes § 13.32 (MGDPA).
- e. Riverland and the District acknowledge that coordination and communication between the SBHC, school personnel (e.g. school nurses, counselors, teachers, administrators, and safety officers), Primary Care Providers, and Managed Care Organizations (including Medicaid utilization and billing systems for SBHCs) will improve continuity of care, reduce fragmentation, and prevent duplication of services. Hence, Riverland and the District commit to an ongoing mutual assistance and communication to coordinate services and avoid duplication of services.

### **3. Guidelines for Riverland and the District.**

- a. The District will assist in identifying students who do not have access to routine health/dental care services, who do not currently have a primary or family health care provider, behavioral health or dentist, or who have not had a recent physical examination and may refer such students to Riverland for services related to health issues as it deems necessary.
- b. Riverland shall provide primary care and behavioral health services on site at the professional discretion of the medical provider or may refer patients to other health care providers.
- c. Before providing services to a student, Riverland shall obtain parental consent for such treatment, unless parental consent is not required under Minnesota’s minor consent laws, Minnesota Statutes section 144.341-141.347.
- d. The scope of diagnosis, treatment and care offered by Riverland will include Early and Periodic Screening, Diagnostic and Treatment (EPSDT), sports physicals, acute care, referrals for specialty services, follow up for chronic diseases, access to a call center, family planning services, evaluation, and treatment of sexually transmitted infections, limited mental health services, and eligibility services. Education programs for students

and parents will be provided as . A limited laboratory and limited medications will be available.

- e. Students with physical, mental, and behavioral issues may receive routine physical or emotional examination or evaluation conducted by Riverland and may be referred to other health care providers at Riverland's professional discretion. The District may refer students to Riverland for examination and follow up. Riverland shall be responsible for acquiring consent for treatment and for informed consent prior to any invasive procedure.
- f. Riverland may also provide scheduled clinics for sports physicals and immunizations.
- g. Riverland shall preserve and assure the confidentiality of medical treatment records in accordance with Health Information Portability and Accountability Act of 1996 (HIPAA).
- h. The District will assist in giving notice of programs or activities sponsored by Riverland.
- i. Riverland, with the cooperation of the District's school nurses, shall schedule appointments for those students who have acquired written authorization from their parents or legal guardians, unless permission may be waived or is not required under state or federal law.
- j. The District will provide workspace for Riverland in the health office of Two Rivers High School so that referrals between Riverland and the District will be seamless.

#### **4. Confidentiality and Data Privacy.**

- a. The parties acknowledge the following legal obligations:
  - (i) HIPAA and its implementing regulations guide management and protection of Personal Health Information (PHI) in medical records kept by Riverland.
  - (ii) Riverland is a HIPAA covered entity.
  - (iii) FERPA, 20 U.S.C. § 1232g, and its implementing regulations guide management and protection of personally identifiable information in education records maintained by the District and its employees, including school nurses, social workers, and counselors.
  - (iv) The MGDPA, Minnesota Statutes section 13.32, classifies educational data maintained by the District, including student health data, as private data on individuals.
- b. The parties agree to comply with all federal and state privacy and confidentiality laws, including HIPAA, FERPA, and the MGDPA, to assure that no person will publish,

disclose, use, or permit to be published, disclosed or used, any confidential or private data pertaining to applicants, participants, or students unless authorized by such laws.

- c. Riverland agrees that any student data obtained through this cooperative agreement is confidential or private and cannot be disclosed to a third party unless disclosure is required by law.
- d. Neither party will use or disclose PHI or health status information maintained in educational records in a manner that would violate the requirements of federal or state law regarding the provision of confidential services to minors. Riverland will use all available means to avoid third party disclosures.
- e. Each party shall promptly notify the other party of any unauthorized or attempted unauthorized possession, use, or disclosure of confidential or private data and shall promptly furnish to that party full detail of the unauthorized release of such confidential or private data and shall assist with the investigation or prevention of the further release of such information.
- f. The parties hereto agree they will not disclose any student health records unless such disclosure is authorized pursuant to the requirements of the HIPAA and FERPA.
- g. The obligations in Paragraph 4 shall survive termination of the Agreement.

**5. Permissible or Required Disclosures Pursuant to HIPAA.**

- a. Riverland shall be permitted to disclose PHI without parental consent under limited circumstances as set forth in HIPAA and its implementing regulations:
  - (i) School nurses are recognized under HIPAA as limited “public health entities” for the purpose of receiving immunization-related information to prevent and control disease. Hence, Riverland may disclose PHI related to a child’s immunization status to school nurses.
  - (ii) Riverland may disclose PHI to a medical practitioner, including a school nurse, who is providing care and treatment to the child if it is reasonable to believe that the provider will (i) take appropriate steps to protect the information and (ii) will not use or disclose the information for any purpose other than the delivery of health care to the child.
- b. As authorized by FERPA, the District may disclose health information in student education records to SBHC clinicians without parental consent in connection with an emergency, if such disclosure is necessary to protect the health or safety of the student or other persons.

- 6. Facility and Utilities; Financial Responsibility.** The District agrees to provide Riverland the use of facilities at Two Rivers High School, along with certain utilities, including internet and telephone services, water, electricity, gas, sewage, and waste disposal (excluding wastes specified in Section 7 of this Agreement). The District also agrees to

provide custodial services to the SBHC. Such facilities, utilities, and services will be at no charge to Riverland, but the District reserves the right to seek reimbursement for those charges not related to the purposes of this Agreement. The District agrees to bear the cost of maintenance and repair of the facility resulting from normal use or wear and tear of the facility. All other costs associated with operating the SBHC shall be borne by Riverland.

7. **Medical Waste.** Riverland will reasonably and promptly dispose of all medical waste that it produces or collects. Medical waste shall include, but not be limited to, the following:
  - a. Biohazardous waste: Waste contaminated or potentially contaminated with the infectious agents known to cause human illness including but not limited to hypodermic needles, scalpels, razor blades, towels, gloves, cultures and the like.
  - b. Biohazardous sharps: Devices capable of cutting or piercing. Examples include, but are not limited to, hypodermic needles, scalpels, and razor blades.
  - c. Pathological waste: Human specimens and tissues, or any item containing or contaminated by human specimens or tissues.
8. **Fixtures and Equipment.** Riverland and the District hereby agree that all fixtures and equipment purchased by Riverland with its own funds shall remain the property of Riverland. All trade fixtures, signs and other personal property not permanently affixed to the facility shall remain the property of Riverland and Riverland shall have the right to remove such fixtures, signs and other personal property at any time without notice to the District.
9. **Furnishings and Equipment.** The District agrees that it shall provide all furnishings and office equipment for the SBHC at Two Rivers High School that are not medical in nature. Those items include but are not limited to computer network systems and security systems.
10. **Term of Agreement.** This Agreement will be active and continuous from the date of approval by Riverland and the District. This Agreement will automatically renew from year to year thereafter unless either party to this Agreement provides the other party written notice pursuant to Paragraph 11 that the party desires to terminate this Agreement.
11. **Termination.** This Agreement may be terminated by either party upon ninety (90) days written notice delivered to the other party at least ninety (90) days prior to the intended date of termination. By such termination, neither party may nullify obligations or liabilities already incurred for performance or for failure to perform prior to the date of termination.
12. **Compliance with District Policies and Laws.** Riverland and its employees must comply with all applicable District policies relating to its use of and presence at the SBHC. The District's policies are available online through the District's website. Riverland must also comply with all applicable federal and state laws and rules, and with all city ordinances that apply or relate to the operation of the SBHC.
13. **Liability Insurance.** Throughout the term of this Agreement, Riverland must maintain a policy of liability insurance covering general liability and bodily injury. The policy must

have liability limits that are not less than \$1,500,000 for any number of claims arising out of a single occurrence. Riverland must provide the District with proof of insurance coverage upon request.

- 14. Workers Compensation Insurance.** In compliance with Minnesota law, Riverland must maintain workers' compensation insurance on all employees of Riverland who perform services at the SBHC.
- 15. Indemnification.** Riverland shall defend, indemnify, and hold harmless the District, its School Board, employees, and agents with respect to any liabilities, damages, suits, claims, judgments, attorney fees, and court and legal costs and expenses that arise out of or result of from any alleged negligent, reckless, wrongful, or willful act or omission of Riverland or Riverland's employees, representatives, volunteers, and other agents in the course of Riverland's performance or non-performance of its obligations under this Agreement.
- 16. No Assignment.** Riverland may not assign or transfer its interest or any rights under this Agreement without the written approval of the District.
- 17. Relationship of the Parties.** Nothing in this Agreement may be construed to create a partnership, agency relationship, or joint venture between the parties. The parties have no authority or power to take any action that could legally bind the other party. No statement contained in this Agreement shall be construed so as to provide either party's employees with the rights, privileges, or benefits offered to the other party's employees.
- 18. Equal Drafting.** If either party asserts that a provision of this Agreement is ambiguous or unenforceable, the Agreement will be deemed to have been drafted equally by the parties.
- 19. Severability.** The provisions of this Agreement are severable. If a court of law determines that any provision of this Agreement is unenforceable, the remaining provisions will remain in full force and effect.
- 20. Governing Law.** This Agreement and the rights of the parties will be governed, construed, and enforced in accordance with the laws of the State of Minnesota.
- 21. Entire Agreement; Modifications.** The terms of this Agreement reflect the entire agreement between the parties. Except as stated in this Agreement, no party has relied on any statement, promise, inducement, or representation. This Agreement supersedes any and all prior agreements between the District and Riverland related to the matters discussed herein. No modifications to this Agreement will be valid unless both parties agree to the change in writing, as evidenced by a duly signed addendum to this Agreement. A copy of this Agreement will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates shown by their signatures. By signing below, each party specifically acknowledges that it has read this Agreement; that it has had the opportunity to review this Agreement with legal counsel; that it understands this Agreement; and that it voluntarily agrees to be legally bound by this Agreement.

**RIVERLAND COMMUNITY HEALTH**

Date: \_\_\_\_\_  
[NAME]

By: \_\_\_\_\_  
[TITLE]

**INDEPENDENT SCHOOL DISTRICT NO. 197**

Date: \_\_\_\_\_  
[NAME]

By: \_\_\_\_\_  
[TITLE]

Date: \_\_\_\_\_  
[NAME]

By: \_\_\_\_\_  
[TITLE]



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

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

Staff Member Name and school: Rachel Johnston - Branch Out Transition Pgm

Date of Trip/Destination/Who trip is for: Thurs May 29 to Friday May 30

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

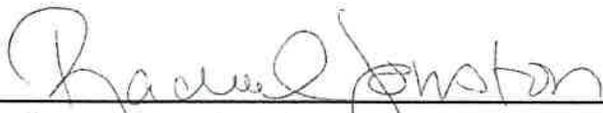
TOUR CHECKLIST	RESPONSE
1. Dates of travel	5/29 to 5/30 2025
2. Trip destination	Baker Park Preserve
3. <b>SUBMIT:</b> Complete roster of travelers. Include a link to your roster in the response or attach a document. Link to roster template: <b>TOUR ROSTER</b>	attached via link
4. <b>SUBMIT:</b> Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	attached via link
5. Final number of <b>student travelers</b>	18
6. Final number of <b>adult travelers who are paying their own way/fare.</b>	0
7. Final number of <b>adults travelers who are traveling with a free or reduced fare.</b> [If any, include the amount by which their fare is reduced]	0
8. Final number of <b>district employees (also include in #6 and #7 counts)</b>	5 possibly 6
9. <b>Ratio of adults to students</b>	1:3
<b>10. FINAL TOTAL of Number of Travelers (Adults and Students)</b>	23 possibly 24
11. Have parents received detailed information about the cancellation policies and fees?	not applicable
12. Is travel insurance through the tour company required OR optional for your travelers?	not applicable

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

Form 1 must have been completed and approved before submitting Form 2

Submit to Principal/Administrator and Superintendent's Office no less than two months prior to domestic travel and no less than 4 months prior to international travel.

13. Has the district completed background checks for <u>all</u> adults?	All are employees
14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	Only Branch Out students / staff
15. How will you communicate with travelers while on tour?	Cell phones
16. How will you communicate with families back home/not on tour?	not applicable
17. What is your plan for those requiring medication?	staff nurse Stacie O'Leary is attending

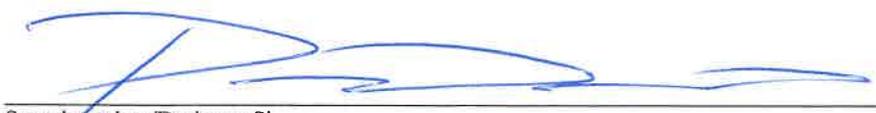
  
Staff Member's/Group Leader's Signature

5/1/2025  
Date

## Required Approvals:

  
Principal Signature

5/7/25  
Date

  
Superintendent/Designee Signature

5/14/25  
Date

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

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

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

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST

**FORM 1- Site and district approval is required before students/families are notified of the trip and before any funds are collected for the potential trip.**

## Part 1 - Approval to Plan & Recruit for an Extended Trip

Date of this request: 4/22/25 Your name/school: Rachel Johnston - Branch Out

Your Email: rachel.johnston@isd197.org Your Phone Number: 7017

Date Principal was notified of this trip: ongoing communication with Sara Leib

Dates of Trip: 5/29 to 5/30 Date/Time Leaving: 9:00 AM Date/Time Returning: 1:00 PM 5/30

Destination(s): Three Rivers Parks District / Baker Park Preserve

Who is this trip for (subject and grade levels)? Transition age

Estimated number of students that will participate: 20

Estimated number of chaperones that will participate (all chaperons must undergo a background check): 7

\*Chaperone names: Rachel Johnston Lauren Meyer Karen Bird Micah

Vance, Rohan Sharma, Stacie O'Leary, Terry Stammen

**What is your chaperone ratio:** One Adult Chaperone for every 3 students (minimum of 2 regardless of the number of students and at least 1 for every 10 students). \*Chaperones are defined as adults (minimum age of 21) who accompany and oversee groups of students. At least half (and no less than 2) of the chaperones must be current School District 197 employees.

Form of Transportation: ISD 197 bus + van Transportation Costs: \$ 102

(For liability purposes, all transportation must be provided by district transportation, contracted services, or public transportation. Private transportation is NOT allowed. Vehicle rentals are considered a contracted service. Allowable vehicles are specified and drivers must have a Type III license. Call the ISD 197 Transportation Department at 651-403-8320 for details.)

Lodging Name/Location: Baker Park Preserve Lodging Costs: \$ 322.58

(For liability purposes, all lodging must be public accommodations - hotel, public dormitory, etc. Exceptions may be requested and submitted to the Superintendent for consideration and possible approval.)

Cost per adult/chaperone: \$ \_\_\_\_\_ Costs covered by: Branch Out

Cost per student: \$ \_\_\_\_\_ Costs covered by: Branch Out

Sub costs, if any, paid by: \_\_\_\_\_ TOTAL COST: \$ 0

Please list all current School District 197 employees who will accompany this trip: Rachel Johnston,

Lauren Meyer, Karen Bird, Micah Vance, Rohan Sharma, Stacie O'Leary

What is the educational purpose and goal of this trip: Independent living skills on

IEP - Recreation & Leisure.

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST

**FORM 1- Site and district approval is required before students/families are notified of the trip and before any funds are collected for the potential trip.**

If applicable, Tour Company Name: not Applicable - Branch Out Staff  
 If applicable, Tour Company Customer Service Phone #: \_\_\_\_\_  
 If applicable, Tour Company Emergency Phone #: \_\_\_\_\_

Trip Leader experience with educational travel as an adult:

Year	Destination(s)	# of Student Travelers	Age Range of Travelers	Your Role (coordinator, adult/chaperone, parent)

**As the trip leader, I assure that...**

**[Please check the boxes that apply below and sign the form before submission]**

- I have not/will not communicate this potential trip until preliminary approval of this form has been attained from both the principal and superintendent. *This is an annual trip. We talk about it frequently*
- When the trip is communicated to families, communication will include:
  - o that the trip has received preliminary approval, but will not receive final approval until closer to the date of the trip
  - o that the trip may be canceled for a variety of reasons (insufficient chaperones, pandemic, destination issues)
  - o the financial details describing:
    - n/a  Any fees that will not be refunded by the company or district if the trip is canceled
    - n/a  Options for travel insurance (including potential areas the insurance WON'T cover (cancellation, etc.)
    - n/a  All the options for meeting the financial commitments of the trip (family pays, fundraising opportunities, etc.)

Rachel Johnston  
 Trip/Group Leader's Signature

4/22/2025  
 Date

**Part 2 - Approvals:**

Sue Be...  
 Principal Signature

4/22/25  
 Date

[Signature]  
 Superintendent/Designee Signature

4/28/25  
 Date

Once this form has been signed by your site administrator, submit it to the Superintendent for review and possible approval. Once approved, it will be returned to you and the trip leader may proceed with FORM 2 of this process.

## February 2025 Check Register

NUMBER	AMOUNT	DATE	VENDOR
296379	(3,600.00)	02/05/2025	INVER HILLS COMMUNITY COLLEGE
297438	(175.00)	02/05/2025	GERTENS
297515	12,301.50	02/06/2025	360 COMMUNITIES
297516	28,860.00	02/06/2025	AB STAFFING SOLUTIONS LLC
297517	462.03	02/06/2025	AINSWORTH, CHARLIE
297518	81.36	02/06/2025	ALLSTATE PETERBILT OF SO ST PAUL
297519	2,790.00	02/06/2025	AMN ALLIED SERVICES LLC
297520	27,758.83	02/06/2025	AMPION PBC
297521	1,542.00	02/06/2025	AWARDS BY HAMMOND
297522	1,275.00	02/06/2025	BAYFIELD FRUIT COMPANY
297523	52,562.00	02/06/2025	BE SAFE TRANSPORTATION LLC
297524	843.75	02/06/2025	BENEFIT EXTRAS INC
297525	2,826.34	02/06/2025	BIMBO BAKERIES USA
297526	317.75	02/06/2025	BOWMAN, MARY
297527	2,680.34	02/06/2025	BUSINESS ESSENTIALS
297528	100.00	02/06/2025	BUTLER, DAWN
297529	11,243.66	02/06/2025	CANON FINANCIAL SERVICES INC
297530	2,500.66	02/06/2025	CENTRAL SALT LLC
297531	42.50	02/06/2025	CESO FINANCE LLC
297532	283.88	02/06/2025	CINTAS CORPORATION #2
297533	15,892.18	02/06/2025	CITY OF MENDOTA HEIGHTS
297534	1,734.14	02/06/2025	CITY OF EAGAN
297535	1,919.38	02/06/2025	COMMERCIAL KITCHEN SERVICES
297536	2,524.75	02/06/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
297537	149.84	02/06/2025	CRYTEEL TRUCK EQUIPMENT
297538	81.15	02/06/2025	CULLIGAN
297539	496.00	02/06/2025	CUMMINGS, KRISTIE
297540	162.22	02/06/2025	DALCO - NETWORK SERVICE CO
297541	1,975.00	02/06/2025	DE LAMBERT, ANNE
297542	10,793.13	02/06/2025	DG MN CS 2021 LLC
297543	150.00	02/06/2025	DUFRESNE, AMIE
297544	54.53	02/06/2025	ECKROTH MUSIC
297545	390.71	02/06/2025	EDUCATORS BENEFIT CONSULTANTS LLC
297546	643.25	02/06/2025	EUL, ELIZABETH
297547	188.10	02/06/2025	FACTORY MOTOR PARTS CO
297548	11,568.57	02/06/2025	FAE LSE 6 LLC
297549	1,410.00	02/06/2025	FORD, LUANN
297550	2,437.46	02/06/2025	GEISER JOANNE
297551	162.02	02/06/2025	GRAINGER
297552	100.00	02/06/2025	HERSKIND, DOMINIQUE
297553	448.55	02/06/2025	HI TECH REFRIGERATION
297554	1,700.00	02/06/2025	HONOROFF, DANIEL
297555	3,130.10	02/06/2025	HORIZON COMMERCIAL POOL SUPPLY

297556	176.24	02/06/2025	HY VEE
297557	36,876.15	02/06/2025	ICS CONSULTING LLC (DBA ICS)
297558	3,252.78	02/06/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
297559	2,360.00	02/06/2025	INTEGRATED FOOD SERVICE
297560	385.00	02/06/2025	IRONDALE HIGH SCHOOL
297561	41.30	02/06/2025	JERRY'S ENTERPRISES
297562	73.99	02/06/2025	JW PEPPER & SONS INC
297563	620.00	02/06/2025	KANTOLA, SARAH
297564	1,773.75	02/06/2025	KEGLEY, HELEN
297565	76,055.26	02/06/2025	KINECT ENERGY GROUP
297566	4,206.11	02/06/2025	KOCK, DREW
297567	1,790.50	02/06/2025	KONICA MINOLTA PREMIER FINANCE
297568	849.64	02/06/2025	KREMER SERVICES, LLC
297569	295.00	02/06/2025	LARUE, GARY
297570	843.45	02/06/2025	LAUTH, MOLLY
297571	60.00	02/06/2025	LEITER, CAROLYN
297572	840.00	02/06/2025	LINDSEY, SARAH
297573	45,594.67	02/06/2025	LOFFLER COMPANIES
297574	356.53	02/06/2025	LOFFLER COMPANIES INC
297575	971.01	02/06/2025	LOST SPUR GOLF & EVENT CENTER
297576	770.55	02/06/2025	MADISON ENERGY INVESTMENTS III LLC
297577	64.60	02/06/2025	MADISON ENERGY INVESTMENTS II LLC
297578	3,927.28	02/06/2025	MAKI, CHRISTOPHER
297579	492.80	02/06/2025	MARK'S TOWING
297580	177.04	02/06/2025	MEDTOX LABORATORIES INC
297581	155.39	02/06/2025	MENARDS
297582	210.00	02/06/2025	MN DEPT OF HEALTH FBL PROGRAM
297583	29.99	02/06/2025	MN GLOVE & SAFETY INC
297584	680.00	02/06/2025	MN HISTORICAL SOCIETY
297585	2,739.62	02/06/2025	MSC RICE01
297586	885.50	02/06/2025	NELCO
297587	113.89	02/06/2025	NORTH CENTRAL BUS & EQUIP INC
297588	278.84	02/06/2025	NORTH CENTRAL INT'L LLC
297589	19,470.00	02/06/2025	NORTHEAST METRO DIST 916
297590	9,391.29	02/06/2025	NORTHFIELD LINES INC
297591	146.00	02/06/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
297592	744.51	02/06/2025	OHANA MIDWEST ENERGY LLC
297593	2,007.50	02/06/2025	PEDIATRIC CARE HOLDINGS LLC
297594	2,328.94	02/06/2025	POMP'S TIRE SERVICE INC
297595	1,440.00	02/06/2025	PRO CARE THERAPY
297596	1,240.80	02/06/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
297597	1,655.40	02/06/2025	PROFORMA
297598	818.18	02/06/2025	QUALITY LOCKSMITH SERVICE
297599	1,340.00	02/06/2025	QUALITY COMMERCIAL SERVICES LLC
297600	381.35	02/06/2025	<u>QUILL.COM</u>

297601	100.00	02/06/2025	RAMIREZ, EDWARD
297602	149.40	02/06/2025	REPOWERED
297603	18,258.00	02/06/2025	RESTORATION SYSTEMS INC
297604	1,435.00	02/06/2025	RICHFIELD BUS CO
297605	325.00	02/06/2025	ROSEVILLE AREA HIGH SCHOOL
297606	349.00	02/06/2025	SG TECHNOLGIES LLC
297607	1,080.00	02/06/2025	SHAFFER, KRISTIE
297608	83.16	02/06/2025	SHIFFLER
297609	633.51	02/06/2025	SHRED N GO INC
297610	375.00	02/06/2025	SIMLEY HIGH SCHOOL
297611	250.00	02/06/2025	SKYWARD
297612	190.50	02/06/2025	SNA
297613	5,750.00	02/06/2025	SPEECH REMEDIES LLC
297614	61.36	02/06/2025	ST PAUL PIONEER PRESS
297615	2,815.94	02/06/2025	SUNBELT STAFFING LLC
297616	87,291.76	02/06/2025	TEACHERS ON CALL
297617	94.75	02/06/2025	TEAM SPORTING GOODS INC
297618	596.75	02/06/2025	TIBBETTS, JOANNE
297619	37.50	02/06/2025	TRESSELL, BRAD
297620	69.98	02/06/2025	TRI-STATE BOBCAT
297621	8,969.43	02/06/2025	TRIMARK
297622	10,675.39	02/06/2025	TRIO SUPPLY COMPANY
297623	1,024.00	02/06/2025	TYSON PREPARED FOODS INC
297624	85,890.00	02/06/2025	UNITY TRANSPORTATION LLC
297625	243.02	02/06/2025	VESTIS GROUP INC
297626	14,714.89	02/06/2025	WATERFORD OIL COMPANY
297627	340.00	02/06/2025	WESTONKA SPEECH TEAM
297628	550.00	02/06/2025	WOLFBAUER, ANTHONY
297629	36,945.14	02/06/2025	XCEL ENERGY SOLUTIONS
297630	119.30	02/06/2025	XIONG, HONEY
297631	1,748.00	02/06/2025	ZEN EDUCATE INC
297632	5,005.00	02/13/2025	AB STAFFING SOLUTIONS LLC
297633	2,905.00	02/13/2025	ACP
297634	1,212.00	02/13/2025	AERCOR WIRELESS INC
297635	5,575.00	02/13/2025	ALPHAGRAPHICS
297636	4,731.02	02/13/2025	AMN ALLIED SERVICES LLC
297637	10,836.90	02/13/2025	ARVIG
297638	619.42	02/13/2025	BSN SPORTS
297639	100.00	02/13/2025	BUTLER, DAWN
297640	7,500.00	02/13/2025	CHARACTERSTRONG LLC
297641	412.41	02/13/2025	CINTAS CORPORATION #2
297642	3,318.39	02/13/2025	COMMERCIAL KITCHEN SERVICES
297643	7,535.00	02/13/2025	COMMUNITY SPEECH & LANGUAGE SERVICES LLC
297644	53.50	02/13/2025	D & J QUALITY SOURCING LLC
297645	4,088.01	02/13/2025	DALCO - NETWORK SERVICE CO

297646	121.70	02/13/2025	DODSON, KENDYL
297647	760.54	02/13/2025	EDUCATORS BENEFIT CONSULTANTS LLC
297648	3,508.00	02/13/2025	ELEVATOR TECHNICAL CONSULTING INC
297649	285.00	02/13/2025	ELLRINGER, BEN
297650	262.40	02/13/2025	FACTORY MOTOR PARTS CO
297651	56.80	02/13/2025	FLEETPRIDE
297652	27,668.97	02/13/2025	FLOORS BY FARMER INC
297653	3,356.00	02/13/2025	GOPHERMODS LLC
297654	833.54	02/13/2025	GRAINGER
297656	2,267.00	02/13/2025	GROTH MUSIC CO
297657	380.92	02/13/2025	H & B SPECIALIZED PRODUCTS
297658	1,653.60	02/13/2025	HD SUPPLY
297659	536.16	02/13/2025	HI TECH REFRIGERATION
297660	5,000.00	02/13/2025	INCLUSIVE SPACES LLC
297661	203.36	02/13/2025	JERRY'S ENTERPRISES
297662	230.39	02/13/2025	JW PEPPER & SONS INC
297663	560.00	02/13/2025	KINECT ENERGY GROUP
297664	47.54	02/13/2025	LEE, HYAE
297665	378.35	02/13/2025	LOOMIS
297666	525.47	02/13/2025	MADISON ENERGY INVESTMENTS III LLC
297667	117.73	02/13/2025	MENARDS
297668	384.00	02/13/2025	MN DEBATE TEACHERS ASSN
297669	200.00	02/13/2025	MN TRUE TEAM TRACK
297670	264.00	02/13/2025	MOHN, MONICA
297671	100.00	02/13/2025	MOOR, OLIVER
297672	120.00	02/13/2025	MUSEUM OF RUSSIAN ART
297673	668.00	02/13/2025	NAC MECHANICAL & ELECTRICAL SERVICES
297674	720.00	02/13/2025	NESSIM & ASSOCIATES
297675	5,711.98	02/13/2025	NORTH CENTRAL BUS & EQUIP INC
297676	463.52	02/13/2025	NORTH CENTRAL INT'L LLC
297677	3,579.54	02/13/2025	NORTHFIELD LINES INC
297678	100.00	02/13/2025	NYHUS, STEVEN
297679	12,725.50	02/13/2025	PAYDHEALTH LLC
297680	357.00	02/13/2025	PRIOR LAKE HIGH SCHOOL SPEECH
297681	194.45	02/13/2025	REPOWERED
297682	2,990.00	02/13/2025	RICHFIELD BUS CO
297683	109.20	02/13/2025	ROARK, JESSICA
297684	113,715.00	02/13/2025	SAYOO TRANSPORTATION LLC
297685	76.19	02/13/2025	SHIFFLER
297686	1,000.00	02/13/2025	SIBLEY CHOIR BOOSTERS
297687	200.00	02/13/2025	SIMEK, VIRGINIA
297688	7,932.28	02/13/2025	SPRWS
297689	774.00	02/13/2025	STEFFEL, LAUREN
297690	512.00	02/13/2025	STOUT LINDA
297691	1,261.54	02/13/2025	SUNBELT STAFFING LLC

297692	2,689.00	02/13/2025	SYNOVIA SOLUTIONS LLC
297693	626.76	02/13/2025	T MOBILE USA INC
297694	21,458.79	02/13/2025	TEACHERS ON CALL
297695	5,050.00	02/13/2025	TRIA RINK
297696	128.26	02/13/2025	VESTIS GROUP INC
297697	95.00	02/13/2025	WINFIELD, STEPHEN
297698	2,700.00	02/13/2025	Z PUPPETS ROSENSCHNOZ
297699	699.20	02/13/2025	ZEN EDUCATE INC
297700	999.20	02/14/2025	GURSTEL LAW FIRM P C
297701	1,334.50	02/14/2025	IUOE #70
297702	22,941.08	02/14/2025	MN FED/TEACHERS
297703	1,252.00	02/14/2025	MN TEAMSTERS LOCAL #320
297704	100.00	02/14/2025	RANGE CREDIT BUREAU INC
297705	5,420.84	02/14/2025	SEIU LOCAL #284
297706	713.39	02/14/2025	WI SCTF
298000	5,200.00	02/20/2025	AB STAFFING SOLUTIONS LLC
298001	14,310.00	02/20/2025	ACTIVE INTERNET TECHNOLOGIES LLC
298002	4,426.61	02/20/2025	ADVANCED SPORTSWEAR
298003	2,025.00	02/20/2025	AMN ALLIED SERVICES LLC
298004	250.39	02/20/2025	ARROW MOWER
298005	10,549.93	02/20/2025	ASPEN WASTE SYSTEMS OF MN INC
298006	931.35	02/20/2025	AT&T MOBILITY
298007	1,857.85	02/20/2025	BATTERIES PLUS BULBS
298008	1,275.00	02/20/2025	BAYFIELD FRUIT COMPANY
298009	3,506.59	02/20/2025	BIMBO BAKERIES USA
298010	1,630.50	02/20/2025	BSI MECHANICAL INC
298011	310.50	02/20/2025	BURGESON, NANCY
298012	2,409.64	02/20/2025	BUSINESS ESSENTIALS
298013	100.00	02/20/2025	BUTLER, DAWN
298014	3,712.50	02/20/2025	CESO FINANCE LLC
298016	798.62	02/20/2025	CINTAS CORPORATION #2
298017	382.27	02/20/2025	CITY AUTO GLASS
298018	500.00	02/20/2025	COLUMBIA LIVE
298019	541.01	02/20/2025	COMMERCIAL KITCHEN SERVICES
298020	18,884.25	02/20/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298021	13,090.95	02/20/2025	CONSOLIDATED COMMUNICATIONS
298022	402.63	02/20/2025	CULLIGAN
298023	100.00	02/20/2025	CURTIS BALCOMB, STEPHAN
298024	1,245.00	02/20/2025	DAIKIN APPLIED
298025	2,919.63	02/20/2025	DAKOTA COUNTY P T & R
298026	1,427.95	02/20/2025	DAKOTA COUNTY ENVIRO RESOURCES DEPT
298027	3,447.01	02/20/2025	DAKOTA ELECTRIC ASSN
298028	6,117.96	02/20/2025	DALCO - NETWORK SERVICE CO
298029	3,801.50	02/20/2025	DAVID HOY & ASSOCIATES
298030	1,100.00	02/20/2025	DE LAMBERT, ANNE

298031	283.41	02/20/2025	EDUCATORS BENEFIT CONSULTANTS LLC
298032	1,990.00	02/20/2025	EDUTRAK LLC
298033	100.00	02/20/2025	ELLIOTT, ANASTASIA
298034	1,440.00	02/20/2025	ENGINEERING FOR KIDS
298035	59.32	02/20/2025	FACTORY MOTOR PARTS CO
298036	7,468.67	02/20/2025	FAE LSE 6 LLC
298037	2,437.46	02/20/2025	GEISER JOANNE
298038	6,060.29	02/20/2025	HASTINGS BUS CO
298039	550.66	02/20/2025	HD SUPPLY
298040	100.00	02/20/2025	HERNANDEZ, JORGE
298041	3,682.48	02/20/2025	HI TECH REFRIGERATION
298042	413.07	02/20/2025	HLS OUTDOOR
298043	662.50	02/20/2025	INFINITE HEALTH COLLABORATIVE
298044	2,530.75	02/20/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
298045	11,538.54	02/20/2025	ISD 625
298046	5,000.00	02/20/2025	JB OFFICEWORKS LLC
298047	74.80	02/20/2025	JW PEPPER & SONS INC
298048	90.00	02/20/2025	KENDELL DOORS AND HARDWARE LLC
298049	200.00	02/20/2025	KOCH, GRACE
298050	4,206.11	02/20/2025	KOCK, DREW
298051	6.13	02/20/2025	KOFOID, JANICE
298052	1,125.89	02/20/2025	LAUGHLIN'S PEST CONTROL
298053	843.45	02/20/2025	LAUTH, MOLLY
298054	420.00	02/20/2025	LINDSEY, SARAH
298055	3,450.00	02/20/2025	LOCKER GUY
298056	38,049.87	02/20/2025	LOFFLER COMPANIES
298057	356.53	02/20/2025	LOFFLER COMPANIES INC
298058	150.00	02/20/2025	LOUGHMILLER, WESTON
298059	3,927.28	02/20/2025	MAKI, CHRISTOPHER
298060	533.15	02/20/2025	MCDONOUGH'S
298061	6,543.75	02/20/2025	MCINTYRE, ANGELA
298062	1,344.00	02/20/2025	MEDICINE LAKE TOURS
298063	154.26	02/20/2025	MEDTOX LABORATORIES INC
298064	1,117.62	02/20/2025	MENARDS
298065	6,348.90	02/20/2025	METRO STATE UNIV
298066	419.00	02/20/2025	MIDWEST BUS PARTS INC
298067	1,250.00	02/20/2025	MISTER BERNDT MEDIA
298068	1,575.00	02/20/2025	MN MOBILE TELEPHONE CO INC
298069	80.00	02/20/2025	MN SCHOOL BOARDS ASSN
298070	6,668.99	02/20/2025	MN SODDING COMPANY LLC
298071	100.00	02/20/2025	MOOR, OLIVER
298072	1,744.55	02/20/2025	MSC RICE01
298073	4,633.00	02/20/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298074	232.61	02/20/2025	NAPA AUTO PARTS
298075	954.58	02/20/2025	NEO ELECTRICAL SOLUTIONS

298076	288.00	02/20/2025	NESSIM & ASSOCIATES
298077	1,425.00	02/20/2025	NEUBAUER, WAYNE
298078	2,519.45	02/20/2025	NORTH CENTRAL BUS & EQUIP INC
298079	100.00	02/20/2025	NYHUS, STEVEN
298080	190.00	02/20/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298081	17.98	02/20/2025	OXYGEN SERVICE
298082	200.00	02/20/2025	PARKINSON, JACOB
298083	976.25	02/20/2025	PEDIATRIC CARE HOLDINGS LLC
298084	59,781.48	02/20/2025	PHOENIX SCHOOL COUNSELING
298085	194.60	02/20/2025	POMP'S TIRE SERVICE INC
298086	7,200.00	02/20/2025	PRO CARE THERAPY
298087	310.71	02/20/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
298088	87.39	02/20/2025	<u>QUILL.COM</u>
298089	300.00	02/20/2025	REGION 4AA
298090	501.05	02/20/2025	REPOWERED
298091	130.00	02/20/2025	ROTARY CLUB W ST PAUL/MENDOTA HTS
298092	8,520.00	02/20/2025	SAFEWAY DRIVING SCHOOL
298093	1,129.74	02/20/2025	SCHUMACHER ELEVATOR COMPANY
298094	100.00	02/20/2025	SEALY, WILLIAM
298095	1,377.00	02/20/2025	SG TECHNOLOGIES LLC
298096	32.32	02/20/2025	SHIFFLER
298097	315.72	02/20/2025	SHRED N GO INC
298098	63.50	02/20/2025	SNA
298099	8,115.85	02/20/2025	SPRWS
298100	10,944.67	02/20/2025	SQUIRES WALDSPURGER & MACE PA
298101	150.70	02/20/2025	ST PAUL PIONEER PRESS
298102	193.17	02/20/2025	STATE SUPPLY COMPANY
298103	540.00	02/20/2025	STEWART, BENJAMIN
298104	159.94	02/20/2025	SUN AUTO TIRE & SERVICE
298105	5,435.44	02/20/2025	SUNBELT STAFFING LLC
298106	3,500.00	02/20/2025	SURVEYMONKEY INC
298107	522.58	02/20/2025	TEAM SPORTING GOODS INC
298108	400.00	02/20/2025	THE FAIRLANES
298109	93.75	02/20/2025	THREE RIVERS PARK DISTRICT
298110	4,760.00	02/20/2025	TMB PROPERTIES
298111	3,993.95	02/20/2025	TRI-STATE BOBCAT
298112	1,924.65	02/20/2025	TRUCK REPAIR & EQUIP CO
298113	1,280.00	02/20/2025	TYSON PREPARED FOODS INC
298114	7,621.23	02/20/2025	UNIV OF MINNESOTA
298115	120.00	02/20/2025	VALENTO, SARAH
298119	2,147.22	02/20/2025	VESTIS GROUP INC
298120	2,479.29	02/20/2025	WERNER IMPLEMENT LLC
298121	6.13	02/20/2025	WRBSKY, PENNY
298122	2,463.60	02/20/2025	XCEL
298123	774.00	02/20/2025	ZAHL PETROLEUM

298124	3,995.08	02/20/2025	ZEN EDUCATE INC
298125	25,488.87	02/27/2025	150 MARIE LLC
298126	265.25	02/27/2025	AAA AWARDS
298127	4,680.00	02/27/2025	AB STAFFING SOLUTIONS LLC
298128	899.00	02/27/2025	ADVANCED SPORTSWEAR
298129	300.00	02/27/2025	AMAZEWORKS
298130	8,370.00	02/27/2025	AMN ALLIED SERVICES LLC
298131	1,918.01	02/27/2025	APPAREL LAB LLC
298132	748.00	02/27/2025	BILL RASCHER MECHANICAL INC
298133	24,590.58	02/27/2025	BIX PRODUCE CO
298134	399.01	02/27/2025	BUSINESS ESSENTIALS
298135	100.00	02/27/2025	BUTLER, DAWN
298136	11,336.02	02/27/2025	CANON FINANCIAL SERVICES INC
298137	59.99	02/27/2025	CENTURYLINK
298138	1,800.00	02/27/2025	CESO FINANCE LLC
298139	250.00	02/27/2025	CITY OF EAGAN PARKS AND REC
298140	220.41	02/27/2025	CONTINUA INTERIORS OF MN LLC
298141	264.30	02/27/2025	CULLIGAN
298142	1,280.00	02/27/2025	DAIKIN APPLIED
298143	1,525.64	02/27/2025	DALCO - NETWORK SERVICE CO
298144	950.00	02/27/2025	DE LAMBERT, ANNE
298145	1,939.34	02/27/2025	DG MN CS 2021 LLC
298146	60.00	02/27/2025	DOSE, BENJAMIN
298147	225.00	02/27/2025	EASTVIEW HIGH SCHOOL
298148	97.20	02/27/2025	ECKROTH MUSIC
298149	2,040.00	02/27/2025	EFFERTZ, MADELINE
298150	532.79	02/27/2025	ELECTRONIC DESIGN COMPANY
298151	100.00	02/27/2025	ELLIOTT, ANASTASIA
298152	322.00	02/27/2025	FARMINGTON HIGH SCHOOL
298153	7.73	02/27/2025	FIDELITY SECURITY LIFE INS CO
298154	190.00	02/27/2025	FORSTER, LUCAS
298155	522.03	02/27/2025	GRAINGER
298156	203.46	02/27/2025	HD SUPPLY
298157	366.00	02/27/2025	HERITAGE EMBROIDERY & DESIGN
298158	100.00	02/27/2025	HERNANDEZ, JORGE
298159	36,803.00	02/27/2025	ICS CONSULTING LLC (DBA ICS)
298160	200.00	02/27/2025	INFINITE HEALTH COLLABORATIVE
298161	86.19	02/27/2025	JERRY'S ENTERPRISES
298162	1,397.50	02/27/2025	KEGLEY, HELEN
298163	1,632.00	02/27/2025	KIDCREATE STUDIO WOODBURY
298164	51,588.14	02/27/2025	KINECT ENERGY GROUP
298165	9,500.00	02/27/2025	LB CARLSON LLP
298166	500.00	02/27/2025	LEVEL8CREATIVE
298167	840.00	02/27/2025	LINDSEY, SARAH
298168	3,657.99	02/27/2025	LOFFLER COMPANIES

298169	1,000.00	02/27/2025	LOST SPUR GOLF & EVENT CENTER
298170	450.00	02/27/2025	LVC COMPANIES
298171	200.00	02/27/2025	LYNCH, JAMES
298172	14.54	02/27/2025	MADISON ENERGY INVESTMENTS II LLC
298173	3,473.00	02/27/2025	MCDONOUGH'S
298174	138.88	02/27/2025	MENARDS
298175	161.04	02/27/2025	MIDWEST BUS PARTS INC
298176	312,141.20	02/27/2025	MINNESOTA UI FUND
298177	200.00	02/27/2025	MN DEPT OF LABOR & INDUSTRY
298178	175.00	02/27/2025	MN DEPT OF HEALTH FBL PROGRAM
298179	35.00	02/27/2025	MN DEPT OF HEALTH CFPM PROGRAM
298180	20.48	02/27/2025	MN LOCKS
298181	105.00	02/27/2025	MSHSL
298182	188.00	02/27/2025	MULCAHY COMPANY INC
298183	2,418.00	02/27/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298184	163.43	02/27/2025	NAPA AUTO PARTS
298185	385.00	02/27/2025	NASSP/UNITED 2024
298186	60.00	02/27/2025	NATHE, KURT
298187	396.60	02/27/2025	NEO ELECTRICAL SOLUTIONS
298188	1,175.00	02/27/2025	NEP LLC
298189	494.38	02/27/2025	NORTH CENTRAL BUS & EQUIP INC
298190	5,490.00	02/27/2025	NORTH SHORE GYM SALES LLC
298191	2,366.15	02/27/2025	NORTHFIELD LINES INC
298192	4,437.36	02/27/2025	O'LEARY, DILLON
298193	3,025.00	02/27/2025	PEDIATRIC CARE HOLDINGS LLC
298194	654.00	02/27/2025	PHILADELPHIA SECURITY PRODUCTS
298195	2,328.94	02/27/2025	POMP'S TIRE SERVICE INC
298196	250.00	02/27/2025	RAMIREZ, EDWARD
298197	130.00	02/27/2025	ROTARY CLUB W ST PAUL/MENDOTA HTS
298198	82,250.00	02/27/2025	SAYOO TRANSPORTATION LLC
298199	100.00	02/27/2025	SEALY, WILLIAM
298200	1,677.00	02/27/2025	SG TECHNOLOGIES LLC
298201	4,620.00	02/27/2025	SOUTHWEST MINN STATE UNIV
298202	11,813.27	02/27/2025	ST PAUL BEVERAGE SOLUTIONS LLC
298203	1,204.00	02/27/2025	STEFFEL, LAUREN
298204	2,718.62	02/27/2025	SUNBELT STAFFING LLC
298205	82,083.25	02/27/2025	TEACHERS ON CALL
298206	46,000.00	02/27/2025	TINYMOBILEROBOTS US LLC
298207	1,756.25	02/27/2025	TRANE U S INC
298208	108.52	02/27/2025	TRI-STATE BOBCAT
298209	18.27	02/27/2025	UNITED RENTALS
298210	87,245.00	02/27/2025	UNITY TRANSPORTATION LLC
298211	290.00	02/27/2025	UNIVERSITY OF MINNESOTA
298212	135,009.82	02/27/2025	UPPER LAKES FOODS
298213	1,943.88	02/27/2025	VESTIS GROUP INC

298214	176.00	02/27/2025	WEATHER WATCH INC
298215	60.00	02/27/2025	WHITING, NATHAN
298216	190.00	02/27/2025	WOOD, ELYSE
298217	7,715.38	02/27/2025	XCEL ENERGY SOLUTIONS
298218	4,384.13	02/27/2025	ZEN EDUCATE INC
298219	617.64	02/28/2025	GURSTEL LAW FIRM P C
298220	23,031.50	02/28/2025	MN FED/TEACHERS
298221	100.00	02/28/2025	RANGE CREDIT BUREAU INC
298222	5,520.68	02/28/2025	SEIU LOCAL #284
298223	713.39	02/28/2025	WI SCTF
242500382	144.99	02/11/2025	ALANIS, ALICIA
242500383	108.50	02/11/2025	ANDERSON, KARRAH
242500384	20.91	02/11/2025	ASHLEY, AARON
242500385	201.75	02/11/2025	BENTON, KIMBERLY
242500386	17.78	02/11/2025	BERGLUND, NECOLE
242500387	157.92	02/11/2025	BEYER, HANA
242500388	41.70	02/11/2025	BOERGER, JULIE
242500389	34.86	02/11/2025	BOLCHEN, CHRISTOPHER
242500390	10.72	02/11/2025	BROOKINS, CARRIE
242500391	67.97	02/11/2025	BURNS, ELIZABETH
242500392	5.36	02/11/2025	CAMPBELL, CARRIE
242500393	158.90	02/11/2025	CLARKIN, STEFANIE
242500394	34.02	02/11/2025	COFFEEN, NANCY
242500395	94.95	02/11/2025	DANNER, LEIGH
242500396	26.74	02/11/2025	DARWITZ, JODIE
242500397	4.90	02/11/2025	DEMERS, HAYLEY
242500398	64.89	02/11/2025	DREELAN, STACY
242500399	62.30	02/11/2025	DREWITZ, CARI
242500400	70.98	02/11/2025	ENGDAHL, ALYSSA
242500401	108.64	02/11/2025	FISK, EMILY
242500402	69.99	02/11/2025	GATTI, ANTHONY
242500403	32.20	02/11/2025	HAGER, NICHOLAS
242500404	71.26	02/11/2025	HEINZ, LEANNE
242500405	17.08	02/11/2025	HODSON, ALEXANDRA
242500406	238.45	02/11/2025	JACKSON, RACHAEL
242500407	53.35	02/11/2025	JOHNSON, ALBERT
242500408	26.38	02/11/2025	KARLEN, SCOTT
242500409	144.99	02/11/2025	KLEMAN, JOAN
242500410	28.00	02/11/2025	LAFORCE, MARINA
242500411	385.00	02/11/2025	LARSON, ERIC
242500412	20.00	02/11/2025	MAHLSTEDT, AMANDA
242500413	213.58	02/11/2025	MAZZALI, GENO
242500414	15.68	02/11/2025	MCINTOSH, SUSAN
242500415	51.59	02/11/2025	METZ, KARA
242500416	33.32	02/11/2025	MYRAN, BRENDA

242500417	44.73	02/11/2025	NELSON, TAMAR
242500418	98.32	02/11/2025	O'LEARY, STACIE
242500419	52.71	02/11/2025	QUINLAN, KATHERINE
242500420	41.93	02/11/2025	REGAN, JENNIFER
242500421	180.19	02/11/2025	ROSA, LORIANNE
242500422	120.00	02/11/2025	SEBASTIAN, DANIEL
242500423	58.87	02/11/2025	SMOLIK, CYNTHIA
242500424	7.84	02/11/2025	SOLBERG, KRISTINA
242500425	70.56	02/11/2025	SPINNER, AMANDA
242500426	410.58	02/11/2025	TOWNSEND, MARY
242500427	87.32	02/11/2025	VAN DEN BOOGAARD, ASHLEY
242500428	92.33	02/11/2025	VEENENDALL, JENNIFER
242500429	41.86	02/11/2025	WEYER, TERA
242500430	81.20	02/11/2025	WILEY, EMILY
242500431	91.30	02/11/2025	WILFAHRT, MICHAEL
242500432	105.46	02/11/2025	WOLFER, JEFFREY
242500433	39.69	02/11/2025	ZELLMER, KIMBERLY
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	2,467,690.94	Total	
	2,643,952.80	P/R 2/14/25	
	2,642,185.82	P/R 2/28/25	
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	7,753,829.56	Grand Total	

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

Feb-25

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	(4,151,034.50)	9,856,969.59	9,347,368.97	(3,641,433.88)
Food Service	1,236,623.90	543,379.26	393,342.79	1,386,660.37
Comm. Service	2,774,523.49	304,336.01	481,158.00	2,597,701.50
Building Construct	(1,126,781.86)	1,216,290.20	102,380.25	(12,871.91)
Debt Service	1,553,507.79			1,553,507.79
Trust & Agency	358,873.50	50,834.39	29,623.42	380,084.47
Custodial Fund	30,525.13			30,525.13
OPEB Trust	5,850,506.20	111,182.60	961,702.00	4,999,986.80
Internal Service	2,559,933.80			2,559,933.80
<b>Total</b>	<b>9,086,677.45</b>	<b>12,082,992.05</b>	<b>11,315,575.43</b>	<b>9,854,094.07</b>

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	5,669,275.30	1,226,140.85	44,621.71	4,487,756.16
PFM				-
PMA				268,826.43
PMA Bond	2,811.15			2,811.15
PERA				5,034,259.55
CD'S				60,440.78
<b>Total</b>				<b>9,854,094.07</b>

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**ISD 197 WEST ST. PAUL SCHOOLS**  
**Wire Transfers**  
**2/1/25 thru 2/28/25**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
2/14/2025	MSDLAF - General	MSDLAF - Payroll	1,532,023.07	A/P - P/R*
2/14/2025	MSDLAF _- Payroll	State of MN	85,951.45	Payroll taxes
2/14/2025	MSDLAF - Payroll	IRS	518,297.57	Payroll taxes
2/14/2025	MSDLAF - Payroll	PERA	92,860.82	Pension
2/14/2025	MSDLAF - Payroll	TRA	281,751.74	TRA contrib.
2/14/2025	MSDLAF - Payroll	EBC	116,627.46	403B
2/14/2025	MSDLAF - Payroll	Further	16,440.69	Flex
2/28/2025	MSDLAF - General	MSDLAF - Payroll	1,533,382.83	A/P - P/R*
2/28/2025	MSDLAF _- Payroll	State of MN	85,447.60	Payroll taxes
2/28/2025	MSDLAF - Payroll	IRS	517,192.27	Payroll taxes
2/28/2025	MSDLAF - Payroll	PERA	94,333.40	Pension
2/28/2025	MSDLAF - Payroll	TRA	277,643.37	TRA contrib.
2/28/2025	MSDLAF - Payroll	EBC	117,650.06	403B
2/28/2025	MSDLAF - Payroll	Further	16,536.29	Flex
		Total	5,286,138.62	

\* To cover accounts payable or payroll checks.

## Check Register March 2025

NUMBER	AMOUNT	DATE	VENDOR
292064	(3,708.00)	03/13/2025	WARRIORS TRACK & FIELD BOOSTER CLUB
295685	(72.87)	03/13/2025	HENRY SCHEIN INC
297582	(210.00)	03/13/2025	MN DEPT OF HEALTH FBL PROGRAM
298046	(5,000.00)	03/11/2025	JB OFFICEWORKS LLC
298219	(617.64)	03/20/2025	GURSTEL LAWFIRM P C
298224	165.50	03/06/2025	AAA AWARDS
298225	8,287.50	03/06/2025	AB STAFFING SOLUTIONS LLC
298226	434.43	03/06/2025	AINSWORTH, CHARLIE
298227	2,027.03	03/06/2025	AMN ALLIED SERVICES LLC
298228	5,562.55	03/06/2025	AMPION PBC
298229	132.22	03/06/2025	ARROW MOWER
298230	15.90	03/06/2025	BATTERIES PLUS BULBS
298231	306.00	03/06/2025	BAYADA HOME HEALTH CARE INC
298232	53,212.00	03/06/2025	BE SAFE TRANSPORTATION LLC
298233	26,587.99	03/06/2025	BEAUDRY OIL & PROPANE CO
298234	840.00	03/06/2025	BENEFIT EXTRAS INC
298235	395.67	03/06/2025	BOCA CHICA INC
298236	510.00	03/06/2025	BRIDGEPOINT GLASS INC
298237	628.45	03/06/2025	BSI MECHANICAL INC
298238	4,167.33	03/06/2025	BSN SPORTS
298239	5,196.49	03/06/2025	BUCKEYE CLEANING CENTERS
298240	3,039.07	03/06/2025	BUSINESS ESSENTIALS
298241	150.00	03/06/2025	CEND
298242	2,602.51	03/06/2025	CENTRAL SALT LLC
298243	52.03	03/06/2025	CINTAS CORPORATION #2
298244	965.20	03/06/2025	CITY AUTO GLASS
298245	33,031.69	03/06/2025	CITY OF WEST ST PAUL
298246	288.00	03/06/2025	CITY OF EAGAN PARKS AND REC

298247	3,464.13	03/06/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298248	1,369.80	03/06/2025	CRAWFORD DOOR SALES OF THE TWIN CITIES
298249	283.44	03/06/2025	DALCO - NETWORK SERVICE CO
298250	607.04	03/06/2025	DOOR SERVICE COMPANY
298251	100.00	03/06/2025	ELLIOTT, ANASTASIA
298252	342.30	03/06/2025	ELSMORE SWIM SHOP
298253	1,968.26	03/06/2025	FLOORS BY FARMER INC
298254	1,458.00	03/06/2025	FORD, LUANN
298255	2,437.46	03/06/2025	GEISER JOANNE
298256	620.96	03/06/2025	GRAINGER
298257	2,411.00	03/06/2025	GROTH MUSIC CO
298258	455.00	03/06/2025	H & B SPECIALIZED PRODUCTS
298259	455.00	03/06/2025	H & L MESABI INC
298260	102.46	03/06/2025	HD SUPPLY
298261	100.00	03/06/2025	HERNANDEZ, JORGE
298262	3,550.00	03/06/2025	HILDI INC
298263	2,045.26	03/06/2025	HORIZON COMMERCIAL POOL SUPPLY
298264	76.11	03/06/2025	HY VEE
298265	325.00	03/06/2025	INFINITE CAMPUS
298266	5,483.63	03/06/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
298267	133.44	03/06/2025	JERRY'S ENTERPRISES
298268	11.00	03/06/2025	JW PEPPER & SONS INC
298269	200.00	03/06/2025	KOCH, GRACE
298270	4,206.11	03/06/2025	KOCK, DREW
298271	121.00	03/06/2025	LAKEVILLE NORTH HIGH SCHOOL
298272	843.45	03/06/2025	LAUTH, MOLLY
298273	447.50	03/06/2025	LOFFLER COMPANIES
298274	1,000.00	03/06/2025	LOST SPUR GOLF & EVENT CENTER
298275	56,602.00	03/06/2025	LUNIESKI & ASSOCIATES
298276	3,927.28	03/06/2025	MAKI, CHRISTOPHER
298277	416.00	03/06/2025	MAY, THERESA
298278	2,613.13	03/06/2025	MCDONOUGH'S

298279	309.49	03/06/2025	MENARDS
298280	562.80	03/06/2025	MIDWEST BUS PARTS INC
298281	1,080.00	03/06/2025	MN UNITED SOCCER CLUB LLC
298282	4,326.93	03/06/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298283	2,079.45	03/06/2025	NELCO
298284	3,422.78	03/06/2025	NORTHFIELD LINES INC
298285	100.00	03/06/2025	NYHUS, STEVEN
298286	34.00	03/06/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298287	200.00	03/06/2025	PARKINSON, JACOB
298288	125.00	03/06/2025	PATRY, JEFFREY
298289	1,856.25	03/06/2025	PEDIATRIC CARE HOLDINGS LLC
298290	3,700.00	03/06/2025	PETERSON BROS ROOFING
298291	2,146.10	03/06/2025	POMP'S TIRE SERVICE INC
298292	5,760.00	03/06/2025	PRO CARE THERAPY
298293	2,081.62	03/06/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
298294	9,171.00	03/06/2025	REGION 3AA
298295	147.30	03/06/2025	REPOWERED
298296	240.00	03/06/2025	SEVERSON, LAUREL
298297	1,170.00	03/06/2025	SHAFFER, KRISTIE
298298	280.00	03/06/2025	SHAKOPEE HIGH SCHOOL SPEECH
298299	704.00	03/06/2025	STOUT LINDA
298300	636.20	03/06/2025	TITAN MACHINERY
298301	847.40	03/06/2025	TRI-STATE BOBCAT
298302	2,700.00	03/06/2025	TWINS BALLPARK LLC
298303	12.50	03/06/2025	ULINE INC
298304	74,745.00	03/06/2025	UNITY TRANSPORTATION LLC
298305	231.64	03/06/2025	VESTIS GROUP INC
298306	3,708.00	03/06/2025	WARRIORS TRACK & FIELD BOOSTER CLUB
298307	2,430.00	03/06/2025	WOHLWEND, KAYE
298308	305.00	03/06/2025	ZAHL PETROLEUM
298309	5,096.93	03/06/2025	ZEN EDUCATE INC
298310	5,000.00	03/11/2025	JB OFFICEWORKS LLC

298311	9,685.00	03/13/2025	AB STAFFING SOLUTIONS LLC
298312	3,380.00	03/13/2025	ACP
298313	462.03	03/13/2025	AINSWORTH, CHARLIE
298314	6,087.04	03/13/2025	AMN ALLIED SERVICES LLC
298315	11,619.62	03/13/2025	AMPION PBC
298316	10,836.90	03/13/2025	ARVIG
298317	10,698.91	03/13/2025	ASPEN WASTE SYSTEMS OF MN INC
298318	558.00	03/13/2025	BAYADA HOME HEALTH CARE INC
298319	2,550.00	03/13/2025	BAYFIELD FRUIT COMPANY
298320	70,549.00	03/13/2025	BE SAFE TRANSPORTATION LLC
298321	3,144.93	03/13/2025	BIMBO BAKERIES USA
298322	6,449.00	03/13/2025	BUSINESS ESSENTIALS
298323	200.00	03/13/2025	BUTLER, DAWN
298324	1,652.89	03/13/2025	CAPX LLC
298325	2,847.50	03/13/2025	CESO HR LLC
298326	293.49	03/13/2025	CINTAS CORPORATION #2
298327	28,425.60	03/13/2025	CITY OF WEST ST PAUL
298328	1,708.00	03/13/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298329	244.37	03/13/2025	CRYSTEEL TRUCK EQUIPMENT
298330	3,622.21	03/13/2025	DAKOTA ELECTRIC ASSN
298331	1,601.05	03/13/2025	DALCO - NETWORK SERVICE CO
298332	199.62	03/13/2025	DEMCO
298333	4,933.95	03/13/2025	DG MN CS 2021 LLC
298334	10.00	03/13/2025	DOSE, BENJAMIN
298335	241.94	03/13/2025	DUFFY, BETH
298336	96.00	03/13/2025	EAGAN FORENSICS BOOSTERS
298337	742.26	03/13/2025	ECKROTH MUSIC
298338	390.71	03/13/2025	EDUCATORS BENEFIT CONSULTANTS LLC
298339	1,700.00	03/13/2025	EFFERTZ, MADELINE
298340	16,166.60	03/13/2025	FAE LSE 6 LLC
298341	725.82	03/13/2025	FLANAGAN, HEIDI
298342	241.94	03/13/2025	GALLUS, APRIL

298343	4,418.00	03/13/2025	GOPHERMODS LLC
298344	131.44	03/13/2025	GRAINGER
298345	372.00	03/13/2025	GROTH MUSIC CO
298346	775.00	03/13/2025	H & B SPECIALIZED PRODUCTS
298347	4,746.25	03/13/2025	HASTINGS BUS CO
298348	4,923.54	03/13/2025	HENRY SCHEIN INC
298349	683.66	03/13/2025	HI TECH REFRIGERATION
298350	1,000.00	03/13/2025	HOLDER, EMILY
298351	945.00	03/13/2025	HORIZON COMMERCIAL POOL SUPPLY
298352	425.00	03/13/2025	INFINITE HEALTH COLLABORATIVE
298353	209.82	03/13/2025	INNOVATIVE OFFICE SOLUTIONS LLC
298354	275.79	03/13/2025	JERRY'S ENTERPRISES
298355	1,257.75	03/13/2025	KEGLEY, HELEN
298356	560.00	03/13/2025	KINECT ENERGY GROUP
298357	132.83	03/13/2025	KWIK TRIP
298358	1,125.89	03/13/2025	LAUGHLIN'S PEST CONTROL
298359	420.00	03/13/2025	LINDSEY, SARAH
298360	397.29	03/13/2025	LOFFLER COMPANIES
298361	8,062.47	03/13/2025	LOFFLER MANAGEMENT SOLUTIONS
298362	368.40	03/13/2025	LOOMIS
298363	925.00	03/13/2025	LVC COMPANIES
298364	200.00	03/13/2025	LYNCH, JAMES
298365	1,100.15	03/13/2025	MADISON ENERGY INVESTMENTS III LLC
298366	28.68	03/13/2025	MADISON ENERGY INVESTMENTS II LLC
298367	330.00	03/13/2025	MARK'S TOWING
298368	699.80	03/13/2025	MENARDS
298369	419.00	03/13/2025	MIDWEST BUS PARTS INC
298370	4,281.25	03/13/2025	MN ALLIANCE WITH YOUTH
298371	1,575.00	03/13/2025	MN MOBILE TELEPHONE CO INC
298372	170.00	03/13/2025	MNIAAA
298373	100.00	03/13/2025	MOOR, OLIVER
298374	3,335.81	03/13/2025	MSC RICE01

298375	2,212.00	03/13/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298376	10.00	03/13/2025	NATHE, KURT
298377	456.65	03/13/2025	NEO ELECTRICAL SOLUTIONS
298378	1,368.00	03/13/2025	NESSIM & ASSOCIATES
298379	2,405.99	03/13/2025	NETWORK DESIGN INC
298380	1,425.00	03/13/2025	NEUBAUER, WAYNE
298381	141.50	03/13/2025	NORTH CENTRAL BUS & EQUIP INC
298382	209.00	03/13/2025	NORTH CENTRAL INT'L LLC
298383	914.92	03/13/2025	NORTHFIELD LINES INC
298384	100.00	03/13/2025	NYHUS, STEVEN
298385	282.00	03/13/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298386	2,515.19	03/13/2025	OHANA MIDWEST ENERGY LLC
298387	17.36	03/13/2025	OXYGEN SERVICE
298388	100.00	03/13/2025	PARKINSON, JACOB
298389	90.00	03/13/2025	PREMIUM WATERS INC
298390	227.89	03/13/2025	RALL, KIRK
298391	230.00	03/13/2025	RAMSEY COUNTY PARK & REC
298392	1,000.00	03/13/2025	REGENTS OF THE UNIV MN
298392	(1,000.00)	03/13/2025	REGENTS OF THE UNIV MN
298393	1,287.00	03/13/2025	REGION 3AA
298394	460.80	03/13/2025	REPOWERED
298395	107.95	03/13/2025	RICHTER, BARB
298396	1,290.00	03/13/2025	SANDY'S OFFICE COFFEE SERVICE
298397	97,002.50	03/13/2025	SAYOO TRANSPORTATION LLC
298398	1,000.00	03/13/2025	SCHWAB, ERIN
298399	46.64	03/13/2025	SHIFFLER
298400	203.00	03/13/2025	SOUTH ST PAUL HIGH SCHOOL
298401	8,672.65	03/13/2025	SPRWS
298402	10,796.34	03/13/2025	SQUIRES WALDSPURGER & MACE PA
298404	225.00	03/13/2025	STATE OF MN DEPT OF PUBLIC SAFETY
298405	18.46	03/13/2025	STATE SUPPLY COMPANY
298406	1,548.00	03/13/2025	STEFFEL, LAUREN

298407	308.35	03/13/2025	SUMMIT COMPANIES
298408	1,637.30	03/13/2025	SUNBELT STAFFING LLC
298409	2,689.00	03/13/2025	SYNOVIA SOLUTIONS LLC
298410	2,890.68	03/13/2025	T MOBILE USA INC
298411	120.00	03/13/2025	TERHORST, KATHRYN
298412	1,150.00	03/13/2025	TRI-STATE BOBCAT
298413	256.00	03/13/2025	TYSON PREPARED FOODS INC
298414	128.26	03/13/2025	VESTIS GROUP INC
298415	1,000.00	03/13/2025	VILLANO, EMILY
298416	241.94	03/13/2025	WATSON, MANDY
298417	10.00	03/13/2025	WHITING, NATHAN
298418	75.00	03/13/2025	WILDLIFE REHAB CENTER
298419	390.00	03/13/2025	WOHLWEND, KAYE
298420	2,067.22	03/13/2025	XCEL
298421	16,570.12	03/13/2025	XCEL ENERGY SOLUTIONS
298422	4,900.00	03/13/2025	Z PUPPETS ROSENSCHNOZ
298423	100.00	03/14/2025	GURSTEL LAW FIRM P C
298423	(100.00)	03/20/2025	GURSTEL LAW FIRM P C
298424	1,239.00	03/14/2025	IUOE #70
298425	23,031.50	03/14/2025	MN FED/TEACHERS
298426	5,322.75	03/14/2025	SEIU LOCAL #284
298427	713.39	03/14/2025	WI SCTF
298428	100.00	03/14/2025	RANGE CREDIT BUREAU INC
298429	114,277.50	03/20/2025	360 COMMUNITIES
298430	17,874.00	03/20/2025	AB STAFFING SOLUTIONS LLC
298431	16.00	03/20/2025	ARROW MOWER
298432	900.00	03/20/2025	ARTSTART
298433	931.35	03/20/2025	AT&T MOBILITY
298434	100.00	03/20/2025	AXINIA, MARIA
298435	558.00	03/20/2025	BAYADA HOME HEALTH CARE INC
298436	64,979.00	03/20/2025	BE SAFE TRANSPORTATION LLC
298437	21,583.17	03/20/2025	BIX PRODUCE CO

298438	6.00	03/20/2025	BROWN, BARBARA
298439	51.48	03/20/2025	BRUCE, SAMANTHA
298440	11.12	03/20/2025	BUSINESS ESSENTIALS
298441	100.00	03/20/2025	BUTLER, DAWN
298442	595.00	03/20/2025	C2 COMMUNICATION & CREATIVE
298443	18.00	03/20/2025	CANNON, BRIANA
298444	13,200.00	03/20/2025	CESO FINANCE LLC
298445	614.22	03/20/2025	CINTAS CORPORATION #2
298446	5,735.00	03/20/2025	CIRCUS JUVENTAS
298447	5,769.32	03/20/2025	COLONIAL LIFE & ACCIDENT
298448	580.32	03/20/2025	COMMERCIAL KITCHEN SERVICES
298449	7,875.65	03/20/2025	CONSOLIDATED COMMUNICATIONS
298450	2,221.53	03/20/2025	DALCO - NETWORK SERVICE CO
298451	600.00	03/20/2025	DAVEY TREE EXPERT CO
298452	3,801.50	03/20/2025	DAVID HOY & ASSOCIATES
298453	490.00	03/20/2025	DE JESUS, ARACELI
298454	1,000.00	03/20/2025	DE LAMBERT, ANNE
298455	525.00	03/20/2025	EAU CLAIRE JAZZ INC
298456	42.00	03/20/2025	ECKROTH MUSIC
298457	283.41	03/20/2025	EDUCATORS BENEFIT CONSULTANTS LLC
298458	2,359.41	03/20/2025	FOLLETT CONTENT SOLUTIONS
298459	6.00	03/20/2025	GARCIA, JOSEPHINE
298460	2,437.46	03/20/2025	GEISER JOANNE
298461	210.85	03/20/2025	GRAINGER
298462	539.20	03/20/2025	HD SUPPLY
298463	600.00	03/20/2025	HEARTCERT
298464	1,763.80	03/20/2025	HORIZON COMMERCIAL POOL SUPPLY
298465	195.96	03/20/2025	HOUGHTON MIFFLIN HARCOURT
298466	31,055.49	03/20/2025	INTERMEDIATE DIST 917
298467	9,649.24	03/20/2025	INTERMEDIATE DIST 287
298468	121.56	03/20/2025	JERRY'S ENTERPRISES
298469	18.00	03/20/2025	KINGSTON, MARY

298470	4,206.11	03/20/2025	KOCK, DREW
298471	6.12	03/20/2025	KOFOID, JANICE
298472	145.00	03/20/2025	KRUSEMARK, LEEANNE
298473	843.45	03/20/2025	LAUTH, MOLLY
298474	4,500.00	03/20/2025	LB CARLSON LLP
298475	547.06	03/20/2025	LIBERTY MUTUAL INSURANCE
298476	840.00	03/20/2025	LINDSEY, SARAH
298477	1,271.34	03/20/2025	LOFFLER COMPANIES
298478	100.00	03/20/2025	LOUGHMILLER, WESTON
298479	450.00	03/20/2025	LVC COMPANIES
298480	56,222.56	03/20/2025	MADISON NATIONAL LIFE INSURANCE
298481	3,927.28	03/20/2025	MAKI, CHRISTOPHER
298482	1,916.32	03/20/2025	MCDONOUGH'S
298483	5,606.25	03/20/2025	MCINTYRE, ANGELA
298484	67.39	03/20/2025	MENARDS
298485	8,480.52	03/20/2025	METRO STATE UNIV
298486	1,425.28	03/20/2025	MIDWEST BUS PARTS INC
298487	2,425.00	03/20/2025	MINNESOTA DAKOTAS KEY CLUB DISTRICT
298488	3,070.10	03/20/2025	NASSEFF MECHANICAL CONTRACTORS
298489	32.00	03/20/2025	NCPERS GROUP LIFE INS
298490	9,527.12	03/20/2025	NEO ELECTRICAL SOLUTIONS
298491	1,175.00	03/20/2025	NEP LLC
298492	432.00	03/20/2025	NESSIM & ASSOCIATES
298493	262.52	03/20/2025	NORTH CENTRAL BUS & EQUIP INC
298494	617.82	03/20/2025	NORTH CENTRAL INT'L LLC
298495	716.50	03/20/2025	NORTH SHORE GYM SALES LLC
298496	1,557.31	03/20/2025	NORTHFIELD LINES INC
298497	259.00	03/20/2025	NORTHFIELD HIGH SCHOOL
298498	12,614.94	03/20/2025	PAYDHEALTH LLC
298499	1,196.25	03/20/2025	PEDIATRIC CARE HOLDINGS LLC
298500	3,600.00	03/20/2025	PRO CARE THERAPY
298501	260.00	03/20/2025	QUALITY LOCKSMITH SERVICE

298502	100.00	03/20/2025	REGION 3AA
298503	439.56	03/20/2025	SCHOLASTIC INC
298504	1,129.74	03/20/2025	SCHUMACHER ELEVATOR COMPANY
298505	349.00	03/20/2025	SG TECHNOLOGIES LLC
298506	236.79	03/20/2025	SHRED N GO INC
298507	13,705.76	03/20/2025	ST PAUL BEVERAGE SOLUTIONS LLC
298508	196.26	03/20/2025	STATE SUPPLY COMPANY
298509	2,733.04	03/20/2025	SUNBELT STAFFING LLC
298510	139,046.38	03/20/2025	TEACHERS ON CALL
298511	4,760.00	03/20/2025	TMB PROPERTIES
298512	2,648.72	03/20/2025	TRI-STATE BOBCAT
298513	86,655.00	03/20/2025	UNITY TRANSPORTATION LLC
298514	1,000.00	03/20/2025	UNIVERSITY OF MN/INSIDE TRACK CLUB
298515	765.00	03/20/2025	UNIVERSITY LANGUAGE CENTER INC
298518	3,624.61	03/20/2025	VESTIS GROUP INC
298519	6.12	03/20/2025	WRBSKY, PENNY
298520	9,032.46	03/20/2025	ZEN EDUCATE INC
298521	36,288.94	03/27/2025	150 MARIE LLC
298522	56.85	03/27/2025	AAA AWARDS
298523	1,188.00	03/27/2025	ABRAKADOODLE
298524	78.74	03/27/2025	ALLSTATE PETERBILT OF SO ST PAUL
298525	1,275.00	03/27/2025	BAYFIELD FRUIT COMPANY
298526	2,763.73	03/27/2025	BIMBO BAKERIES USA
298527	10,587.20	03/27/2025	BSI MECHANICAL INC
298528	1,009.93	03/27/2025	BSN SPORTS
298529	100.65	03/27/2025	BUSINESS ESSENTIALS
298530	3,815.60	03/27/2025	CARPER, ROB
298531	382.07	03/27/2025	CENTURYLINK
298532	9,731.60	03/27/2025	CESO FINANCE LLC
298533	360.61	03/27/2025	CINTAS CORPORATION #2
298534	5,114.00	03/27/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298535	8,195.00	03/27/2025	COMMUNITY SPEECH & LANGUAGE SERVICES LLC

298536	18,985.94	03/27/2025	D & J QUALITY SOURCING LLC
298537	52.60	03/27/2025	ECKROTH MUSIC
298538	10,831.00	03/27/2025	FUTURA LANGUAGE PROFESSIONALS
298539	424.11	03/27/2025	GAME ONE
298540	3,070.20	03/27/2025	GOODHUE COUNTY EDUCATION DISTRICT
298541	147.69	03/27/2025	GRAINGER
298542	265.29	03/27/2025	HASSAN, NAWAL
298543	184.20	03/27/2025	HD SUPPLY
298544	342.99	03/27/2025	HEART ZONES INC
298545	1,892.06	03/27/2025	INSTITUTE FOR ENVIR ASSESSMENT INC
298546	1,397.50	03/27/2025	KEGLEY, HELEN
298547	75.00	03/27/2025	KENNEDY & GRAVEN CHARTERED
298548	1,790.50	03/27/2025	KONICA MINOLTA PREMIER FINANCE
298549	483.88	03/27/2025	KRACHT, RYAN
298550	126,828.00	03/27/2025	LIBERTY MUTUAL INSURANCE
298551	542.00	03/27/2025	LOFFLER COMPANIES
298552	356.53	03/27/2025	LOFFLER COMPANIES INC
298553	8,100.00	03/27/2025	LONG & SON CARPET CLEANING
298554	495.00	03/27/2025	MARZINSKE, NAOMI
298555	3,528.00	03/27/2025	MAYER ARTS INC
298556	1,830.75	03/27/2025	MCDONOUGH'S
298557	1,275.00	03/27/2025	MEDICINE LAKE TOURS
298558	177.04	03/27/2025	MEDTOX LABORATORIES INC
298559	147.53	03/27/2025	MENARDS
298560	237.79	03/27/2025	MIDWEST BUS PARTS INC
298561	520.00	03/27/2025	MILLES, RICHARD
298562	1,141.86	03/27/2025	MIRROR ME PERFECT
298563	500.00	03/27/2025	MN SCHOOL SEALANT PROGRAM
298564	1,782.00	03/27/2025	NATIONAL TREASURE KUNG FU INC
298565	136.65	03/27/2025	NEO ELECTRICAL SOLUTIONS
298566	831.00	03/27/2025	NESSIM & ASSOCIATES
298567	426.88	03/27/2025	NORTH CENTRAL BUS & EQUIP INC

298568	144.72	03/27/2025	NORTH CENTRAL INT'L LLC
298569	302.00	03/27/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298570	25,000.00	03/27/2025	POSTMASTER
298571	3,600.00	03/27/2025	PRO CARE THERAPY
298572	320.00	03/27/2025	REGION 4AA
298573	784.00	03/27/2025	SABRINA'S CAFE & DELI
298574	106,465.00	03/27/2025	SAYOO TRANSPORTATION LLC
298575	124.50	03/27/2025	SCHOOL SPECIALTY
298576	633.51	03/27/2025	SHRED N GO INC
298577	130.00	03/27/2025	SNA
298578	1,375.00	03/27/2025	SPARKPATH INC
298579	112.75	03/27/2025	ST PAUL PIONEER PRESS
298580	2,627.61	03/27/2025	SUNBELT STAFFING LLC
298581	2,469.02	03/27/2025	TEAM SPORTING GOODS INC
298582	14,988.93	03/27/2025	THEISEN ESCOBAR, KRISTELL
298583	300.00	03/27/2025	TISCHENDORF, MICHAEL
298584	13,221.14	03/27/2025	TRIO SUPPLY COMPANY
298585	315.00	03/27/2025	TRITON SENSORS LLC
298586	199.95	03/27/2025	TROUTBROOK ENTERPRISES INC
298587	328.32	03/27/2025	ULINE INC
298588	149,698.62	03/27/2025	UPPER LAKES FOODS
298589	417.40	03/27/2025	VESTIS GROUP INC
298590	4,495.00	03/27/2025	WARRIORS TRACK & FIELD BOOSTER CLUB
298591	28,918.65	03/27/2025	WELLS FARGO EQUIPMENT FINANCE INC
298592	3,402.00	03/27/2025	WIZARDS OF CHESS LLC
298593	1,650.00	03/27/2025	WOHLWEND, KAYE
298594	4,919.79	03/27/2025	ZEN EDUCATE INC
298595	23,031.50	03/28/2025	MN FED/TEACHERS
298596	100.00	03/28/2025	RANGE CREDIT BUREAU INC
298597	5,512.39	03/28/2025	SEIU LOCAL #284
298598	713.39	03/28/2025	WI SCTF
242500434	43.96	03/11/2025	ANDERSON, KARRAH

242500435	162.05	03/11/2025	BARTELS, MARGARET
242500436	106.53	03/11/2025	BECKMANN, SARAH
242500437	123.67	03/11/2025	BENTON, KIMBERLY
242500438	148.19	03/11/2025	BERGLUND, NECOLE
242500439	114.66	03/11/2025	BEYER, HANA
242500440	22.54	03/11/2025	CHALLIFOUR, KATHERINE
242500441	43.08	03/11/2025	CHUN, HEIDI
242500442	63.70	03/11/2025	CLARKIN, STEFANIE
242500443	16.62	03/11/2025	CORBETT, ANGELA
242500444	0.70	03/11/2025	DEMERS, HAYLEY
242500445	639.03	03/11/2025	DONAHUE, JESSICA
242500446	107.38	03/11/2025	DREELAN, STACY
242500447	67.20	03/11/2025	ENGDAHL, ALYSSA
242500448	118.75	03/11/2025	ERCHUL, LEAH
242500449	150.00	03/11/2025	FANGEL, JANET
242500450	15.95	03/11/2025	FARAH, FARHIYO
242500451	116.34	03/11/2025	FISK, EMILY
242500452	14.00	03/11/2025	FLYNN, SUSAN
242500453	21.04	03/11/2025	FUENTES, ANGELA
242500454	14.00	03/11/2025	GARIBAY ESPINOZA, JOSE
242500455	59.99	03/11/2025	GARIBAY, MARIFLOR
242500456	14.00	03/11/2025	GARZA, GLORIA
242500457	75.52	03/11/2025	HARPER, SHANLEY
242500458	98.89	03/11/2025	HAVIR, BRIANNA
242500459	52.90	03/11/2025	HEINZ, LEANNE
242500460	18.48	03/11/2025	HODSON, ALEXANDRA
242500461	92.47	03/11/2025	HULBERT-TRAN, MICHELLE
242500462	305.59	03/11/2025	JIMENEZ ARENDS, YBETH
242500463	145.20	03/11/2025	JOHNSON, ALBERT
242500464	43.32	03/11/2025	KANAVATI-ORTH, DOMONIQUE
242500465	38.80	03/11/2025	KARLEN, SCOTT
242500466	29.96	03/11/2025	LAFORCE, MARINA

242500467	14.00	03/11/2025	LARSON, ERIC
242500468	2,088.49	03/11/2025	LEIN, SARA
242500469	23.73	03/11/2025	LUFKIN, STACY
242500470	442.86	03/11/2025	MACKEY, ARIANNA
242500471	39.08	03/11/2025	MAZZALI, GENO
242500472	13.30	03/11/2025	MCINTOSH, SUSAN
242500473	36.40	03/11/2025	METZ, KARA
242500474	9.18	03/11/2025	MONSOUR, JILLIAN
242500475	56.35	03/11/2025	NELSON, TAMAR
242500476	15.75	03/11/2025	NILAN, JOEY
242500477	590.97	03/11/2025	OLSON-SKOG, PETER
242500478	45.96	03/11/2025	PIERCE, DAVID
242500479	99.36	03/11/2025	POWELL, SUSAN
242500480	59.88	03/11/2025	PRAVIA, ERWING
242500481	17.22	03/11/2025	REGAN, JENNIFER
242500482	107.40	03/11/2025	SCHEUER, SCOTT
242500483	51.92	03/11/2025	SCHUESSLER, STACEY
242500484	129.60	03/11/2025	SCHWAB, BYRON
242500485	121.65	03/11/2025	SHERIDAN, KEVIN
242500486	44.73	03/11/2025	SMOLIK, CYNTHIA
242500487	5.88	03/11/2025	SOLBERG, KRISTINA
242500488	39.97	03/11/2025	SPINNER, AMANDA
242500489	285.86	03/11/2025	TOWNSEND, MARY
242500490	15.68	03/11/2025	VESEY, BENJAMIN
242500491	53.34	03/11/2025	WEYER, TERA
242500492	72.80	03/11/2025	WILEY, EMILY
242500493	224.85	03/11/2025	WOLFER, JEFFREY
242500494	186.66	03/11/2025	YOUNG, MASON
242500495	34.72	03/11/2025	ZELLMER, KIMBERLY

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2,201,521.17	Total
2,609,444.21	P/R 3/14/25
2,622,182.50	P/R 3/28/25

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**7,433,147.88**      **Grand Total**

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

Mar-25

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	(3,641,433.88)	11,947,246.32	10,813,338.82	(2,507,526.38)
Food Service	1,386,660.37	497,036.64	406,281.95	1,477,415.06
Comm. Service	2,597,701.50	759,666.57	439,013.09	2,918,354.98
Building Construct	(12,871.91)	7,708.42	61,723.17	(66,886.66)
Debt Service	1,553,507.79			1,553,507.79
Trust & Agency	380,084.47	60,935.33	45,440.89	395,578.91
Custodial Fund	30,525.13	1,705.00	1,209.93	31,020.20
OPEB Trust	4,999,986.80		3,469.48	4,996,517.32
Internal Service	2,559,933.80			2,559,933.80
<b>Total</b>	<b>9,854,094.07</b>	<b>13,274,298.28</b>	<b>11,770,477.33</b>	<b>11,357,915.02</b>

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	6,860,057.03	830,949.74	(35,051.98)	5,994,055.31
PFM				-
PMA				269,807.49
PMA Bond	2,821.37			2,821.37
PERA				5,030,790.07
CD'S				60,440.78
<b>Total</b>				<b>11,357,915.02</b>

-

**ISD 197 WEST ST. PAUL SCHOOLS**  
**Wire Transfers**  
**3/1/25 thru 3/31/25**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
2/14/2025	MSDLAF - General	MSDLAF - Payroll	1,507,133.75	A/P - P/R*
2/14/2025	MSDLAF - Payroll	State of MN	85,596.97	Payroll taxes
2/14/2025	MSDLAF - Payroll	IRS	510,934.85	Payroll taxes
2/14/2025	MSDLAF - Payroll	PERA	92,313.43	Pension
2/14/2025	MSDLAF - Payroll	TRA	278,117.46	TRA contrib.
2/14/2025	MSDLAF - Payroll	EBC	118,811.46	403B
2/14/2025	MSDLAF - Payroll	Further	16,536.29	Flex
2/28/2025	MSDLAF - General	MSDLAF - Payroll	1,515,821.49	A/P - P/R*
2/28/2025	MSDLAF - Payroll	State of MN	84,397.05	Payroll taxes
2/28/2025	MSDLAF - Payroll	IRS	513,241.33	Payroll taxes
2/28/2025	MSDLAF - Payroll	PERA	93,091.18	Pension
2/28/2025	MSDLAF - Payroll	TRA	280,200.37	TRA contrib.
2/28/2025	MSDLAF - Payroll	EBC	118,958.02	403B
2/28/2025	MSDLAF - Payroll	Further	16,473.06	Flex
		Total	<u><u>5,231,626.71</u></u>	

\* To cover accounts payable or payroll checks.



TO: School Board Members

FROM: Peter Olson-Skog, Superintendent

DATE: May 19, 2025

SUBJECT: Preliminary Audit Results for Year Ended June 30, 2024

**BACKGROUND:**

CESO (Center for Effective School Operations) will present the school district's preliminary audit results for the fiscal year ending June 30, 2024, including the audited fund balance and the audit findings.

**RECOMMENDED RESOLUTION:**

No resolution is needed at this time.



# **Curriculum Review Update Foundational Curriculum**

**May 19, 2025  
School Board Meeting**

Presented By:

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

Katie Quinlan, Elementary Curriculum and Gifted and Talented Coordinator

# Evidence Based Curriculum



**Read Act: Every Student Reads at or above grade level by Grade 3.**



# Read Act Curricular Review

## Comprehensive Programs Status by Domain Using >80% Criteria for “Meets”

Center for  
Applied Research and  
Educational Improvement  
UNIVERSITY OF MINNESOTA  
Driven to Discover\*

Comprehensive Program	Phonemic Awareness		Phonics/ Morphology				Fluency	Fluency Red Flags	Comp	Comp Red Flags	Vocab	Vocab Red Flags	Writing	Writing Red Flags	Assessment	Assessment Red Flags
	Global	Global Red Flags	PA	PA Red Flags	PM	PM Red Flags										
EL Education Open Up	●		●		●		●		●		●		●		●	
*Wit and Wisdom	●		N/A	N/A	N/A	N/A	N/A	N/A	●		●		●		●	
CKLA	●		●		●		●	✗	●	✗	●		●		—	✗
ARC	●	✗	●	✗	●	✗	●	✗	●		●	✗	●	✗	●	✗
Benchmark	●		●		●	✗	●		—	✗	●		●		●	
Collaborative	—	✗	●		●	✗	●		—	✗	●		●		●	
Imagine EL	●		●		—	✗	●		—	✗	●		●		●	
myView	●	✗	—	✗	●	✗	●		●	✗	●		●	✗	●	✗
Open Court	●	✗	●		●	✗	●		—	✗	●		●		●	
Superkids	●	✗	●		—	✗	●		●	✗	—	✗	—	✗	●	
Into Reading	●		●	✗	●	✗	●		●	✗	●		—	✗	—	✗
Wonders	●		●	✗	—	✗	●		●	✗	●		●		●	

● Meets ● Partially Meets ● Does not Meet ✗ Red Flags

— cancels domain with red flags

80%-100% Meets, 60%-79% Partially Meets, below 60% Does Not Meet

# Read Act Curricular Review

## Foundational Programs Status by Domain Using >80% Criteria for “Meets”

Center for  
Applied Research and  
Educational Improvement

UNIVERSITY OF MINNESOTA  
Driven to Discover®

Foundational Programs	Global	Global Red Flags	Phonemic Awareness	PA Red Flags	Phonics/ Morphology	PM Red Flags	Fluency	Fluency Red Flags	Assessment	Assessment Red Flags
Functional Phonics	●		●		●		●		●	
Magnetic Reading	●		●		●		●		●	
UFLI	●		●		●		●		●	
Heggerty Bridge to Reading	●	✗	●		●	✗	N/A	N/A	●	
Really Great Reading	●		●		●	✗	●	✗	●	
Ready4Reading	●	✗	●		●		●		●	
95Core	●	✗	●		●		●		●	
Groves	●	✗	●		●		●		●	
MN Bridge to Read	●	✗	●	✗	●	✗	●		●	
Foundations	●	✗	N/A		—	✗	N/A		●	

● Meets ● Partially Meets ● Does not Meet ✗ Red Flags

— cancels domain with red flags

80%-100% Meets, 60%-79% Partially Meets, below 60% Does Not Meet

# Foundational Review Team

Review team was comprised of:

- Kindergarten (10), 1st (9) and 2nd (4) grade teachers
- Instructional coaches
- EL and SPED teacher

Review Team

- Met April 2024- Decided to explore all three approved curriculums
- Met August 2024- Implementation training
- Met in the afternoon on CARIEALL training days to discuss instruction, reflect on curriculum and collaboratively plan.
- Met January 2025- final reflection meeting

# Foundational Review Process Summary

The Foundational Review Team;

- Reviewed READ Act curriculum review rubrics and approved curriculum materials.
- Conducted grade level evaluations of current literacy schedules and instruction routines.
- Adjusted Being a Reader curriculum to accommodate for Foundational Skills.
- Participated in ongoing training.
- Completed multiple implementation surveys.
- Reviewed FAST Fall and Winter screening data.
- Observed Foundational curriculum in other classrooms.
- Worked collaboratively to provide implementation feedback.

## Foundational curriculum implementation survey



Section 1 of 7

### Implementation Rubric

**B** *I* U  

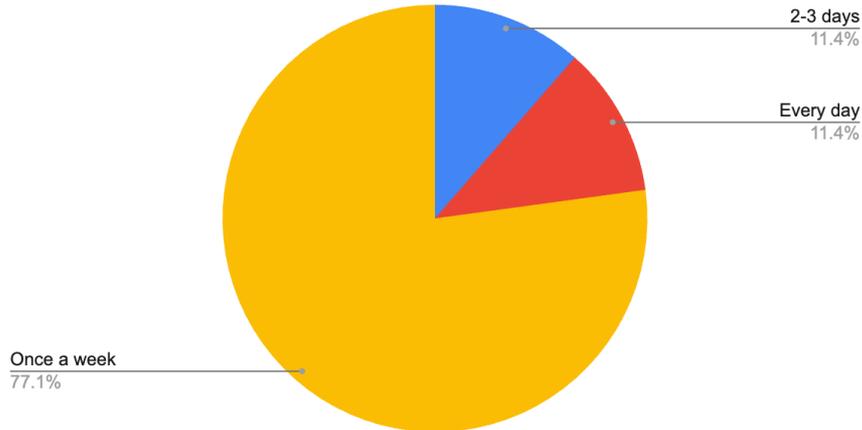
Use this rubric to provide feedback on the foundational curriculum you piloted this year. We will use this information to select a curriculum to implement during the 25-25 school year.

# Survey Data

On average, how often did you need to make materials per week?

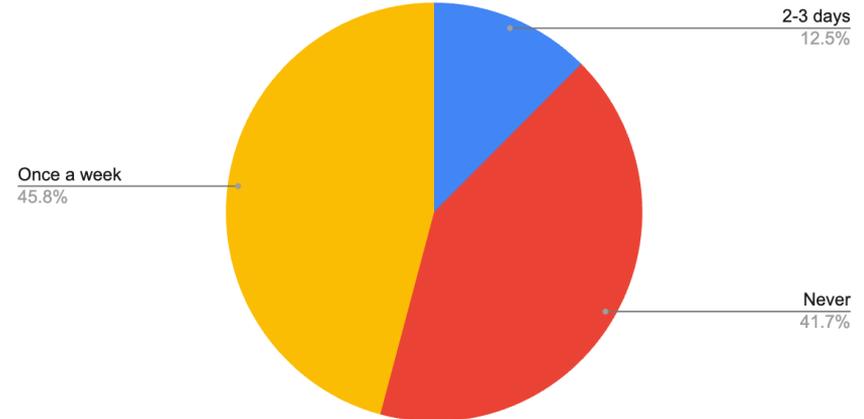
## UFLI

Count of On average, how often did you need to make materials per week?



## Magnetic

Count of On average, how often did you need to make materials per week?

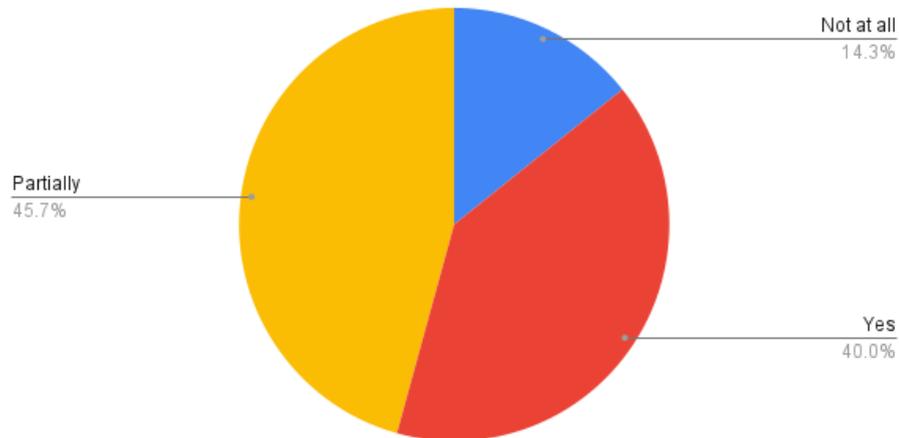


# Survey Data

Part 1: Do you feel you had to compromise fidelity of BAR in order to fit in the foundational curriculum?

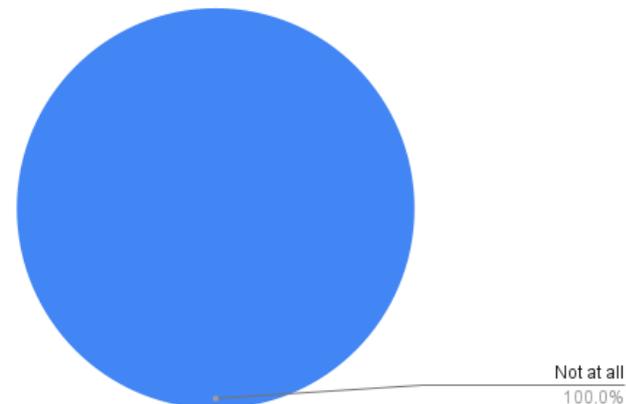
UFLI

Count of Part 1: Do you feel you had to compromise fidelity of BAR in order to fit in the foundational curriculum?



Magnetic

Count of Part 1: Do you feel you had to compromise fidelity of BAR in order to fit in the foundational curriculum?



# Survey Data

## Comments on teaching lessons as prescribed

### Magnetic:

This feedback indicates that most teachers are generally teaching the curriculum "as prescribed," meaning they are following the lesson plans and structure provided. However, **several teachers mention needing to break the lessons apart**, typically due to scheduling constraints or the length of the lessons.

### UFLI:

In essence, teachers are adapting their existing reading programs to accommodate UFLI, primarily by streamlining or **reducing less critical components** of their previous instruction, particularly BAR, to make room for the new phonics focus.

# Comments on teaching lessons as prescribed

## Magnetic:

This feedback indicates that most teachers are generally teaching the curriculum "as prescribed," meaning they are following the lesson plans and structure provided. However, **several teachers mention needing to break the lessons apart**, typically due to scheduling constraints or the length of the lessons.

## UFLI:

In essence, teachers are adapting their existing reading programs to accommodate UFLI, primarily by streamlining or **reducing less critical components** of their previous instruction, particularly BAR, to make room for the new phonics focus.

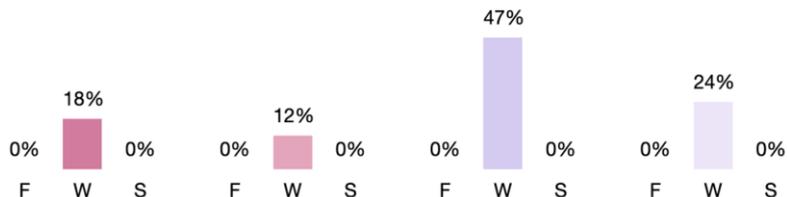
# Assessment Data - Growth

	<b>% of students in some and high risk making typical or aggressive growth aReading fall to winter</b>	
	<b>Classrooms participating in Product Exploration</b>	<b>Classrooms NOT participating in Product Exploration</b>
<b>Grade 1</b>	<b>80%</b>	<b>75%</b>
<b>Grade 2</b>	<b>80%</b>	<b>70%</b>

# Fall to Winter Screening Results

OPTIONS ▼ INTERVAL: 2024-2025 : Winter ▼

Scores Of Students In Group By Benchmark Categories: [?](#)



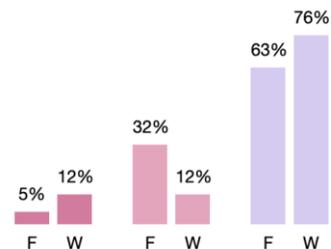
SOM KG aReading data  
Magnetic



## SOM KG Early Reading screening UFLI

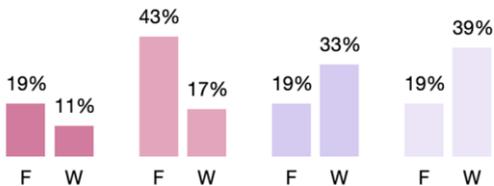


Scores Of All Students In Group  
By Benchmark Categories: [?](#)



# Fall to Winter Screening Results

Scores Of All Students In Group  
By Benchmark Categories: ?



Pilot Knob 1st grade aReading screening.  
Magnetic

## A Focus on Foundational Literacy



Reading is fundamental to success, and at School District 197, we're committed to ensuring all students become strong readers. To support this goal, and in response to the 2023 Minnesota READ Act, we've added three professional development days to this year's academic calendar. These dedicated days allow our teachers to receive training in research-based literacy practices to enhance our already strong foundation and benefit students across all grade levels.

### What the READ Act Is

The READ Act aims to ensure all students read at or above grade level, starting in kindergarten. It emphasizes the science of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. School District 197 began implementing some of these research-based strategies in 2020 and will work to implement our new learning from our science of reading training. We remain committed to literacy development at all levels, including dedicated reading and writing periods for grades 5-6 and future training for staff in grades 5-12.

### Read, Read, Read

At Pilot Knob STEM Magnet School, they are already seeing the impact. First-grade teacher Jennifer Marcotte shared how the new approach to reading is making a difference:

"Every day, my students receive direct, intentional phonics instruction that is explicit and systematic. Through whole group lessons, small group work, and independent practice, they are building essential reading and writing skills. I use weekly assessments to track progress and provide extra support where needed. I believe that adding this direct phonics instruction to our reading curriculum has increased my student's reading and writing abilities this year. I am so proud of the confident readers and writers they are becoming!"

### A Team Effort: Teachers, Families, and Literacy

We are incredibly proud of the hard work and dedication of our teachers in this work. "Their commitment to learning and implementing these new strategies is exceptional," shared Cari Jo Drevitz, Director of Curriculum, Instruction, and Assessment. "They are excited to put their training into practice and see the positive impact it will have on their students."

Families also play a key role in literacy development. **Marcotte encourages parents to make reading part of their daily routine:**

*"Reading instruction starts at home. I get asked all the time by my classroom parents, 'What can I do to help my child with reading?' My simple answer—read to them! Expose them to as many types of rich literature as possible. Go to the library. Sit down with your child and read together, and ask them questions about what they are reading. Reading to your child is one of the greatest gifts you can give them."*

### Looking Ahead

We're proud of the progress School District 197 has made in literacy. For the past five years, we have consistently ranked #1 or #2 in reading proficiency on Minnesota Comprehensive Assessments (MCAs) among comparison districts. These new curriculum additions and focused professional development will build upon this strong foundation, creating even more opportunities for our students to thrive. This is a long-term investment in our students' success, and together, we will see a positive impact for years to come.



# Why we chose Magnetic Reading



- The prep time required was less with Magnetic.
- We believe that Magnetic can be implemented with less variability from classroom to classroom
- Magnetic offers flexible scheduling options to create a comprehensive curriculum with Being a Reader
- While the cost of UFLI is perceived to be less, it comes with higher costs in printing, laminating, and teacher-determined materials (cookie sheets, letter tiles, etc.)

# Next Steps

- Full curriculum implementation 25-26 academic year.
- Provide summer training opportunities to K-2 teachers.
- Revise Being a Reader/ Being a Writer scope & sequence.
- Provide ongoing training opportunities throughout the year to address use of assessment and differentiation options.

## CURRICULUM UPDATES APRIL 2025

### FOUNDATIONAL CURRICULUM

Breaking News!  
Magnetic reading has been selected as the Foundational resource to pair with Being a Reader in grades K-2.



We want to provide K-2 teachers the opportunity to receive training and teacher materials before workshop week **if they choose**. We will offer 2 training options. Participants will be paid at the curriculum writing rate. Staff that choose not to participate in early training will receive training and materials **during workshop week on August 26**.

Staff that attend the summer training option will have 2 hours of additional prep time during workshop week. Only K-2 teachers can attend summer options.



8AM - Noon  
@ DO



8AM - 11 or 12  
@ DO or Virtual

**Sign UP**  
FOR SUMMER OPTION



## CURRICULUM TRAINING ACADEMY OPPORTUNITIES



### K-2 LITERACY WORK

This TA will revamp and improve BAR/BAW scope and sequence to align and incorporate our learning with SOR and Magnetic - foundational resource.

JULY 22 & 23  
8AM-3PM  
+ after school



### 3-4 LITERACY WORK

This TA will revamp and improve BAR/BAW scope and sequence to align and incorporate our learning from SOR about vocab routines and morphology instruction as well as small group: sets, book clubs, conferring.

JULY 29 & 30  
8AM-3PM  
+ after school



### K-4 MATH

This TA will continue the work of math review. The hope is to work on the development of scope and sequence of the chosen resources, specifics will be determined following the May product explorations.

AUG 4 & 5  
8AM-3PM  
+ after school

**Training Academy**  
SIGN UP



TO: School Board Members

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

DATE: May 19, 2025

SUBJECT: First Reading of Policy 603, Curriculum Development

**BACKGROUND:**

A review of Policy 603, Curriculum Development, has been performed. The policy was last reviewed in January of 2022. The current policy adheres to the district's processes and procedures currently in place. The district's current policy was reviewed against MSBA's model policy. The changes suggested in the policy are in alignment with new statute. The district is in compliance with these updates, which will be described below.

This policy was reviewed using the district's 4-Way Equity Test. Policy 603 provides guidelines around a district advisory committee and curriculum development. The changes in this policy, section IV, E, 4 and 5 are in direct alignment with the 4-Way Equity Test. The new language in policy asks the committee to recommend the following:

- Strategies to ensure the curriculum is rigorous, accurate, anti-racist, culturally sustaining, and reflects the diversity of the student population.
- Strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups.

Our advisory committee has developed a rubric to help them do this specific work. Some specific examples of how the committee has used the 4 Way Equity Test this year in their work include:

- Support the development of equitable and engaging Career and Technical Education (CTE) pathways, offering work-based learning, college credit, and industry certifications for all students.
- Prioritize the exploration of Direct Student Supports that address barriers faced by underrepresented student groups, such as how to offer and expand student tutors, middle school FLEX support, and refining transition procedures to equitably benefit students of color, EL students, and students with IEPs.
- Provide input on the local literacy plan, specifically in the communication that is provided to parents of students who are at risk of not reading at grade level.

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**RECOMMENDATION:**

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



## **OPERATIONAL EXPECTATIONS**

**ISD 197 School Board**

Education Programs

Contact: Director of Curriculum, Instruction & Assessment

### **603 CURRICULUM DEVELOPMENT**

#### **I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

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

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

#### **III. RESPONSIBILITY**

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

#### **IV. DISTRICT ADVISORY COMMITTEE**

**A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.**

**B.** The District Advisory Committee ~~shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall~~ **must** reflect the diversity of the district and its school sites, ~~and shall~~ include teachers, parents, support staff, students, **and other** community residents, ~~and administration representation, and shall~~ provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents ~~shall~~ **must** comprise at least two-thirds of ~~advisory~~ committee members.

~~C. Within the ongoing process of curriculum development, the following needs shall be addressed:~~

- ~~1. Provide for articulation of courses of study from kindergarten through grade twelve.~~
- ~~2. Identify minimum objectives for each course and at each elementary grade level.~~
- ~~3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.~~
- ~~4. Provide a program for ongoing monitoring of student progress.~~
- ~~5. Provide for specific, particular, and special needs of all members of the student community.~~
- ~~6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.~~
- ~~7. Integrate required and elective course standards in the scope and sequence of the district curriculum.~~
- ~~8. Meet all applicable requirements of the Minnesota Department of Education and federal law.~~

~~D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.~~

**C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.**

**D. The school district may establish site teams as subcommittees of the District Advisory Committee.**

**E. The District Advisory Committee must recommend to the school board**

**1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;**

**2. district assessments;**

3. means to improve students' equitable access to effective and more diverse teachers;
  4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
  5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
  6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

## V. CURRICULUM DEVELOPMENT PROCESS

- A. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** **Minn. Stat. § 120A.20 (Admission to Public School)**  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process **for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness**)  
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; **Personal Learning Plans**)  
**Minn. Stat. § 124D.59 (Definitions)**  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
~~Minn. Rules Parts 3501.0640 3501.0655 (Academic Standards for Language Arts)~~  
**Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)**

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** School District Policy 604 (Instructional Curriculum)  
School District Policy 613 (Graduation Requirements)  
School District Policy 616 (School District System Accountability)

**POLICY ADOPTED:** December 14, 2009  
**POLICY REVIEWED/REVISED:** August 17, 2015; December 3, 2018; January 3, 2022  
**Monitoring Method:** Administrative Review  
**Monitoring Frequency:** Every three years



TO: School Board Members

FROM: Peter Olson-Skog, Superintendent

DATE: May 19, 2025

SUBJECT: End of year update on the 2024-2025 Superintendent Goals

**BACKGROUND:**

The 24-25 Superintendent Goals, approved by the board at their September 9 meeting, are as follows.

- **Goal 1** - The superintendent will oversee the implementation of operational plans in support of the strategic plan.
  - **Goal 1a** - The superintendent will oversee the implementation of operational plans in support of the **social and emotional learning** focus area.
  - **Goal 1b** - The superintendent will oversee the implementation of operational plans in support of the **equitable systems and support** focus area.
  - **Goal 1c** - The superintendent will oversee the implementation of operational plans in support of the **career exploration and preparation** focus area.

**End-of-Year Status for Goal 1: Complete**

This year, the operational plans included 21 implementation targets, under which there were 60 objectives. The objectives are detailed in the accompanying document in the board packet. The board has received six progress updates on the targets over the course of the school year (two per focus area).

The administration is pleased to report the completion of the district's implementation targets for the 2024-25 school year.

- **Goal 2** - The superintendent will increase staff engagement and feedback through one-on-one interviews with all district staff within 4-6 years. Each year, this will require approximately 150-200 interviews.

**End-of-Year Status for Goal 2: Complete**

165 interviews were completed over the course of the year. This included 85 interviews of staff members who were new/newer to the school district. The remaining 80 interviews were of staff

members who were celebrating a 10, 15, 20, 25, 30 or 35 years of service milestone and/or retiring.

- **Goal 3** – The superintendent will increase alignment and coordination among and between district and site leaders. Specific strategies include implementing the Principal Support Framework and increasing feedback cycles for district and site leaders.

### **End-of-Year Status for Goal 3: Complete**

The Principal Support Framework (PSF) Team continues to lead the development of systems that increase strategic partnerships between principals and the district office along with leadership development initiatives to increase principals' skills as equity-driven instructional leaders. The PSF team meets regularly both internally and with similar teams from other metro districts, supported by faculty from the University of Minnesota and the University of Washington. This work has led to a variety of initiatives that are intentionally co-created and/or co-selected with site and district leaders working collaboratively.

Examples include:

- A new rubric for principals, embedding cultural competence into their instructional leadership.
- A refined Principal PLC/CT
- Summer Day-Long Professional Development Events
- Minnesota Instructional Leadership Academy
- Co-created plans to support the most critical principal tasks (Leadership Development, Principal PLCs, Principal Rubrics)
- Designated trusted leads for on-demand feedback
- “Speed Dating” feedback rounds
- Time studies
- Increased presence of district leaders in buildings
  - Weekly one-on-ones with principals with rotating district leaders
  - Mobile office hours / District leaders officing in sites

### **RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of School District 197 that the 24-25 Superintendent Goals (including the district implementation targets) have been achieved.

## FOCUS AREAS



## End-of-Year Update on Implementation Targets

### Focus Area #1 - Social-Emotional Learning Targets

#### **Explicit SEL Instruction**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

#### **Integrated SEL with Academic Instruction**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

**Youth Voice and Engagement**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

**Supportive School and Classroom Climates**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

## **Focus on Adult SEL**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

## **Supportive Discipline**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

## **Continuum of Integrated Supports**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
  - Status - Complete
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
  - Status - Complete

- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.
  - Status - Complete

### **Authentic Family Partnerships**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

### **Aligned Community Partnerships**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

### **Systems for Continuous Improvement**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

- Identify annual measures for SEL progress.
  - Status - Complete

## **Focus Area #2 - Equity Targets**

### **Diverse Classrooms and Schools**

Target: School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

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

Target: Recruiting, hiring, and retaining a diverse workforce that reflects the demographics of our student population. This includes ongoing professional development focused on equity, racial consciousness and cultural responsiveness.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

### **Equitable Resource Allocation**

Target: 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, especially historically marginalized students, have the access and opportunity necessary to succeed.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objective:*

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

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

Target: Prioritizing culturally relevant curriculum, equitable rubrics for decision-making, inclusive instructional practices, and fair assessment and grading to reflect student learning accurately.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

### **Equitable School and Classroom Environments**

Target: Committing to culturally affirming, inclusive, and responsive community building and behavior management, fostering diverse physical spaces, rituals, and routines, while nurturing strong, supportive student relationships and holding them to high expectations. Additionally, we're prioritizing behavior support and discipline practices that reduce disparities in suspensions and focus on restoring relationships when harm occurs.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

**Equitable Student Leadership and Voice**

Target: Seeking to gather and understand student perspectives (especially those from historically marginalized groups) in decision-making processes, creating spaces for student affinity groups, and providing leadership opportunities.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

**Equitable Family and Community Partnerships**

Target: Building linguistic and cultural bridges between the school district and our diverse communities, and seeking representation reflective of student demographics on district advisory committees while offering affinity spaces, cultural liaisons, family education, and interpretation and translation resources. These tools will enable us to better understand the perspectives, goals, and priorities of our communities and actively seek ongoing input and feedback.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

- Increase family representatives on Equity Advisory.
  - Status - Complete
- Increase Parent Academy (or similar) opportunities.

- Status - Complete
- Increase the number of Cultural Liaisons in the district.
  - Status - Complete

### **Focus Area #3 - College and Career Targets**

#### **Course, School and Structural Support**

Target: Reducing barriers to improve student outcomes for underrepresented student groups.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

#### **Direct Student Supports**

Target: Reducing barriers to improve students outcomes for underrepresented student groups.

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

- Explore ways to expand student tutors.
  - Status - Complete
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
  - Status - Complete
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
  - Status - Complete
- Widen and diversify student focus groups for feedback
  - Status - Complete

- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
  - Status - Complete
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.
  - Status - Complete

### **Career and College Readiness**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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

### **Career and Technical Education Pathways**

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

*24-25 Target Summary: **Intended Progress Achieved***

*24-25 Objectives:*

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