

Regular Meeting and Work Session
Monday, June 16, 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 June 2, 2025 Regular School Board Meeting
 - 3.B. Approval of Personnel Recommendations
 - 3.C. Approval of 2025-2026 Routine Organizational Items
 - 3.D. Approval of 2025-2026 Resolution for Membership in the Minnesota State High School League
 - 3.E. Approval of Census Population Estimate for the 2025 Payable 2026 Levy
 - 3.F. Final Reading of Policy 603, Curriculum Development
 - 3.G. Approval of Gifts to the District
 - 3.H. Approval of Memorandum of Understanding with ISD 917 for Special Education Itinerant Services
 - 3.I. Approval of the April 2025 Accounts Payable Report
 - 3.J. Approval of April 2025 Treasurer's Report
 - 3.K. Approval of April 2025 Wire Transfers Report
 - 3.L. Approval of May 2025 Wire Transfers Report
 - 3.M. Approval of Change in Annual Designation of Identified Official with Authority for the Minnesota Department of Education
 - 3.N. Approval of the 2025-2026 South Suburban Adult Basic Education (SSABE) Consortium Agreement
4. Comments to the School Board - 5:05 p.m.
Presenter: Sarah Larsen, Chair
5. Action Item - Approval of FY 26 Budgets and Revisions to FY 25 Budgets - 5:15 p.m.
Presenter: Superintendent Peter Olson-Skog
6. Action Item - Approval of Policy 704, Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System - 5:25 p.m.
Presenter: Superintendent Peter Olson-Skog
7. Action Item - Approval of ISD 197 Long-Term Facilities Maintenance Budget and Plan - 5:35 p.m.
Presenter: Mark Fortman, Director of Operations
8. Action Item - Approval of Resolution to Close Open Enrollment for Grades 5-6 for the 2025-2026 School Year Unless Certain Conditions are met by August 1, 2025 - 5:50 p.m.

- Presenter:** Peter Mau, Assistant Superintendent
9. First Reading of Policy 106, Equity - 6:00 p.m.
Presenter: Peter Mau, Assistant Superintendent
10. Curriculum Report World Languages - 6:15 p.m.
Presenter: Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
11. Alternative Teacher Professional Pay System Annual Report - 6:45 p.m.
Presenter: Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
12. Closed Session Pursuant to Minnesota Statute 13D.03 to Discuss Labor Negotiations Strategy - 7:00 p.m.
Presenter: Tye Michaels, Director of Human Resources
13. Closed Session Pursuant to Minnesota Statute 13D.05, Subd. 3A, to discuss Superintendent Evaluation
Presenter: Sarah Larsen, Chair
14. Adjournment
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, June 2, 2025
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, June 2, 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 present.

Also present for the meeting were: Peter Mau, Assistant Superintendent; Sara Lein, Director of Special Education; Tye Michaels, Director of Human Resources; Mark Fortman, Director of Operations; Dave Sandum, Director of Technology; and Lisa Grathen, Director of Community Education.

Agenda

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

- Approval of the May 19, 2025 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Second Reading of Policy 603, Curriculum Development

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 Schwab stated that one individual attended the listening session to recommend updates that are needed to the Two Rivers High School auditorium.

Recognitions

Superintendent Olson-Skog introduced several student recognitions. Annabelle and Malea, from the CAPS Health Care Program, were introduced. While on a work shift together, they encountered someone in cardiac arrest and immediately used their training to perform CPR and call 911 until help arrived. Their actions earned praise from first responders. The Two Rivers High School female and male athletes of the year, Claire Stein and Quinn Keyes, were introduced. Claire is a three-sport athlete excelling in soccer, Nordic skiing, and track and field, earning multiple varsity letters, conference honors, all while maintaining a 4.187 GPA. Quinn is a

letter winner in Cross Country, earned All-Conference honors, and qualified for the State competition. In Nordic Skiing, Quinn achieved All-Conference status while also being named Most Improved Player. Quinn also participated in Track earning three letters, achieving All-Conference, all while maintaining a 3.89 GPA. The Two Rivers Lightning Turtles robotics team qualified to participate in the FIRST Robotics World Championship in Houston. This was the first time the team has earned a spot at the world championship. Students included: Carly Buzzell; Jesus Enriquez Camacho; Evan Hansen; Wesley Hendel; Ava Herrera; Zev Jackman; Camille Lamb; Samuel Larson; Jude Meyer; Brendan Monroe; Carrington (Azalea) Smith; Kaia Smith; Hannah Trudeau; Julia Trudeau; and Amelia Warneke. Some of the cast and crew from the Two Rivers High School spring musical, Mean Girls, were introduced along with their list of awards from Hennepin Theatre Trust's Spotlight Education program. The theater department earned an "Achievement in Theater" award which means the cast has been invited to perform at the Spotlight Showcase at the State Theatre on June 9. Students included: Thomas Larsen; Signe Kears; Elise Moga; Dejanae Merriman; Ari Ernst; Lucy Van Moorlehem; Zoe Barbagallo; Selma Olsen; Amanda Morales-Pirela; Ayden Hahnfeldt; Miranda Arnold; Ayla Baussan; Annika Lechowich; Sun Van Winkle; and Heaven Gordon. Speech team students were introduced who had outstanding performances at the National Individual Events Tournament of Champions earlier this month—Andrea Carreras, Patrick Bohmbach and Amelia Elgstuen. Amelia finished 54th of 190 competitors in Informative Speaking, Patrick finished 9th of 213 competitors in Original Oratory and Andre was the tournament champion in Impromptu Speaking. Students who have participated in a state tournament, both in track and field and in golf, were introduced. Track and field students were: Navie Sexton; Max Molinaro; Claire Stein; Kaliyah Binns; Izzy Williams; Michaela Smith; Sophia Agan; Maria Becker; Charlotte Chandler; Josie Miller; Haakon Hanson; Quinn Keyes; Riley Tillander; Niah Fernandes; David Rice; Taylor Taurinkas; and Cora Frey. Golf athletes included: Briana Simek and Kaya Skog. This year's exchange students were introduced. Two Rivers High School was awarded a certificate for becoming a Medallion Member school by hosting U.S. Department of State-sponsored students. Students included: Maite Pollex; Ahmad Rasheed; and Mariana Semeniuk.

Superintendent's Report

Superintendent Olson-Skog presented his report. The Class of 2025 high school graduation ceremony is complete. Graduating seniors had the opportunity to return to their elementary school alma maters, where their educational journey began. This is a tradition in School District 197. Students paraded through the hallways and reconnected with former teachers. The district's team of Cultural Liaisons, Translators, and Interpreters hosted a community event at Thompson Park last week to celebrate the end of another successful school year. Families enjoyed food, games, and the chance to connect with their school liaisons. June is National Pride Month. School District 197 strives to be inclusive and provide safe spaces for our students, families, and staff identifying as 2SLGBTQ+ and celebrates the messages of inclusion, diversity, love, and acceptance that Pride Month seeks to achieve.

Review of FY 26 Budgets and Revisions to FY 25 Budgets

Scott LeSage of CESO (Center for Effective School Operations), presented revisions to the FY 25 budgets and information on the FY 26 budgets. Administration will be asking for approval in two areas: modifications to the FY25 budgets (July 1, 2024 to June 30, 2025); and the proposed FY26 budgets (July 1, 2025 to June 30, 2026). Budgets in both fiscal years include the General Fund budget, the Food Service budget, the Community Education budget, the Capital Project budget, and the Debt Service budget. The required deadline for budget approval is June 30.

Proposed FY25 Revisions

The FY25 Revised General Fund Budget (Fund 01) reflects increased revenue from the FY25 Preliminary budget, primarily driven by higher Special Education Aid and State Aids, with smaller gains in Federal Aid, Local Revenues, and Property Tax. On the expenditure side, salary and benefit adjustments were made from the FY25 Preliminary Budget to align with year-end projections. The district continues to experience rising costs in

Special Education and purchased services, including contracted transportation and special education support services.

Proposed FY26 Budget

The FY26 Preliminary General Fund Budget projects revenue growth, supported by a 2.74% increase in the General Education formula, anticipated growth in Special Education revenue, and a notable increase in Local Property Tax revenue. Expenditures are expected to rise, primarily due to increases in salaries, benefits, and moderate growth in purchased services. Projected General Fund revenue for FY 26 is \$106,113,243 while expenditures are projected at \$104,856,416. The projected total ending fund balance for the start of the year is \$4,673,534. Projected revenue for the Food Service fund budget is \$5,015,300 with expenditures at \$4,933,187 with a total ending restricted fund balance of \$907,788.58. Projected revenue for the Community Education fund budget is \$5,722,582 with expenditures at \$5,835,586 with a projected total ending fund balance of \$875,729.78. Projected revenue for the Capital Project fund budget is \$20,000 with expenditures at \$8,978,837 with a total ending restricted fund balance of \$5,165,453. Projected revenue for the Debt Service fund budget is \$11,860,687 with expenditures at \$11,499,807 with a total ending restricted fund balance of \$2,299,077.

Non-General Fund highlights included:

- The Community Education Fund (Fund 04) and Food Service Fund (Fund 02) are projected to increase fund balances in FY25.
- The FY26 Food Service Fund continues on a positive path, with revenues exceeding expenditures.
- The FY26 Community Education Fund anticipates expenditures exceeding revenues due to a planned chargeback to support General Fund cost containment.
- The Construction Fund (Fund 06) includes updated allocations from the recent bond issue, supporting air quality projects slated for late FY25 and FY26.

Factors that could decrease projection accuracy include uncertainty on federal funding, changes in student enrollment, changes in student needs and programming, changes in reimbursement calculations, legislative changes to the formula allowance, unfunded mandates, and future staff negotiations.

These budgets will be brought back to the board at their June 16, 2025 meeting for approval.

Action Item – Approval of ISD 917 FY 26 Long-Term Facilities Maintenance Levy/Budget

Mark Fortman, Director of Operations, and Scott LeSage of CESO, presented the ISD 917 FY 26 long-term facilities maintenance levy/budget. As a member district, School District 197 is required to approve the long-term facilities maintenance program budget for Intermediate District 917. Each member district approves its proportionate share of the projects in 917's long-term facilities maintenance revenue application. District 197's proportionate share is \$50,694.18. This amount will be included on the property tax levy and paid to ISD 917 after collection from the county.

It was moved by Mr. Schwab and seconded by Mr. Vaupel to approve ISD 197's proportionate share of ISD 917's Long-Term Facilities Maintenance Levy/Budget as presented.

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

The motion carried (7-0).

Update on LiveGreen Sustainability Program

Mark Fortman, Director of Operations; Geno Mazzali, Assistant Director of Operations; and Meghan Bernard, Sustainability Manager, presented an update on the LiveGreen Sustainability Program. LiveGreen is the

district's sustainability program that promotes energy saving, recycling, and other green initiatives throughout the district. Each school helps implement low-cost or no-cost energy efficiency strategies to reduce energy, promote recycling and composting, and focus on conserving resources.

This summer, solar projects will be completed at Friendly Hills, Heritage and Two Rivers. This will reduce electric costs and emissions and will lower utility bills by \$1,252,893 over the 25 years life of the panels. Solar garden subscriptions generate 2,988 kW which has provided the school district with over \$1.2M in credit refunds since 2020. Since 2023, water use is down 42% due to smart irrigation while energy costs are down by 8%. This amounts to savings for the school district. Due to the recycling and organics efforts, 40% of waste has been diverted away from the landfills. The team hopes to increase that percentage with additional efforts. In 2024-2025, the program received five grants totaling over \$875,000. With the work of the LiveGreen program, every school in School District 197 has earned "Energy Star" ratings from the U.S. Environmental Protection Agency and the U.S. Department of Energy. Sustainability awareness campaigns and events happen throughout the school year. These events are supported by the district sustainability manager along with the schools and community LiveGreen leaders and teams.

TriDistrict Community Education Advisory Council Update

Lisa Grathen, Director of Community Education, presented an update on the TriDistrict Community Education Advisory Council. By law, the school district must have this advisory committee. This combined committee for the West St. Paul-Mendota Heights-Eagan, South St. Paul, and Inver Grove Heights school districts supports and promotes the philosophy of lifelong learning and strong communities. Members include community members, community organizations, district parents program representatives, and a school board member who advise the Community Education department staff in the planning, implementation, and evaluation of departmental activities and programs. Meetings this year focused on recruitment, registration process, marketing materials, MDE Community Education State Report, youth focus group data and the 25-26 Community Education budget. Due to the recruitment efforts, both membership and attendance have increased.

Adjournment

It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 8:25 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, June 16, 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.

Sarah Larsen
School Board Chair

Jon Vaupel
School Board Clerk



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TO: School District 197 School Board Members
FROM: Tye Michaels, Director of Human Resources
DATE: June 16, 2025
SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on June 16, 2025, at the School Board Meeting.

Non-Licensed Employment

- McNamara, Cristina - Bus Driver, Transportation; hourly rate at hourly rate of \$25.18, effective June 9, 2025.

Licensed Employment

- DeGeer, Melinda - ELC Special Education Teacher, at a salary of \$85,505 effective August 25, 2025.
- Frost-Garrote, Lourdes-Occupational Therapist, Moreland, at a salary of \$92,823 effective August 25, 2025.
- Petschauer, Amy- Special Education Teacher, Garlough, at a salary of \$94,729 effective August 25, 2025.
- Marrin, Jeris - Occupational Therapist, Friendly Hills and Garlough, at a salary of \$90,858 effective August 25, 2025.
- Foote, Martin - Special Education Teacher, Friendly Hills MS, at a salary of \$54,074 effective August 25, 2025.

Licensed Leaves of Absence

- Metz, Kara - 0.6 FTE ELA Teacher at Friendly Hills Middle School, career leave of absence requested August 25, 2025 through June 8, 2026.

Licensed Resignation, Retirement, Termination

- Coffeen, Nancy - 1.0 FTE Special Education Teacher at Branch Out/Two Rivers High School retirement effective June 10, 2025.
- Kilian, Patrick - 1.0 FTE Biology Teacher at Two Rivers High School, retirement effective June 10, 2025.
- McCormick, Daniel - 1.0 FTE English Teacher at Two Rivers High School, retirement effective June 11, 2025.
- Myers, Tom - 1.0 FTE Social Studies Teacher at Two Rivers High School, retirement effective June 10, 2025.

- Schufman, Matthew - .68 FTE Art Teacher at Somerset Elementary, resignation effective June 10, 2025.
- Skemp, Charles - 1.0 FTE Social Studies Teacher at Two Rivers High School, retirement effective June 10, 2025.
- Zurn, Linda - 1.0 FACS Teacher at Two Rivers High School, retirement effective June 30, 2025.

Non-Licensed Resignation, Retirement, Termination

- Amidon, Mary - 8 hours a day Executive Assistant to Superintendent and School Board, retirement effective August 8, 2025.
- Fuller, Deborah - 7 hours per day School Health Professional at Two Rivers High School, termination effective June 5, 2025.
- Jones, Parris - 5.75 hours per day Special Education Paraprofessional at Two Rivers High School, resignation effective May 27, 2025.
- Krause, Patricia - 5.75 hours a day Special Education Paraprofessional at Two Rivers High School, retirement effective June 5, 2025.
- Lao, Jane - 7 hours per day School Health Professional at Two Rivers High School, resignation effective June 6, 2025.
- McDonough, Nancy - 5.75 hours a day Special Education Paraprofessional at Branch Out, retirement effective June 6, 2025.
- Wenberg, Abigail - 6.25 hours a day Special Education Paraprofessional at Heritage Middle School, resignation effective May 22, 2025.

TO: School Board

FROM: Peter Olson-Skog, Superintendent

DATE: June 16, 2025

SUBJECT: 2025-26 ROUTINE ORGANIZATIONAL MATTERS

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of Independent School District 197 for the school year 2025-2026:

- A. That Old National Bank, MN Trust, Minnesota School District Liquid Asset Fund, Associated Bank, and US Bank are designated as official depositories of school district funds, subject to their furnishing collateral security and otherwise complying with the provisions of M.S. 118A.03; and:
- a) The School Board treasurer or chief financial officer is authorized to accept and release collateral as required;
 - b) The officers of the School Board, the Superintendent, and the chief financial officer and designee(s), whichever are necessary, are authorized to sign checks, signature cards, and other forms and documents required from time to time by the depositories;
 - c) The depositories are authorized to accept facsimiles of the signatures of the officers of the School Board upon checks drawn on School District funds in accordance with M.S. 47.41; and
 - d) This resolution shall be valid until superseded.
- B. That the Superintendent or designee be authorized to enter into agreements to make electronic funds transfers (wire transfers) as permitted by M.S. 471.38 and submit a list of such transfers at the next regular School Board meeting after the transfers take place.
- C. That, as permitted by M.S. 123B.52, the superintendent or designee be authorized to lease, purchase, and contract for goods and services, within the budget as approved by the Board.

- D. That the Superintendent or designee be authorized to make payments between Board meetings in advance of Board approval under the following conditions and to include such payments in the next list of bills submitted to the Board for approval:
- a) Payments of claims which cannot be deferred until the next Board meeting without loss to the district of a discount privilege, or because of contract terms, purchase order terms, or a vendor's standard terms which are part of a contract, in accordance with M.S. 123B.02, Subd. 18.
- E. That the School District continues membership in the following organizations or associations for the 2025-2026 school year:
1. Minnesota School Boards Association (MSBA)
 2. Minnesota State High School League (MSHSL)
 3. Association of Metropolitan School Districts (AMSD)
- F. That the Saint Paul Pioneer Press be designated as the official newspaper for official and legal publication purposes in accordance with Minnesota Statutes Chapter 331A.
- G. That imprest funds be authorized in the amount of \$12,250, that the superintendent or designee be appointed as custodian of such funds, and that their only uses be for the payment of proper claims against the district, excluding salaries and personal expenses, which it is impractical to pay in any other manner, and for travel expense advances, all as permitted by M.S. 123B.11.
- H. That the Assistant Superintendent is appointed LEA Representative in filing an application for funds as provided under Public Law 107-1010 for the 2023-2024 school year. The LEA Representative will ensure that the school district maintains compliance with the appropriate Federal statutes, regulations, and State procedures currently in effect and will act as the responsible authority in all matters relating to the administration of the application.



Peter Olson-Skog, Superintendent

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TO: School Board Members

FROM: Peter Olson-Skog, Superintendent

DATE: June 16, 2025

SUBJECT: 25-26 Minnesota State High School League Membership

BACKGROUND

Every year, the Minnesota State High School League (MSHSL) requires school boards to authorize membership in the MSHSL. Each school's governing board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League as the minimum standards governing participation.

As a part of this resolution, all board members confirm they have reviewed the Code of Conduct Statement below:

STUDENT CODE OF CONDUCT STATEMENT

Two Rivers High School and the MSHSL believe participation in co-curricular activities is a privilege that is accompanied by responsibility. A violation of the code of responsibilities may result in a period of ineligibility for the student-athlete. Each student-athlete shall:

- respect the rights and beliefs of others and will treat others with courtesy and consideration
- be fully responsible for their own actions and the consequences of those actions
- respect the property of others
- respect and obey the rules of Two Rivers High School, the MSHSL, and the laws of the community, state, and country
- respect to those who are responsible for enforcing the rules of TRHS, the MSHSL, and the laws of the community, state, and country.

RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve the FY 2025-2026 resolution for membership in the Minnesota State High School League.



TO: School Board Members

FROM: Lisa Grathen, Director of Community Education

DATE: June 16, 2025

RE: Approval of the Census Population Estimate for the 2025 Payable 2026 Levy

BACKGROUND:

According to Minnesota Statutes § 275.14, the population of a school district must be certified by the Department of Education from the most recent federal census. In any year in which no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board can pass a resolution by June 30, 2025, of the updated population of the district as determined by the state demographer.

According to estimates from the state demographer, the district population increased from 45,326 in 2020 to 46,394 in 2024. This population increase will impact the revenue the community education programs receive based on the current funding calculation, which uses the district population to determine total funding. The community education general fund allows school districts to levy a set amount per person in their district. Other community education programs, including youth services, adults with disabilities, and after-school enrichment, will see their funding increase slightly due to population growth.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of Independent School District No. 197 that the census figure of 46,394 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 197
(WEST ST. PAUL-MENDOTA HEIGHTS-EAGAN AREA SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 197 (West St. Paul-Mendota Heights-Eagan Area Schools), State of Minnesota, was held in the School District on the 16 day of June, 2025, at 5:00o'clock p.m.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

BE IT RESOLVED by the School Board of Independent School District No. 197 that the census figure of 46,394 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

The motion for the adoption of the foregoing resolution was duly seconded by _____ and upon vote being taken thereon the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA
COUNTY OF DAKOTA

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 197 (West St. Paul-Mendota Heights-Eagan Area Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of said School District duly called and held on the date therein indicated, so far as such minutes relate to authorizing the issuance of certificates of election, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this _____ day of _____ 2023.

Clerk of the School Board



SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

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TO: School Board Members

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

DATE: June 16, 2025

SUBJECT: Final Reading of Policy 603, Curriculum Development

BACKGROUND:

A review of Policy 603, Curriculum Development, has been performed. A first reading of this policy was presented to the board at their meeting on May 19 with a second reading on June 2. To recap, 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 are 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.

RECOMMENDATION:

BE IT RESOLVED by the School Board of Independent School District No. 197 to approve Policy 603, Curriculum Development, as presented.



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



1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7002 F 651.403.7010
www.isd197.org

MEMORANDUM

TO: School Board Members
FROM: Mary Amidon
DATE: June 16, 2025
SUBJECT: Gifts to the District

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

RECOMMENDED RESOLUTION:

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

<u>Value</u>	<u>Donor</u>	<u>Item/Purpose</u>
\$200.00	Krystell Escobar-EcoChico	Gift cards for Raffle for the CL/TRIN Community Event

TO: School Board Members

FROM: Sara Lein, Director of Special Services

DATE: June 16, 2025

SUBJECT: Intermediate School District 917 Special Education Itinerant Services
Memorandum of Understanding

BACKGROUND:

This Memorandum of Understanding (MOU) outlines an agreement between Intermediate School District 917 and Independent School District 197 for the provision of special education and related services to students of District 197. Under the agreement, Intermediate 917 will supply licensed staff to deliver services as requested by District 197 through an annual planning process. These staff members remain employees of Intermediate 917; however, District 197 is responsible for day-to-day site supervision, submitting service requests, ensuring accurate student data reporting, and paying all invoices.

Intermediate 917 will hire, supervise, and manage its employees and is responsible for billing, staffing reports, and compliance with licensing requirements. Both districts agree to cooperate on data sharing in compliance with state and federal laws (MGDPA and FERPA), and each maintains its own liability coverage. The agreement is effective from July 1, 2025, through June 30, 2027, with the option to renew or terminate under specified conditions.

In considering the 4-Way Equity Test, this MOU supports equitable special education services for students with disabilities. It ensures inclusion by enabling services within students' home district and improves access through coordinated staffing and shared systems. The impact lies in delivering consistent, high-quality support that meets student needs while protecting rights and fostering collaboration.

RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the Intermediate School District 917 Special Education Itinerant Services Memorandum of Understanding between Independent School District 197 and Intermediate School District 917, as presented.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) entered into by and between the Intermediate School District No. 917 (“Intermediate 917”) and Independent School District No. 197 (“School District”). Intermediate 917 and the School District are hereinafter referred to collectively as the “Parties” and individually as a “Party.” It is hereby agreed by the Parties as follows:

WHEREAS, Intermediate 917 is a Minnesota intermediate school district providing special education and related services to students whose resident school districts request such services to be provided by Intermediate 917; and

WHEREAS, the School District is a Minnesota independent school district providing educational services to or for its resident students; and

WHEREAS, the School District desires Intermediate 917 to provide special education and/or related services to those students enrolled in and as requested by the School District; and

WHEREAS, Intermediate 917 is willing and has the authority to enter into a MOU to provide special education and/or related services to students enrolled in the School District, pursuant to Minnesota Statutes, Chapter 136D;

NOW, THEREFORE, IT IS AGREED BY AND BETWEEN THE SCHOOL DISTRICT AND INTERMEDIATE 917 AS FOLLOWS:

1. **Purpose.** The intent of this MOU is for Intermediate 917 providing special education and/or related staffing to students enrolled in and receiving educational and related services at the School District.
2. **School District Obligations.**
 - a. The School District is responsible for ensuring that appropriate education, including special education and/or related services are made available to its resident students.
 - b. The School District shall submit any requests for educational and related services for its students in writing through the annual projection process. Such requests shall specify the nature of the services requested, the number of students to be served, the full time equivalent (FTE) needed, and the location at which the services will be provided.
 - c. The School District shall be responsible to pay, on a timely basis, any and all invoices, including any administrative fees, submitted by Intermediate 917 for the services it provides on behalf of the School District.

- d. The School District shall be responsible for state and federal reporting requirements relating to the students receiving educational and/or related services under this MOU, such as MARSS reporting.
- e. The School District shall provide day-to-day supervision of Intermediate 917 employees providing special education and/or related services at the School District, as it relates to sign-in/sign-out procedures, classroom and office usage, and similar site procedures, although the Intermediate 917 employees shall remain employees only of Intermediate 917. The School District shall notify Intermediate 917 of any known non-compliance by Intermediate 917 employees with such School District procedures. Intermediate 917 will perform supervision of its employees as described below in paragraph 3 (b).
- f. The School District shall collaborate with Intermediate 917 employees providing special education and/or related services at the School District in allowing access to the School District's student information system and technology platforms.
- g. The number of days in this contract shall be determined by the Intermediate 917's employee's labor agreement subject to the School District's pro rata share of the FTE assignment. The School District will provide this data to be utilized for SEDRA reporting.

3. Intermediate 917 Obligations.

- a. Intermediate 917 shall provide special education and/or related services, as defined in Minn. Stat. § 123A.21, subd. 7 and 8, as requested by the School District with appropriately licensed Intermediate 917 employees as identified in the annual signed projection process. Intermediate 917 shall be responsible for STAR reporting requirements relating to the staffing provided by Intermediate 917 to the School District.
- b. If Intermediate 917 is unable to provide appropriately licensed Intermediate 917 employees as identified by the School District in the annual signed projection process, Intermediate 917 will work with the School District to develop alternatives to provide special education and/or related services, as defined in Minn. Stat. § 123A.21, subd. 7 and 8.
- c. The individuals assigned to provide special education and/or related services at the School District by Intermediate 917 shall be Intermediate 917 employees, and shall be hired, retained, assigned, directed, supervised, evaluated, compensated, disciplined or terminated by Intermediate 917, according to applicable Intermediate 917 employment agreements, Intermediate 917 policies and procedures and any applicable state or federal laws or regulations.

- d. Despite the preceding language, the Parties expect that the School District shall provide site supervision of the Intermediate 917 employee while providing services at the School District as it relates to sign-in/sign-out, classroom and office usage, and other site procedures. The Intermediate 917 employees assigned to work at the School District shall abide by any and all School District procedures of which he or she is notified.
 - e. Intermediate 917 shall set staffing reimbursement rates for the special education and related services, as defined in Minn. Stat. § 123A.21, subd. 7 and 8, it provides at the School District and shall issue billing invoices twice annually, consistent with the Intermediate 917 billing cycle. Invoices will include the FTE to be utilized for SEDRA reporting. Billing shall also include reimbursement for staff mileage and travel time and the costs of supplies, equipment and overhead.
 - f. This MOU shall not be construed to give rise to any employment relationship between the School District and any Intermediate 917 employee assigned to work at the School District.
4. **Renewal.** The parties to this MOU may renew this MOU if mutually agreed upon in one-year increments by executing a written renewal agreement at least sixty (60) days prior to expiration of the MOU or any subsequent renewal period, subject to the same terms and conditions as this MOU, or as otherwise mutually agreed upon.
5. **State Complaint or Due Process Hearing Request.** If a state complaint or due process hearing request is filed involving the School District, the School District will be responsible for responding to the state complaint or due process hearing request. Intermediate 917 will in good faith make any employee assigned to provide services at the School District available to participate as necessary in the School District's response to any allegations or claims arising out of a state complaint or due process hearing. If an attorney retained by the School District requests Intermediate 917 employees to testify or otherwise participate in a complaint response or due process hearing, the attorney retained by the School District will prepare Intermediate 917 employees in the same manner as its own staff. Each party reserves the right to obtain its own attorney.
6. **Transportation of Students.** Student transportation shall be provided and paid for by the School District, as required by state and federal laws.
7. **Data Practices.** Nothing in this MOU shall be construed to be contrary to Minnesota Statutes, Chapter 13, the Minnesota Government Data Practices Act ("MGDPA"), and in particular, Minn. Stat. § 13.32, and the Federal Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") regarding the creation and maintenance of educational records. All of the data created, collected, received, stored, used or maintained by the Parties in performing functions under this MOU is subject to the requirements of the MGDPA and FERPA and the Parties must

comply with those requirements.

8. **Insurance and Liability.** Nothing in this MOU shall constitute a waiver of the rights, privileges and benefits to which either Party is entitled under Minnesota Statutes. The liability and monetary limits of liability of the School District and Intermediate 917 shall be governed by the Minnesota Government Tort Claims Act, Minnesota Statutes, Chapter 466, et. seq., and other applicable law. Intermediate 917 and the School District shall each maintain insurance against claims arising out of or relating to the provision of services under this MOU, in an amount and of a nature consistent with each Party's Board policies, procedures or practices and as required by the laws of the State of Minnesota.
9. **Indemnification.** Intermediate 917 agrees to indemnify and hold harmless the School District, its officers, agents and employees from any and all claims and losses resulting from the Intermediate 917's performance of this MOU, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of Intermediate 917.

The School District agrees to indemnify and hold harmless Intermediate 917, its officers, agents and employees from any and all claims and losses resulting from the School District's performance of this MOU, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of the School District.

10. **Term and Cancellation.** This MOU shall commence on July 1, 2025 and shall remain in effect through June 30, 2027, unless Intermediate 917 and the School District mutually agree to terminate or cancel the MOU by written notice prior to March 1 of the current school year for the upcoming school year. Written notices under this MOU shall be sent to:

For Intermediate School District 917:

Executive Director of Student Services
Intermediate School District 917
1300 145th Street East
Rosemount, MN 55068

For The School District:

Director of Special Education
Independent School District No. 197
1897 Delaware Avenue
Mendota Heights, MN 55118

11. **Termination for Breach.** If either Party fails to comply with the terms and conditions of this MOU, the other Party, upon 30 days prior written notice to the breaching Party, may terminate

this MOU.

12. **Assignment**. Neither Party to this MOU shall assign, delegate or transfer any rights or obligations under this MOU without the prior written consent of the other Party.
13. **Amendments**. This MOU may be amended during the term of this MOU and may only be amended in writing by the mutual agreement of the Parties.
14. **Equal Drafting**. In the event any Party asserts that a provision in this MOU is ambiguous, this MOU must be construed to have been drafted equally by the Parties.
15. **Waiver and Severability**. Any term or condition of this MOU found to be invalid, illegal, or unenforceable shall not render this MOU void or unenforceable.
16. **Applicable Law**. This MOU shall be governed by the laws of the State of Minnesota.
17. **Entire Agreement**. This MOU contains the entire MOU between the Parties with regard to the matters set forth herein and supersedes all communications, written or oral, heretofore related to the subject matter of this MOU. No promises, guarantees, or representations relative to the subject matter addressed herein exist outside the terms of this document.

By signing below, each party represents that it has read, understands, and agrees to be bound by the terms of this Memorandum of Understanding, and is authorized to sign on behalf of the Party he or she represents.

**INTERMEDIATE SCHOOL DISTRICT NO.
917**

Dated: _____, 2025

By: _____
Its: _____

INDEPENDENT SCHOOL DISTRICT NO. 197

Dated: _____, 2025

By: _____
Its: Chair

Dated: _____, 2025

By: _____
Its: Clerk

April 2025 Check Register

NUMBER	AMOUNT	DATE	VENDOR
298391	(230.00)	04/16/2025	RAMSEY COUNTY PARK & REC
298599	107.70	04/03/2025	AAA AWARDS
298600	10,400.00	04/03/2025	AB STAFFING SOLUTIONS LLC
298601	1,000.00	04/03/2025	AMAZEWORKS
298602	6,751.61	04/03/2025	AMN ALLIED SERVICES LLC
298603	100.60	04/03/2025	BATTERIES PLUS BULBS
298604	855.00	04/03/2025	BENEFIT EXTRAS INC
298605	1,645.16	04/03/2025	BSI MECHANICAL INC
298606	556.55	04/03/2025	BUSINESS ESSENTIALS
298607	6,062.52	04/03/2025	CANON FINANCIAL SERVICES INC
298608	308.69	04/03/2025	CINTAS CORPORATION #2
298609	54,217.00	04/03/2025	CM CONSTRUCTION CO INC
298610	3,406.00	04/03/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298611	428.65	04/03/2025	CULLIGAN
298612	53.50	04/03/2025	D & J QUALITY SOURCING LLC
298613	2,964.68	04/03/2025	DALCO - NETWORK SERVICE CO
298614	975.00	04/03/2025	DASH SPORTS LLC
298615	950.00	04/03/2025	DE LAMBERT, ANNE
298616	300.00	04/03/2025	DODGE NATURE CENTER
298617	51.88	04/03/2025	ECKROTH MUSIC
298618	65,012.88	04/03/2025	FLOORS BY FARMER INC
298619	5,556.20	04/03/2025	FRONTLINE EDUCATION
298620	2,437.46	04/03/2025	GEISER JOANNE
298621	601.29	04/03/2025	GRAINGER
298622	599.00	04/03/2025	HANSON, DELEN
298623	2,955.00	04/03/2025	HORIZON SOFTWARE INTERNATIONAL LLC
298624	437.50	04/03/2025	INFINITE HEALTH COLLABORATIVE
298624	(437.50)	04/16/2025	INFINITE HEALTH COLLABORATIVE
298625	49,773.31	04/03/2025	INTERMEDIATE DIST 917

298626	133.93	04/03/2025	JERRY'S ENTERPRISES
298627	345.38	04/03/2025	JOYCE, ANGELA
298628	48,140.25	04/03/2025	KINECT ENERGY GROUP
298629	4,206.11	04/03/2025	KOCK, DREW
298630	175.00	04/03/2025	KROWN, KALEN
298631	1,125.89	04/03/2025	LAUGHLIN'S PEST CONTROL
298632	843.45	04/03/2025	LAUTH, MOLLY
298633	9,619.40	04/03/2025	LOFFLER COMPANIES
298634	3,927.28	04/03/2025	MAKI, CHRISTOPHER
298635	1,000.00	04/03/2025	MARTIN KRIEGEL, CARLI
298636	17.00	04/03/2025	MERO RIEDEL, MICHELLE
298637	180.00	04/03/2025	MERRICK INC
298638	191.12	04/03/2025	MIDWEST BUS PARTS INC
298639	1,312.00	04/03/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298640	1,175.00	04/03/2025	NEP LLC
298641	288.00	04/03/2025	NESSIM & ASSOCIATES
298642	1,634.01	04/03/2025	NORTH CENTRAL BUS & EQUIP INC
298643	1,164.96	04/03/2025	O'LEARY, DILLON
298644	224.00	04/03/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298645	701.25	04/03/2025	PEDIATRIC CARE HOLDINGS LLC
298646	350.00	04/03/2025	POSTMASTER
298647	7,200.00	04/03/2025	PRO CARE THERAPY
298648	28,480.00	04/03/2025	PRO TRACK & TENNIS INC
298649	294.00	04/03/2025	SCHMITT MUSIC
298650	1,170.00	04/03/2025	SHAFFER, KRISTIE
298651	633.51	04/03/2025	SHRED N GO INC
298652	1,500.00	04/03/2025	SKATES N SCHOOLS
298653	156.28	04/03/2025	STATE SUPPLY COMPANY
298654	1,849.00	04/03/2025	STEFFEL, LAUREN
298655	200.00	04/03/2025	TARTAN HIGH SCHOOL
298656	110.00	04/03/2025	TWIN CITY SCALE CO
298657	500.00	04/03/2025	UNIVERSITY OF NOTRE DAME

298658	177.30	04/03/2025	VESTIS GROUP INC
298659	6,105.51	04/03/2025	ZEN EDUCATE INC
298660	537.35	04/03/2025	UNITED STATES TREASURY
298661	76.18	04/10/2025	A & J OUTDOOR POWER LLC
298662	9,840.20	04/10/2025	AB STAFFING SOLUTIONS LLC
298663	244.70	04/10/2025	ABDO PUBLISHING CO INC
298664	2,290.00	04/10/2025	AETNA BUILDING SOLUTIONS
298665	5,040.00	04/10/2025	AGL CONSULTING
298666	462.03	04/10/2025	AINSWORTH, CHARLIE
298667	2,387.03	04/10/2025	AMN ALLIED SERVICES LLC
298668	140.86	04/10/2025	ARROW MOWER
298669	10,836.90	04/10/2025	ARVIG
298670	10,653.49	04/10/2025	ASPEN WASTE SYSTEMS OF MN INC
298671	538.56	04/10/2025	AT&T MOBILITY
298672	1,080.00	04/10/2025	BAYADA HOME HEALTH CARE INC
298673	73,270.00	04/10/2025	BE SAFE TRANSPORTATION LLC
298674	16,439.63	04/10/2025	BIX PRODUCE CO
298675	1,547.42	04/10/2025	BSN SPORTS
298676	375.00	04/10/2025	BUSH, TRAVIS
298677	7,856.91	04/10/2025	BUSINESS ESSENTIALS
298678	15,000.00	04/10/2025	CESO FINANCE LLC
298679	313.80	04/10/2025	CINTAS CORPORATION #2
298680	250.00	04/10/2025	CITY OF EAGAN PARKS AND REC
298681	5,109.00	04/10/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298682	15,658.95	04/10/2025	CONSOLIDATED COMMUNICATIONS
298683	22.99	04/10/2025	CRYTEEL TRUCK EQUIPMENT
298684	334.10	04/10/2025	CULLIGAN
298685	79.50	04/10/2025	D & J QUALITY SOURCING LLC
298686	3,477.69	04/10/2025	DAKOTA ELECTRIC ASSN
298687	150.90	04/10/2025	DALCO - NETWORK SERVICE CO
298688	1,210.00	04/10/2025	DOWNS, SUZANNE
298689	200.00	04/10/2025	DUFRESNE, AMIE

298690	390.71	04/10/2025	EDUCATORS BENEFIT CONSULTANTS LLC
298691	152.00	04/10/2025	ELROYS SERVICE
298692	450.00	04/10/2025	FERNANDES, ROGER
298693	480.00	04/10/2025	FORD, LUANN
298694	35.00	04/10/2025	GEORGAKOPOULOS, TESS
298695	2,091.00	04/10/2025	GOPHERMODS LLC
298696	135.00	04/10/2025	GRIM, MARK
298697	357.84	04/10/2025	GROTH MUSIC CO
298698	580.71	04/10/2025	HD SUPPLY
298699	459.27	04/10/2025	HERITAGE LANDSCAPE SUPPLY GROUP INC
298700	413.07	04/10/2025	HLS OUTDOOR
298701	3,468.68	04/10/2025	HORIZON COMMERCIAL POOL SUPPLY
298702	36,803.00	04/10/2025	ICS CONSULTING LLC (DBA ICS)
298703	4,178.59	04/10/2025	IMAGINE LEARNING
298704	225.39	04/10/2025	INNOVATIVE OFFICE SOLUTIONS LLC
298705	10.00	04/10/2025	INTERMEDIATE DIST 917
298706	257.51	04/10/2025	INVER GROVE FORD
298707	10,163.00	04/10/2025	JACKSON & ASSOCIATES LLC
298708	790.45	04/10/2025	JW PEPPER & SONS INC
298709	1,537.25	04/10/2025	KEGLEY, HELEN
298710	952.00	04/10/2025	KIDCREATE STUDIO WOODBURY
298711	792.00	04/10/2025	KRECH IRON WORKS INC
298712	11,761.00	04/10/2025	LANGUAGE LINE SERVICES INC
298713	420.00	04/10/2025	LINDSEY, SARAH
298714	3,544.51	04/10/2025	LOST SPUR GOLF & EVENT CENTER
298715	545.00	04/10/2025	LVC COMPANIES
298716	250.00	04/10/2025	MAHTOMEDI HIGH SCHOOL
298717	4,987.50	04/10/2025	MCINTYRE, ANGELA
298719	1,519.80	04/10/2025	MENARDS
298720	247.60	04/10/2025	MIDWEST BUS PARTS INC
298721	22.69	04/10/2025	MIRACLE RECREATION EQUIPMENT COMPANY
298722	32.50	04/10/2025	MN LOCKS

298723	1,745.00	04/10/2025	MN OCCUPATIONAL HEALTH
298724	1,845.50	04/10/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298725	49.83	04/10/2025	NAPA AUTO PARTS
298726	3,293.94	04/10/2025	NEO ELECTRICAL SOLUTIONS
298727	1,425.00	04/10/2025	NEUBAUER, WAYNE
298728	224.59	04/10/2025	NORTH CENTRAL BUS & EQUIP INC
298729	21,776.10	04/10/2025	NORTHFIELD LINES INC
298730	24.98	04/10/2025	NUNEZ, MARIANA
298731	249.22	04/10/2025	OHANA MIDWEST ENERGY LLC
298732	19.22	04/10/2025	OXYGEN SERVICE
298733	396.26	04/10/2025	PETERSON BROS ROOFING
298734	13,860.05	04/10/2025	PHOENIX SCHOOL COUNSELING
298735	182.16	04/10/2025	PINEDA DE MUNOZ, MARIA
298736	2,319.40	04/10/2025	POMP'S TIRE SERVICE INC
298737	2,748.25	04/10/2025	PROFESSIONAL WIRELESS COMMUNICATIONS
298738	992.18	04/10/2025	QUALITY LOCKSMITH SERVICE
298739	85.86	04/10/2025	RECYCLE TECHNOLOGIES INC
298740	750.00	04/10/2025	RENVILLE, FERN
298741	1,400.00	04/10/2025	ROUSSIN, JAMES
298742	2,130.00	04/10/2025	SAFEWAY DRIVING SCHOOL
298743	57,925.00	04/10/2025	SAYOO TRANSPORTATION LLC
298744	293.00	04/10/2025	SOAR REGIONAL ARTS
298745	288.20	04/10/2025	ST PAUL PIONEER PRESS
298746	11,241.62	04/10/2025	ST PAUL BEVERAGE SOLUTIONS LLC
298747	2,689.00	04/10/2025	SYNOVIA SOLUTIONS LLC
298748	2,509.20	04/10/2025	T MOBILE USA INC
298749	46,638.80	04/10/2025	TEACHERS ON CALL
298750	381.74	04/10/2025	TRI-STATE BOBCAT
298751	2,890.52	04/10/2025	TRIMARK
298752	1,167.37	04/10/2025	TRUCK REPAIR & EQUIP CO
298753	1,373.02	04/10/2025	UNITED RENTALS
298754	210.10	04/10/2025	VESTIS GROUP INC

298755	1,756.40	04/10/2025	WATSON, PATRICK
298756	818.97	04/10/2025	WERNER IMPLEMENT LLC
298757	1,695.00	04/10/2025	WOHLWEND, KAYE
298758	1,382.53	04/10/2025	XCEL
298759	305.00	04/10/2025	ZAHL PETROLEUM
298760	5,908.64	04/10/2025	ZEN EDUCATE INC
298761	1,294.50	04/11/2025	IUOE #70
298762	23,084.52	04/11/2025	MN FED/TEACHERS
298763	1,252.00	04/11/2025	MN TEAMSTERS LOCAL #320
298764	100.00	04/11/2025	RANGE CREDIT BUREAU INC
298765	5,683.00	04/11/2025	SEIU LOCAL #284
298766	713.39	04/11/2025	WI SCTF
298767	10,444.10	04/17/2025	AB STAFFING SOLUTIONS LLC
298768	3,160.00	04/17/2025	ACP
298769	156.00	04/17/2025	AERCOR WIRELESS INC
298770	1,000.00	04/17/2025	ALBRECHT, ANNA
298771	143.00	04/17/2025	ASL INTERPRETING SERVICES INC
298772	540.00	04/17/2025	BAYADA HOME HEALTH CARE INC
298773	200.00	04/17/2025	BLOOMINGTON PUBLIC SCHOOLS
298774	1,118.00	04/17/2025	BREDEMUS HARDWARE CO INC
298775	1,939.97	04/17/2025	BSN SPORTS
298776	611.34	04/17/2025	CINTAS CORPORATION #2
298777	2,094.69	04/17/2025	CITY OF MENDOTA HEIGHTS
298778	3,406.00	04/17/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298779	3,517.75	04/17/2025	CRAWFORD DOOR SALES OF THE TWIN CITIES
298780	715.00	04/17/2025	DASH SPORTS LLC
298781	3,801.50	04/17/2025	DAVID HOY & ASSOCIATES
298782	126.85	04/17/2025	DIETZ, CYNDIE
298783	480.00	04/17/2025	DOWNS, SUZANNE
298784	6,750.00	04/17/2025	DUE EAST EDU EQUITY COLLABORATIVE
298785	472.50	04/17/2025	EAGAN HIGH SCHOOL
298786	2,437.46	04/17/2025	GEISER JOANNE

298787	1,057.88	04/17/2025	GRAINGER
298788	1,742.31	04/17/2025	GROTH MUSIC CO
298789	120.00	04/17/2025	HASTINGS HIGH SCHOOL
298790	3,221.54	04/17/2025	HASTINGS BUS CO
298791	580.71	04/17/2025	HD SUPPLY
298792	364.00	04/17/2025	HIRTE, DIANA
298793	680.40	04/17/2025	HLS OUTDOOR
298794	607.26	04/17/2025	HOUGHTON MIFFLIN HARCOURT
298795	125.00	04/17/2025	INFINITE HEALTH COLLABORATIVE
298796	189,159.42	04/17/2025	INTERMEDIATE DIST 917
298797	1,469.00	04/17/2025	JB OFFICEWORKS LLC
298798	194.78	04/17/2025	JERRY'S ENTERPRISES
298799	4,206.11	04/17/2025	KOCK, DREW
298800	843.45	04/17/2025	LAUTH, MOLLY
298801	9,500.00	04/17/2025	LB CARLSON LLP
298802	110,564.18	04/17/2025	LUNIESKI & ASSOCIATES
298803	3,927.28	04/17/2025	MAKI, CHRISTOPHER
298804	72.57	04/17/2025	MENARDS
298805	61.90	04/17/2025	MIDWEST BUS PARTS INC
298806	2,709.58	04/17/2025	MINNESOTA COACHES INC
298807	1,776.00	04/17/2025	MINNESOTA HUMANITIES CENTER
298808	2,438.00	04/17/2025	NAC MECHANICAL & ELECTRICAL SERVICES
298809	15,500.00	04/17/2025	NEO ELECTRICAL SOLUTIONS
298810	88.00	04/17/2025	NEW WAY HYPNOSIS CLINIC INC
298811	72.65	04/17/2025	NORTH CENTRAL BUS & EQUIP INC
298812	9,137.76	04/17/2025	NORTHFIELD LINES INC
298813	823.25	04/17/2025	OXYGEN SERVICE
298814	29,743.30	04/17/2025	PAYDHEALTH LLC
298815	40,828.49	04/17/2025	PHOENIX SCHOOL COUNSELING
298816	78.44	04/17/2025	POMP'S TIRE SERVICE INC
298817	92.24	04/17/2025	PREMIUM WATERS INC
298818	2,880.00	04/17/2025	PRO CARE THERAPY

298819	47.93	04/17/2025	SEMENIUK, MARIANA
298820	29.89	04/17/2025	SHERWIN WILLIAMS
298821	8,710.58	04/17/2025	SPRWS
298822	8,299.82	04/17/2025	SQUIRES WALDSPURGER & MACE PA
298823	496.00	04/17/2025	STOUT LINDA
298824	4,760.00	04/17/2025	TMB PROPERTIES
298825	1,522.10	04/17/2025	TRUCK REPAIR & EQUIP CO
298826	280.80	04/17/2025	UNITED RENTALS
298827	53,445.00	04/17/2025	UNITY TRANSPORTATION LLC
298828	207.30	04/17/2025	VESTIS GROUP INC
298829	435.60	04/17/2025	WATSON, PATRICK
298830	2,547.53	04/17/2025	WILLIAM H SADLIER INC
298831	710.31	04/17/2025	ZAHL PETROLEUM
298832	10,400.00	04/24/2025	AB STAFFING SOLUTIONS LLC
298833	6,188.00	04/24/2025	ACT
298834	9,141.09	04/24/2025	AMN ALLIED SERVICES LLC
298835	2,741.96	04/24/2025	ARCHKEY TECHNOLOGIES
298836	706.95	04/24/2025	AT&T MOBILITY
298837	50.30	04/24/2025	BATTERIES PLUS BULBS
298838	1,275.00	04/24/2025	BAYFIELD FRUIT COMPANY
298839	65,361.00	04/24/2025	BE SAFE TRANSPORTATION LLC
298840	3,501.29	04/24/2025	BIMBO BAKERIES USA
298841	14,540.25	04/24/2025	BIX PRODUCE CO
298842	565.00	04/24/2025	BRIDGEPOINT GLASS INC
298843	850.00	04/24/2025	BROWN, CASSIE
298844	254.25	04/24/2025	BSN SPORTS
298845	2,692.65	04/24/2025	BUSINESS ESSENTIALS
298846	552.50	04/24/2025	C2 COMMUNICATION & CREATIVE
298847	4,850.60	04/24/2025	CANDYLAND
298848	54.00	04/24/2025	CARTER JODI
298849	241.24	04/24/2025	CINTAS CORPORATION #2
298850	19,581.58	04/24/2025	CITY OF MENDOTA HEIGHTS

298851	1,708.00	04/24/2025	COMMERCIAL TRUCK & TRAILER REPAIR INC
298852	6,187.50	04/24/2025	COMMUNITY SPEECH & LANGUAGE SERVICES LLC
298853	1,580.00	04/24/2025	D & J QUALITY SOURCING LLC
298854	5,441.27	04/24/2025	DALCO - NETWORK SERVICE CO
298855	1,225.00	04/24/2025	DE LAMBERT, ANNE
298856	43.75	04/24/2025	ECKROTH MUSIC
298857	4,945.92	04/24/2025	ECSI
298858	283.41	04/24/2025	EDUCATORS BENEFIT CONSULTANTS LLC
298859	1,170.00	04/24/2025	FORD, LUANN
298860	150.00	04/24/2025	FRANK, ANTHONY
298861	332.15	04/24/2025	GERTENS
298862	65.16	04/24/2025	GRAINGER
298863	241.94	04/24/2025	HADSALL, COLLEEN
298864	150.00	04/24/2025	HENRY JR, ROBERT
298865	714.33	04/24/2025	HI TECH REFRIGERATION
298866	322.45	04/24/2025	HOKE, STEPHEN
298867	1,000.00	04/24/2025	HOLDER, EMILY
298868	27.05	04/24/2025	HORIZON COMMERCIAL POOL SUPPLY
298869	4,215.00	04/24/2025	HOUSE OF NOTE
298870	36,803.00	04/24/2025	ICS CONSULTING LLC (DBA ICS)
298871	880.00	04/24/2025	IMAGINE LEARNING
298872	5,345.52	04/24/2025	INTERMEDIATE DIST 287
298873	12.32	04/24/2025	JERRY'S ENTERPRISES
298874	1,537.25	04/24/2025	KEGLEY, HELEN
298875	1,790.50	04/24/2025	KONICA MINOLTA PREMIER FINANCE
298876	1,050.00	04/24/2025	LINDSEY, SARAH
298877	35,832.00	04/24/2025	LOFFLER COMPANIES
298878	356.53	04/24/2025	LOFFLER MANAGEMENT SOLUTIONS
298879	439.33	04/24/2025	LOOMIS
298880	2,487.92	04/24/2025	MCGRAW HILL
298881	57.90	04/24/2025	MCMAHON, NICOLE
298882	110.65	04/24/2025	MEDTOX LABORATORIES INC

298883	329.73	04/24/2025	MENARDS
298884	643.09	04/24/2025	MIDWEST BUS PARTS INC
298885	1,575.00	04/24/2025	MN MOBILE TELEPHONE CO INC
298886	11,500.00	04/24/2025	MORRIS LEATHERMAN COMPANY
298887	432.00	04/24/2025	NESSIM & ASSOCIATES
298888	1,454.36	04/24/2025	NORTH CENTRAL BUS & EQUIP INC
298889	5,533.95	04/24/2025	NORTHFIELD LINES INC
298890	302.00	04/24/2025	OCCUPATIONAL HEALTH CENTERS OF MN PC
298891	452.00	04/24/2025	ORDWAY CENTER FOR THE PERFORMING ARTS
298892	1,668.70	04/24/2025	PARMAN ENERGY GROUP LLC
298893	3,700.00	04/24/2025	PETERSON BROS ROOFING
298894	2,880.00	04/24/2025	PRO CARE THERAPY
298895	565.55	04/24/2025	QUALITY COMMERCIAL SERVICES LLC
298896	2,018.88	04/24/2025	SAVVAS LEARNING COMPANY LLC
298897	105,730.00	04/24/2025	SAYOO TRANSPORTATION LLC
298898	1,129.74	04/24/2025	SCHUMACHER ELEVATOR COMPANY
298899	1,500.00	04/24/2025	SCHWAB, ERIN
298900	949.23	04/24/2025	SHRED N GO INC
298901	3,410.00	04/24/2025	SOUTHWEST MINN STATE UNIV
298902	150.00	04/24/2025	STANLEY, SENECCA
298903	623.50	04/24/2025	STEFFEL, LAUREN
298904	4,925.41	04/24/2025	SUNBELT STAFFING LLC
298905	287.68	04/24/2025	T MOBILE USA INC
298906	49,456.68	04/24/2025	TEACHERS ON CALL
298907	1,756.25	04/24/2025	TRANE U S INC
298908	8,078.39	04/24/2025	TRIO SUPPLY COMPANY
298909	2,380.00	04/24/2025	TYLER TECHNOLOGIES
298910	101,160.00	04/24/2025	UNITY TRANSPORTATION LLC
298911	545.66	04/24/2025	VESTIS GROUP INC
298912	1,500.00	04/24/2025	VILLANO, EMILY
298913	1,020.00	04/24/2025	WOHLWEND, KAYE
298914	9,655.47	04/24/2025	ZEN EDUCATE INC

298915	356.00	04/25/2025	DISTRICT LODGE # 737 IAMAW
298916	23,084.52	04/25/2025	MN FED/TEACHERS
298917	100.00	04/25/2025	RANGE CREDIT BUREAU INC
298918	5,753.02	04/25/2025	SEIU LOCAL #284
298919	784.93	04/25/2025	WI SCTF
242500496	1,235.28	04/01/2025	VILLAGOMEZ, FELICIA
242500497	30.31	04/01/2025	BURNS, ELIZABETH
242500498	118.30	04/01/2025	HITI, CHRISTOPHER
242500499	16.38	04/01/2025	SHERIDAN, KEVIN
242500500	1,235.28	04/01/2025	VILLAGOMEZ, FELICIA
242500501	44.97	04/15/2025	ALGER, HOPE
242500502	19.60	04/15/2025	ANDERSON, KARRAH
242500503	50.00	04/15/2025	ASHLEY, AARON
242500504	35.75	04/15/2025	BANASZEWSKI, JANICE
242500505	134.96	04/15/2025	BEYER, HANA
242500506	105.00	04/15/2025	BOLL, DUSTIN
242500507	23.52	04/15/2025	BURNS, ELIZABETH
242500508	5.60	04/15/2025	CAMPBELL, CARRIE
242500509	38.64	04/15/2025	CHALLIFOUR, KATHERINE
242500510	98.42	04/15/2025	CLARKIN, STEFANIE
242500511	61.25	04/15/2025	COFFEEN, NANCY
242500512	1.05	04/15/2025	DEMERS, HAYLEY
242500513	33.25	04/15/2025	DREELAN, STACY
242500514	10.08	04/15/2025	DREWITZ, CARI
242500515	65.80	04/15/2025	ENGDAHL, ALYSSA
242500516	22.78	04/15/2025	FARAH, FARHIYO
242500517	96.04	04/15/2025	FISK, EMILY
242500518	30.80	04/15/2025	HALL, ASHLEY
242500519	68.99	04/15/2025	HALVORSON, CHRISTOPHER
242500520	300.00	04/15/2025	HANKS, JULIE ANN
242500521	227.67	04/15/2025	HANSON, ROBERT
242500522	55.90	04/15/2025	HARPER, SHANLEY

242500523	68.32	04/15/2025	HEINZ, LEANNE
242500524	8.26	04/15/2025	HODSON, ALEXANDRA
242500525	194.18	04/15/2025	HULBERT-TRAN, MICHELLE
242500526	64.50	04/15/2025	INSERRA, MICHELE
242500527	37.84	04/15/2025	JOA, CHRISTINE
242500528	148.86	04/15/2025	JOHNSON, ALBERT
242500529	76.88	04/15/2025	KROHN, DEBORAH
242500530	14.84	04/15/2025	LAFORCE, MARINA
242500531	546.65	04/15/2025	LEIN, SARA
242500532	31.99	04/15/2025	LEINING, LIBERTY
242500533	155.35	04/15/2025	LEIVA-REYES, TANIA
242500534	36.25	04/15/2025	LINK-VALENSTEIN, MICHELE
242500535	15.18	04/15/2025	LOMBARDI, AMY
242500536	8.99	04/15/2025	LOZANO, RACHELLE
242500537	6.16	04/15/2025	LUFKIN, STACY
242500538	16.48	04/15/2025	MAHLSTEDT, AMANDA
242500539	46.97	04/15/2025	MARTINUSEN, LISA
242500540	5.67	04/15/2025	MCINTOSH, SUSAN
242500541	42.75	04/15/2025	MERINO CORONA, MONICA
242500542	17.15	04/15/2025	METZ, KARA
242500543	225.98	04/15/2025	MILLER, CYNTHIA
242500544	73.44	04/15/2025	MORIS, GRANT
242500545	304.15	04/15/2025	NELSON, AMANDA
242500546	97.32	04/15/2025	NELSON, MARY
242500547	61.32	04/15/2025	NELSON, TAMAR
242500548	36.05	04/15/2025	NILAN, JOEY
242500549	120.61	04/15/2025	O'LEARY, STACIE
242500550	78.31	04/15/2025	PASTERIK, PAUL
242500551	54.95	04/15/2025	PEARSON, KATHERINE
242500552	39.20	04/15/2025	PEREZ PULIDO, VICTOR
242500553	112.49	04/15/2025	PIRELA-DIAZ, MARIA
242500554	201.15	04/15/2025	POWELL, SUSAN

242500555	252.06	04/15/2025	RALL, AMBER
242500556	139.95	04/15/2025	RAXTER, QUINN
242500557	12.25	04/15/2025	REGAN, JENNIFER
242500558	54.07	04/15/2025	SHERDEN, ERIC
242500559	7.70	04/15/2025	SHERIDAN, KEVIN
242500560	15.75	04/15/2025	SMOLIK, CYNTHIA
242500561	41.30	04/15/2025	SPINNER, AMANDA
242500562	63.50	04/15/2025	SPOHN, JULIE
242500563	110.99	04/15/2025	ST FLEUR, JENNA
242500564	652.16	04/15/2025	STITES, PAYTON
242500565	430.80	04/15/2025	TOWNSEND, MARY
242500566	49.50	04/15/2025	TUTTLE, ALI
242500567	181.50	04/15/2025	VAN DEN BOOGAARD, ASHLEY
242500568	15.00	04/15/2025	VAUPEL, JONATHAN
242500569	495.63	04/15/2025	WEISS, MELINDA
242500570	74.99	04/15/2025	WENDLING, ROSA
242500571	18.55	04/15/2025	WEYER, TERA
242500572	56.00	04/15/2025	WILEY, EMILY
242500573	520.76	04/15/2025	WILMETH, JORDAN
242500574	19.60	04/15/2025	WOLFF, SARAH
242500575	16.94	04/15/2025	ZELLMER, KIMBERLY
242500576	2,000.00	04/17/2025	CONINX, PATRICK
242500577	35.44	04/17/2025	KUNERT, SUSAN
242500578	56.00	04/17/2025	SCHWISTER, THOMAS

2,032,716.70	Total
2,536,137.36	P/R 4/11/25
2,666,741.47	P/R 4/25/25

7,235,595.53	Grand Total
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**INDEPENDENT SCHOOL DISTRICT NO. 197
WEST ST. PAUL, MINNESOTA
TREASURER'S REPORT TO SCHOOL BOARD**

Apr-25

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	(2,507,526.38)	12,160,736.10	9,984,234.83	(331,025.11)
Food Service	1,477,415.06	448,945.01	232,135.73	1,694,224.34
Comm. Service	2,918,354.98	208,694.46	448,703.54	2,678,345.90
Building Construct	(66,886.66)	7,708.10	156,514.48	(215,693.04)
Debt Service	1,553,507.79			1,553,507.79
Trust & Agency	395,578.91	52,829.93	23,341.63	425,067.21
Custodial Fund	31,020.20	13,992.98		45,013.18
OPEB Trust	4,996,517.32			4,996,517.32
Internal Service	2,559,933.80			2,559,933.80
Total	11,357,915.02	12,892,906.58	10,844,930.21	13,405,891.39

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	8,118,427.17	173,901.66	82,555.34	8,027,080.85
PFM				-
PMA				270,755.44
PMA Bond	2,831.27			2,831.27
PERA				5,044,783.05
CD'S				60,440.78
Total				13,405,891.39

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ISD 197 WEST ST. PAUL SCHOOLS
Wire Transfers
4/1/25 thru 4/30/25

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
4/11/2025	MSDLAF - General	MSDLAF - Payroll	1,459,226.79	A/P - P/R*
4/11/2025	MSDLAF - Payroll	State of MN	81,638.22	Payroll taxes
4/11/2025	MSDLAF - Payroll	IRS	496,333.30	Payroll taxes
4/11/2025	MSDLAF - Payroll	PERA	84,864.45	Pension
4/11/2025	MSDLAF - Payroll	TRA	277,963.38	TRA contrib.
4/11/2025	MSDLAF - Payroll	EBC	119,707.61	403B
4/11/2025	MSDLAF - Payroll	Further	16,403.61	Flex
4/25/2025	MSDLAF - General	MSDLAF - Payroll	1,539,054.60	A/P - P/R*
4/25/2025	MSDLAF - Payroll	State of MN	87,027.77	Payroll taxes
4/25/2025	MSDLAF - Payroll	IRS	524,769.71	Payroll taxes
4/25/2025	MSDLAF - Payroll	PERA	93,711.38	Pension
4/25/2025	MSDLAF - Payroll	TRA	285,410.32	TRA contrib.
4/25/2025	MSDLAF - Payroll	EBC	120,174.73	403B
4/25/2025	MSDLAF - Payroll	Further	16,592.96	Flex
		Total	<u><u>5,202,878.83</u></u>	

* To cover accounts payable or payroll checks.

ISD 197 WEST ST. PAUL SCHOOLS
Wire Transfers
5/1/25 thru 5/31/25

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
5/9/2025	MSDLAF - General	MSDLAF - Payroll	1,521,164.55	A/P - P/R*
5/9/2025	MSDLAF - Payroll	State of MN	86,594.96	Payroll taxes
5/9/2025	MSDLAF - Payroll	IRS	517,678.84	Payroll taxes
5/9/2025	MSDLAF - Payroll	PERA	92,207.87	Pension
5/9/2025	MSDLAF - Payroll	TRA	279,738.62	TRA contrib.
5/9/2025	MSDLAF - Payroll	EBC	119,803.92	403B
5/9/2025	MSDLAF - Payroll	Further	16,098.86	Flex
5/23/2025	MSDLAF - General	MSDLAF - Payroll	1,533,382.09	A/P - P/R*
5/23/2025	MSDLAF - Payroll	State of MN	86,863.54	Payroll taxes
5/23/2025	MSDLAF - Payroll	IRS	520,273.48	Payroll taxes
5/23/2025	MSDLAF - Payroll	PERA	93,985.43	Pension
5/23/2025	MSDLAF - Payroll	TRA	280,171.73	TRA contrib.
5/23/2025	MSDLAF - Payroll	EBC	119,299.88	403B
5/23/2025	MSDLAF - Payroll	Further	17,445.04	Flex
		Total	5,284,708.81	

* To cover accounts payable or payroll checks.



1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7000 F 651.403.7010
www.isd197.org

Date: June 16, 2025 / Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: West St. Paul/Mendota Heights/Eagan Area Schools

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 0197-01

Superintendent or Exec. Director Name: Dr. Peter Olson-Skog, Superintendent

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: Britini Osmonson

Title: Executive Assistant to the Superintendent/School Board

Board Member Signature: _____

Name: Sarah Larsen, Chair

Date: June 16, 2025

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

TO: School Board

FROM: Peter Olson-Skog, Superintendent

DATE: June 16, 2025

SUBJECT: 25-26 South Suburban Adult Basic Education Consortium Agreement

BACKGROUND:

Attached is the 25-26 South Suburban Adult Basic Education (ABE) Consortium Agreement. In the past, we have signed a 5-year agreement. However, the Minnesota Department of Education has requested a yearly agreement. This agreement reflects that change to an annual agreement. Once approved, staff will submit the signed agreement to them.

RECOMMENDATION:

BE IT RESOLVED by the School Board of Independent School District No. 197 to approve the 2025-2026 South Suburban Adult Basic Education (ABE) Consortium Agreement.



South Suburban Adult Education

South Suburban Adult Basic Education (SSABE) Consortium Agreement

1) **Purpose:**

The purpose of South Suburban ABE consortium is to provide Adult Basic Education opportunities to its adult residents 17 year of age and older who are not currently enrolled in public school regular classes through the collaborative use of federal, state, and local resources.

This agreement establishes the formal operational procedures used to facilitate the business of the consortium. This business includes management of the Consortium funding, expenditures, and reporting. It also includes the development of procedures necessary to promote efficient operation of the Consortium with regard to basic fiscal, program, and procedural responsibilities.

2) **Membership:**

This document constitutes an agreement between the member districts of the South Suburban Adult Basic Education Consortium. The membership includes the following districts: South St. Paul Public Schools #6, Inver Grove Heights ISD #199 and West St. Paul, Mendota Heights, Eagan ISD #197

3) **Period of Agreement:**

The length of this agreement is from July 1, 2025 to June 30, 2026 (once a year/annually)

4) **Member Districts Responsibilities:**

The participating consortium members include but are not limited to:

- Provide the services of their Community Education Director as a representative of ABE Team.
- Provide as needed: Space (classroom, computer access, copier/printer access, technology support, materials storage, etc.), equipment, evening building supervision, Community Education Catalog Advertising, child care, transportation.
- Promote SSABE programming
 - When inquiries occur, staff will provide a referral to SSABE Program Facilitator via phone call or email.
 - Promotion of SSSABE program options will be provided on each member district's and the TriDistrict website
 - Promotion of SSABE program options will be posted in the members district facilities
- Attend meeting (2X per year)(virtually or in-person)
- Provide signature below as evidence that the member representative has read, understands and agrees to this Agreement and the annual Minnesota ABE Assurances annually.
- Member districts may choose to leave the Consortium once the Consortium Agreement expires. Any district wishing to do so must give official notification of the change by February 1, with separation to occur July 1. The notification of the change needs to be sent to the MN Department of Education-ABE Director and the SSPPS Superintendent (SSPPS is the Fiscal Agent of SSABE)

5) Responsibilities of the fiscal agent (South St. Paul Public Schools#6)

South St. Paul, serving as fiscal agent, will:

Data/Finance

- Develop operational guidelines and procedures
- Develop the annual ABE grant application as well as any other applications involved with meeting federal and State requirements, and attend any meetings/training required by MDE ABE.
- Submit required reports to the State of Minnesota, including those showing performance and fiscal management.
- Data Collection per state and federal requirements.
- Development and submission of the State 5 Year Narrative and any federal applications, including review and update of policies and procedures.
- Receive and manage State and Federal Aid for adult basic education for the consortium.
- Develop and monitor budget for the consortium which is presented annually
- Include ABE budget as part of its yearly school district audit.
- Management of donated funds through the SSPPS Educational Foundation.

Staffing/Volunteers

- Hire staff or in cases of certain collaborative programming, recommend staff
- Provide space for Consortium Administration
- Professional development for teachers and other program staff
- Volunteer recruitment, training and coordination
- Development of marketing materials and tracking of market impact.

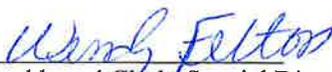
Public Relations/Collaboration

- Promote program activities utilizing a variety of outreach strategies
- Collaborate with Dakota County to facilitate workforce development and education
- Provide monthly reports to the 197 & 199 Community Education Directors to keep them informed of all information and issues relevant to efficient and effective functioning of the consortium.
- Student surveys conducted and results shared.
- Coordinate annual signature of the Consortium Agreement by members.

The undersigned understand and agree to items contained herein:



 School board Chair, Special District 6



 School board Clerk, Special District 6

Date: 5/27/2025

Date: 5-27-25

School board Chair, ISD 199

School board Clerk, ISD 199

Date: _____

Date: _____

School board Chair, ISD 197

School board Clerk, ISD 197

Date: _____

Date: _____



Business Services
 1897 Delaware Avenue
 Mendota Heights, MN 55118
 P 651.403.7016 F 651.403.7010

TO: School Board Members

FROM: Scott LeSage, Director of Finance

DATE: June 16, 2024

SUBJECT: Approval of the Fiscal Year 2025-26 (FY26) budgets and revisions to Fiscal Year 2024-25 (FY25) budgets.

BACKGROUND:

The presentation was given at the June 2, 2025 meeting. The presentation is attached. The administration will be seeking approval in two areas.

- 1) Modifications to the FY25 budgets (July 1, 2024 to June 30, 2025)
- 2) The proposed FY26 budgets (July 1, 2025, to June 30, 2026)

2024-25 Revised Budgets (All Funds)				
	2024-25 Prelim Budget	Change \$	Change %	2024-25 Revised Budget
Revenue				
General Fund (Fund 01)	\$ 94,645,210	\$ 5,940,718	6.3%	\$ 100,585,928
Food Service (Fund 02)	\$ 4,616,360	\$ 262,476	5.7%	\$ 4,878,836
Community Ed (Fund 04)	\$ 5,622,213	\$ 36,800	0.7%	\$ 5,659,013
Construction (Fund 06)	\$ 16,525,000	\$ (176,902)	-1.1%	\$ 16,348,098
Debt Service (Fund 07)	\$ 10,333,734	\$ -	0.0%	\$ 10,333,734
Expenditures				
General Fund (Fund 01)	\$ 92,706,789	\$ 7,201,096	7.8%	\$ 99,907,885
Food Service (Fund 02)	\$ 4,430,700	\$ 329,349	7.4%	\$ 4,760,049
Community Ed (Fund 04)	\$ 5,177,080	\$ 454,389	8.8%	\$ 5,631,469
Construction (Fund 06)	\$ 10,000,000	\$ (8,151,192)	-81.5%	\$ 1,848,808
Debt Service (Fund 07)	\$ 10,207,623	\$ -	0.0%	\$ 10,207,623

2025-26 Preliminary Budgets (All Funds)

	2024-25 Revised Budget	Change \$	Change %	2025-26 Preliminary Budget
Revenue				
General Fund (Fund 01)	\$ 100,585,928	\$ 5,527,314	5.5%	\$ 106,113,243
Food Service (Fund 02)	\$ 4,878,836	\$ 136,464	2.8%	\$ 5,015,300
Community Ed (Fund 04)	\$ 5,659,013	\$ 113,569	2.0%	\$ 5,772,582
Construction (Fund 06)	\$ 16,348,098	\$ (16,328,098)	-99.9%	\$ 20,000
Debt Service (Fund 07)	\$ 10,333,734	\$ 1,526,953	14.8%	\$ 11,860,687
Expenditures				
General Fund (Fund 01)	\$ 99,907,885	\$ 4,948,531	5.0%	\$ 104,856,416
Food Service (Fund 02)	\$ 4,760,049	\$ 173,138	3.6%	\$ 4,933,187
Community Ed (Fund 04)	\$ 5,631,469	\$ 204,117	3.6%	\$ 5,835,586
Construction (Fund 06)	\$ 1,848,808	\$ 7,130,029	385.7%	\$ 8,978,837
Debt Service (Fund 07)	\$ 10,207,623	\$ 1,292,184	12.7%	\$ 11,499,807

Budgets in both fiscal years include the General budget, the Food Service budget, the Community Service budget, the Capital Project/Construction budget, and the Debt Service budget. The required deadline for budget approval is June 30th.

Both the proposed revisions to the FY25 budget and the proposed budget for FY26 will be presented with additional information in a presentation format presented to the board on Monday, June 2, 2025.

Overall, budget resources are allocated to help the district make progress toward achieving the items stated in the Strategic Framework, which in turn, drives the work of district staff and administrators. Within the Strategic Framework, we are committed to equitable practices by being accountable for removing barriers and creating equitable systems. Examples of how we allocate equitable resources include:

1. Compensatory education funds are distributed based on student and school free/reduced lunch participation and are used for intervention programming.
2. Intervention programs, such as, ADSIS, Title I, etc., have been put in place to support students who are behind grade level and/or not meeting standards.
3. English Learning programming that is in place supports students whose primary language is not English.
4. Achievement and integration programs are intended to achieve racial and economic integration, increase student achievement, and reduce academic disparities within the district.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of Independent School District No. 197 to approve the Fiscal Year 2025-26 (FY26) budgets and revisions to Fiscal Year 2024-25 (FY25) budgets, as presented.



Recommended Budget Presentation

FY25 Revised & FY26 Preliminary

June 2, 2025

Presented by Scott LeSage,
Director of Finance

Agenda



- Background information
- General fund budget assumptions
- Present recommended budgets
 - FY25 Revised Budget
 - FY26 Preliminary Budget
- Questions

Background Information



School District 197



Government Fund Structure

General Fund

Used to account for the general operations of the school district. This fund includes salaries and benefits for teachers, principals, custodians, administrative support staff, paraprofessionals, and administrators, costs of supplies, textbooks, contracted services, utilities, repairs, and equipment. This fund is also used for long-term facilities maintenance (LTFM) projects of less than \$2,000,000 per site and for the capital projects (technology) levy.

Food Service Fund

Used for all expenditures related to operating the district's cafeterias, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from state and federal aid for meals served that qualify for reimbursement along with some revenue coming from the sale of meals to students and adults.

Community Services Fund

Used for expenditures related to community education programs such as Early Childhood Family Education, Adult Basic Education, youth enrichment classes, and Community Education Programs. Community Services revenue primarily comes from fees charged for the programs, state aid, and property tax revenue dedicated to community services.

Building Construction Fund

Used for expenditures of major building projects. Proceeds from the sale of bonds authorized in an election or against lease levy authority are tracked in this fund. This fund is also used for long-term facilities maintenance projects exceeding \$2,000,000 per site.

Debt Service Fund

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are akin to a homeowner's payments on a mortgage.

Why is this information important?

Understanding the fund structure is important because, with very few exceptions, money cannot be transferred from one fund to another. For example, raising a la carte prices or School-Age Care tuition is not a solution to a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund or the Building Construction Fund cannot be used to pay teacher salaries.

Refresher on Fund Balance Categories

Restricted

Legal constraints of how funds are used

- Operating Capital
- Capital Projects Levy
- Long Term Facility Maintenance (LTFM)

Non-spendable

Not in spendable form or legal requirement

- Prepaid items
- Inventories

Assigned

District has determined a specific purpose

Unassigned

Most flexible fund balance

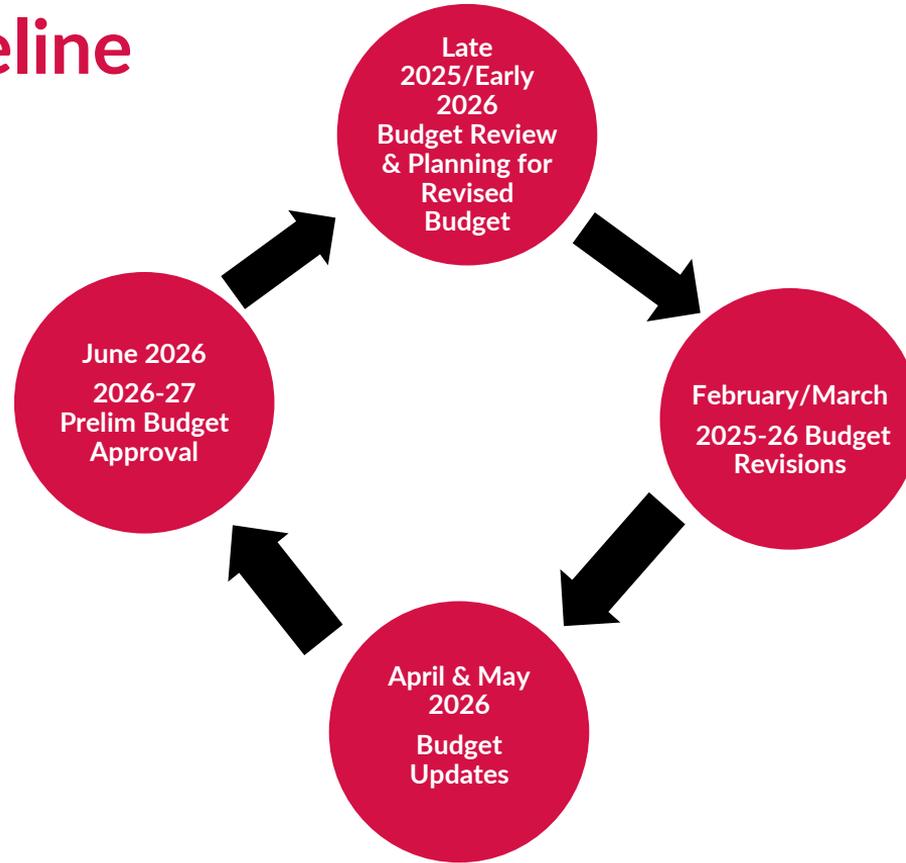
- Basis for Statutory Operating Debt (SOD)
- The balance most widely referred to by individuals

Unrestricted

Combination of Assigned and Unassigned



Budget Timeline



Formula Allowance

Past, current & future estimates

- The formula allowance is the amount districts received per pupil unit in their basic general education revenue.
- The allowance increased 2.74% in FY26.

Fiscal Year	Formula Increase	Formula Amount	Formula Increase Amount
FY24	4.00%	\$7,138	\$275
FY25	2.00%	\$7,281	\$143
FY26	2.74%	\$7,481	\$146
FY27	2-3%	\$7,631	\$150

(\$ per Pupil Unit)

Fiscal Year	General Ed Formula Allowance	Statutory Dollar Increase in Formula	Formula Increase Adjusted for Roll-ins and Roll-outs & pupil weight changes	% Increase for Adjusted Formulas	Biennial Adjusted Formula Increases Over Previous Biennium
2025	\$7,281	\$143	\$143	2.0%	6%
2024	\$7,138	\$275	\$275	4.0%	—
2023	\$6,863	\$135	\$135	2.0%	4.45%
2022	\$6,728	\$161	\$161	2.45%	—
2021	\$6,567	\$129	\$129	2.0%	4%
2020	\$6,438	\$126	\$126	2.0%	—
2019	\$6,312	\$124	\$124	2.0%	4%
2018	\$6,188	\$121	\$121	2.0%	—
2017	\$6,067	\$119	\$119	2.0%	4%
2016	\$5,948	\$117	\$117	2.0%	—
2015	\$5,831	\$529	\$105	2.0%	3.5%
2014	\$5,302	\$78	\$78	1.5%	—
2013	\$5,224	\$50	\$50	1.0%	2.0%
2012	\$5,174	\$50	\$50	1.0%	—
2011	\$5,124	\$0	\$0	0.0%	0.0%
2010	\$5,124	\$0	\$0	0.0%	—
2009	\$5,124	\$50	\$50	1.0%	3.0%
2008	\$5,074	\$100	\$100	2.0%	—
2007	\$4,974	\$181	\$191	4.0%	8.1%
2006	\$4,783	\$182	\$182	4.0%	—
2005	\$4,601	\$0	\$0	0.0%	0.0%
2004	\$4,601	\$0	\$0	0.0%	—
2003	\$4,601	\$533	\$104	2.6%	5.3%
2002	\$4,068	\$104	\$104	2.6%	—
2001	\$3,964	\$224	\$157	4.2%	9.2%
2000	\$3,740	\$210	\$167	4.7%	—

FY26 and FY27, and beyond: actual increase equal to Consumer Price Index Urban (CPI-U) with a floor of 2.00% and cap of 3.00%. CPI-U determined based upon prior two fourth quarter totals. Language including inflationary increases does not prevent future legislatures from additional increases in the formula.

When the formula doesn't keep pace with inflation

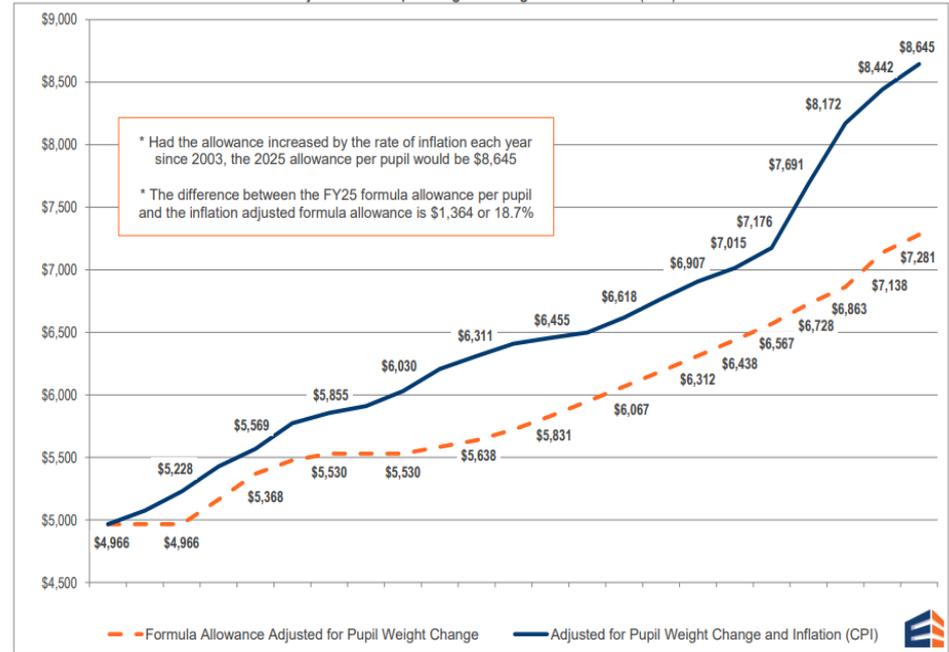
General Education Formula Allowance, 2003-2025

Adjusted for Pupil Weight Change and Inflation (CPI)

GenEd Formula Allowance if adjust by inflation since 2003:	\$8,645.00
FY25 Actual GenEd Formula Allowance:	\$7,281.00
Difference per pupil:	\$1,364.00
FY25 Revised Enrollment Projection:	5,186.00
FY25 Actual GenEd Formula Allowance:	\$7,281.00
Estimated Gen Ed Aid Formula Allowance:	\$37,759,266.00
FY25 Revised Enrollment Projection:	5,186.00
GenEd Formula Allowance if adjust by inflation since 2003:	\$8,645.00
Estimated Gen Ed Aid (if kept pace with inflation):	\$44,832,970.00
Estimated Gen Ed Aid (if kept pace with inflation):	\$44,832,970.00
Estimated Gen Ed Aid Formula Allowance:	\$37,759,266.00
FY25 additional \$ for WSP if the state kept pace with inflation:	\$7,073,704.00

General Education Formula Allowance, 2003-2025

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE June 2024 Inflation Estimates and Minnesota Laws 2023

General Fund Budget Assumptions (Fund 01)



School District 197



FY2024-25 & FY2025-26 Revenue Projection information

Enrollment:

- Used 5,186 for FY2024-25 Revised Budget (K-12)
- Used 5,186 (*no change at this time*) for FY2025-26 Preliminary Budget (K-12)
- Other Enrollment Note: Increased costs on staffing/materials depending on the grades and locations of new enrollments.

State Aid: Formula Allowance :

- 2% in FY2024-25, down from 4% in FY2023-24
 - \$7,138 PPU to \$7,281 PPU for FY2024-25 (\$143 increase)
 - Roughly 71% of the estimated revenue budget
- 2.74% in FY2025-26
 - \$7,481 PPU which is an increase of \$146
 - Roughly 70% of the estimated revenue budget

Levy/Local Property Taxes:

- FY2024-25 :
 - Estimated to be roughly 24% of the revenue budget
- FY2025-26:
 - Estimated to be about 25% of the revenue budget



Revenue and Fund Balance Projection information

Special Education Revenue

- Cross-subsidy at roughly 75% reimbursement, which means the general fund pays for \$250 of every \$1000 spent.
- We expect more revenue, but it is a result of more costs.
- Anticipating an increase in Special Education state aid by utilizing Federal revenue for tuition bills

COVID (CARES/ESSER) related dollars

- COVID related dollars came to an end this FY2024-25 on 9/30/24.

Fund Balances

- The projections presented assume full utilization of restricted funds.
- Should we not be able to fully utilize our restricted funds, some of the projected unassigned fund balance would move/remain in the restricted fund balances.



Key Budget Assumption

Formula Allowance

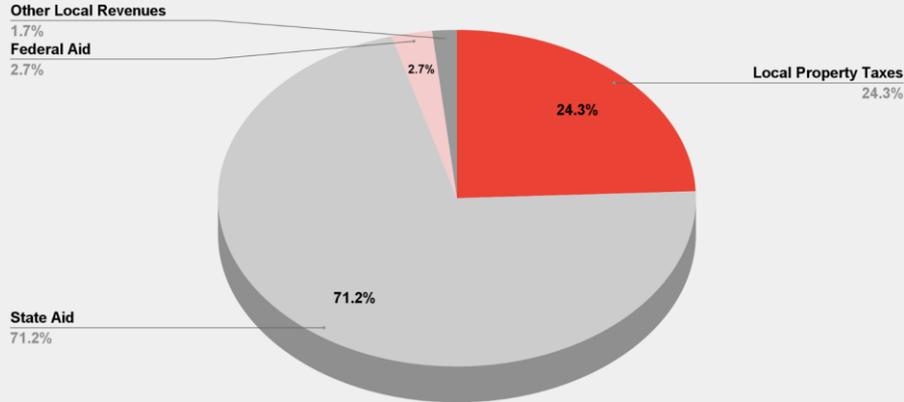
Fiscal Year	Formula Increase	Formula Amount	Formula Increase Amount
FY24	4.00%	\$7,138	\$275
FY25	 2.00%	\$7,281	\$143
FY26	 2.74%	\$7,481	\$146
FY27	2-3%	\$7,631	\$150

Formula Allowance for FY25 & FY26:

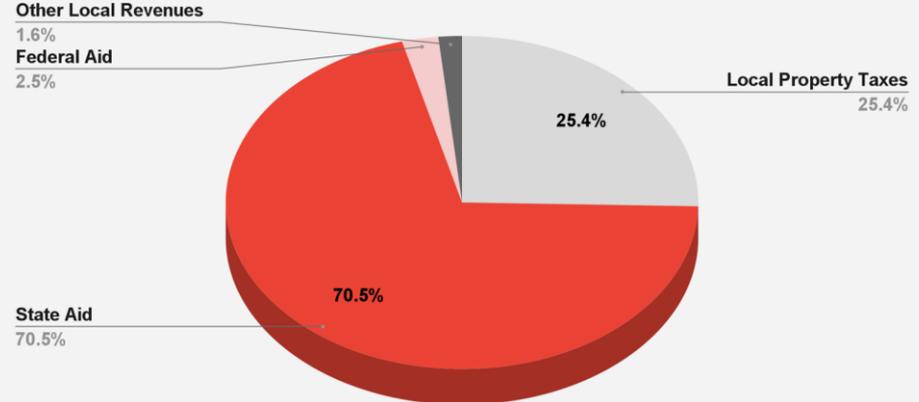
- The dollar amount per pupil unit used to calculate each district's basic general education revenue.
- Going forward there is a floor of 2% and a cap of 3%. Far below the increasing expenditure costs which will continue to allow expenditures to outpace revenues.
- For FY27 we assumed 2%, but it could be as high as 3% depending on inflation.

General Fund – 2024-25 Revised & FY2025-26 Revenue Sources *(estimated)*

FY024-25 estimated Revenues Sources



FY2025-26 estimated Revenue Sources



FY2024-25 & FY2025-26 Expenditure Projection Information

Salaries & Benefits:

- Salaries: Per settled contract for FY25 and estimated parameters for FY26 - Negotiations this spring and summer with staff
- For FY25, key revisions stemmed from using actuals instead of projections. A primary example is health insurance.

Special Education:

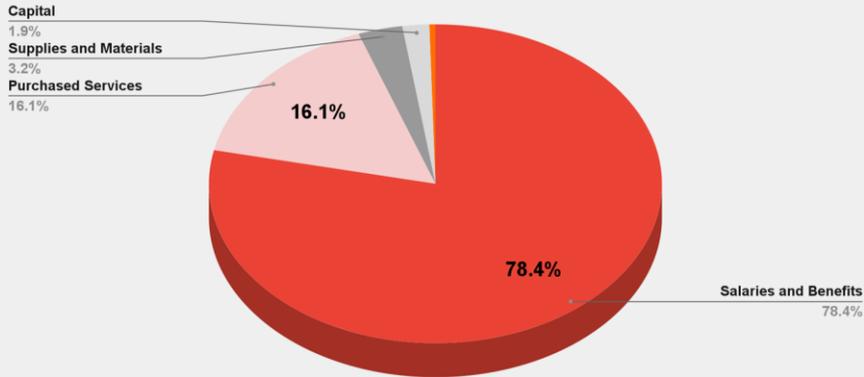
- We are continuing to see increases in expenditures in this area, which is consistent from what other districts around the state are experiencing.
- Legislation has reduced the percentage of special education costs we pay out of the general fund. However, given much higher costs, the actual dollar amount of the cross subsidy continues to rise.
- Federal dollars to pay tuition bills to help offset some of the increases.

Other Considerations:

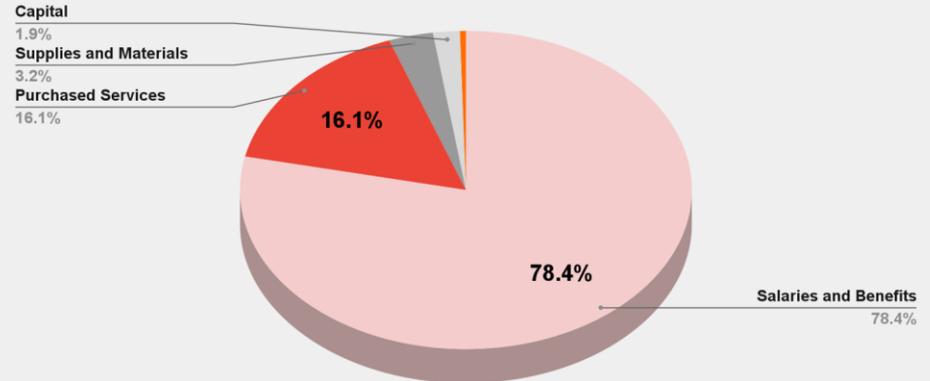
- Paid Family Leave: Begins in January 2025 so only half of the impact will be felt in FY26 but full effect in FY27

General Fund – 2024-25 Revised & FY2025-26 Expenditures *(estimated)*

FY2024-25 estimated Expenditure Sources



FY2025-26 estimated Expenditure Sources



Recommended Budgets

FY25 Revised & FY26 Preliminary





FY25 General Fund Revised Budget (Fund 01)

General Fund Information:

The General Fund covers all revenue and expenses for the district's daily operations, including salaries and benefits for teachers, administrators, custodians, administrative professionals, and para-professionals. It also funds instructional supplies, technology, transportation, textbooks, and building maintenance and repairs. It is important to note that the General Fund does not cover Food Service, Community Services, debt service payments on bonds, or major construction projects financed through bonds.

The General Fund also includes expenses related to the capital projects (technology) levy, which focuses on curriculum and classroom technology, such as projection and sound systems, smartboards, and software. Additionally, the Fund covers costs funded by the Long-Term Facility Maintenance (LTFM) levy for projects under \$2 million. Projects over \$2 million are recorded in the Building Construction Funds.

Maintaining a prudent fund balance is crucial for district stability and is a key factor in determining credit ratings for debt issuances. The district's policy targets an unassigned fund balance of 8% of total unassigned expenditures. As of June 30, 2025, the projected unassigned General Fund balance is \$3,429,892, or 3.43% of the unassigned expenditure budget. This balance functions as the district's "savings account." Potential events requiring the use of this fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases (e.g., fuel, utilities, transportation)
- State aid revenue reductions
- National or worldwide events
- Federal sequestration
- Unforeseen public health emergencies or severe weather/natural disasters

2024-25 Revised Budget					
	2024-25 Preliminary Budget	Change (\$)	Change (%)	2024-25 Revised Budget	% of overall 2024-25 Revised Budget
Revenue					
Local Property Taxes	\$24,362,735	\$125,000	0.51%	\$24,487,735	24.35%
State Aid	\$66,792,476	\$4,864,419	7.28%	\$71,656,895	71.24%
Federal Aid	\$2,300,000	\$465,327	20.23%	\$2,765,327	2.75%
Other Local Revenues	\$1,190,000	\$485,972	40.84%	\$1,675,972	1.67%
Total Revenues	\$94,645,211	\$5,940,718	6.28%	\$100,585,929	100.00%
Expenditures					
Salaries and Benefits	\$74,475,541	\$3,830,221	5.14%	\$78,305,762	78.38%
Purchased Services	\$13,249,850	\$2,843,078	21.46%	\$16,092,928	16.11%
Supplies and Materials	\$2,851,089	\$311,920	10.94%	\$3,163,009	3.17%
Capital	\$1,795,550	\$122,925	6.85%	\$1,918,475	1.92%
Misc./Other	\$334,759	\$92,953	27.77%	\$427,712	0.43%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$92,706,789	\$7,201,097	7.77%	\$99,907,886	100.00%
Revised Budget Surplus (-Deficit)				\$678,043	



FY26 General Fund Preliminary Budget (Fund 01)

General Fund Information:

The General Fund covers all revenue and expenses for the district's daily operations, including salaries and benefits for teachers, administrators, custodians, administrative professionals, and para-professionals. It also funds instructional supplies, technology, transportation, textbooks, and building operations and repairs. The General Fund does not cover Food Service, Community Services, debt service payments on bonds, or major construction projects financed through bonds.

It also includes expenses related to the capital projects (technology) levy, which focuses on curriculum and classroom technology, such as projection and sound systems, smartboards, and software. Additionally, the Fund covers costs from the Long-Term Facility Maintenance (LTFM) levy for projects under \$2 million, while projects over \$2 million are recorded in the Building Construction Funds.

Maintaining a prudent fund balance is vital for district stability and is a key factor for bond rating agencies when assessing credit ratings for debt issuances. The district's policy targets an unassigned fund balance of 8% of total unassigned expenditures. As of June 30, 2026, the projected unassigned General Fund balance is \$4,673,534, or 4.46% of the unassigned expenditure budget. This balance acts as the district's "savings account." Unforeseen events that may require using the unassigned fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases (e.g., fuel, utilities, transportation)
- State aid revenue reductions
- National or worldwide events
- Federal sequestration
- Unforeseen public health emergencies or severe weather/natural disasters

2025-26 Preliminary Budget					
	2024-25 Revised Budget	Change (\$)	Change (%)	2025-26 Preliminary Budget	% of overall 2024-25 Revised Budget
Revenue					
Local Property Taxes	\$24,487,735	\$2,427,189	9.91%	\$26,914,924	25.36%
State Aid	\$71,656,895	\$3,199,206	4.46%	\$74,856,101	70.54%
Federal Aid	\$2,765,327	-\$132,601	-4.80%	\$2,632,726	2.48%
Other Local Revenues	\$1,675,972	\$33,520	2.00%	\$1,709,492	1.61%
Total Revenues	\$100,585,929	\$5,527,314	5.50%	\$106,113,243	100.00%
Expenditures					
Salaries and Benefits	\$78,305,762	\$3,942,186	5.03%	\$82,247,948	78.44%
Purchased Services	\$16,092,928	\$608,830	3.78%	\$16,701,758	15.93%
Supplies and Materials	\$3,163,009	\$307,712	9.73%	\$3,470,721	3.31%
Capital	\$1,918,475	\$79,802	4.16%	\$1,998,277	1.91%
Misc./Other	\$427,712	\$10,000	2.34%	\$437,712	0.42%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$99,907,886	\$4,948,530	4.95%	\$104,856,416	100.00%
Budget Surplus (-Deficit)	\$678,043			\$1,256,827	
Fund Balances:					
Budget Surplus (-Deficit)	\$678,043			\$1,256,827	
Beginning Fund Balance (estimate)	\$5,752,392			\$6,430,435	
Restricted Fund Balance (estimate)	\$3,000,543			\$3,013,728	
Total Ending Fund Balance \$ (estimate)	\$3,429,892			\$4,673,534.00	
Unassigned Fund Balance % (estimate)	3.43%			4.46%	



FY25 Food Service Fund Revised Budget (Fund 02)

2024-25 Revised Budget - Food Service (Fund 02)

	2024-25 Preliminary Budget	Change (\$)	Change (%)	2024-25 Revised Budget	% of overall 2024-25 Revised Budget
Revenue					
Lunch Sales	\$102,500	\$53,292	51.99%	\$155,792	3.19%
Federal Aid	\$2,490,860	-\$34,398	-1.38%	\$2,456,462	50.35%
State Aid	\$2,010,000	\$243,582	12.12%	\$2,253,582	46.19%
Other	\$13,000	\$0	0.00%	\$13,000	0.27%
Total Revenues	\$4,616,360	\$262,476	5.69%	\$4,878,836	100.00%
Expenditures					
Salaries and Benefits	\$1,722,340	\$118,120	6.86%	\$1,840,461	38.66%
Purchased Services	\$280,600	\$149,678	53.34%	\$430,278	9.04%
Supplies and Materials	\$2,266,260	-\$8,472	-0.37%	\$2,257,788	47.43%
Capital	\$160,000	\$70,040	43.77%	\$230,040	4.83%
Misc./Other	\$1,500	-\$17	-1.16%	\$1,483	0.03%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$4,430,700	\$329,349	7.43%	\$4,760,049	100.00%
Budget Surplus (-Deficit)	\$185,660			\$118,787	



FY26 Food Service Fund Preliminary Budget (Fund 02)

2025-26 Preliminary Budget - Food Service (Fund 02)					
	2024-25 Revised Budget	Change (\$)	Change (%)	2025-26 Preliminary Budget	% of overall 2024-25 Revised Budget
Revenue					
Local Property Taxes	\$155,792	\$3,508	2.25%	\$159,300	3.18%
State Aid	\$2,456,462	-\$210,462	-8.57%	\$2,246,000	44.78%
Federal Aid	\$2,253,582	\$341,418	15.15%	\$2,595,000	51.74%
Other Local Revenues	\$13,000	\$2,000	15.38%	\$15,000	0.30%
Total Revenues	\$4,878,836	\$136,464	2.80%	\$5,015,300	100.00%
Expenditures					
Salaries and Benefits	\$1,840,461	\$203,026	11.03%	\$2,043,487	41.42%
Purchased Services	\$430,278	-\$41,128	-9.56%	\$389,150	7.89%
Supplies and Materials	\$2,257,788	\$156,162	6.92%	\$2,413,950	48.93%
Capital	\$230,040	-\$145,040	-63.05%	\$85,000	1.72%
Misc./Other	\$1,483	\$117	7.92%	\$1,600	0.03%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$4,760,049	\$173,138	3.64%	\$4,933,187	100.00%
Budget Surplus (-Deficit)	\$118,787			\$82,113	
Fund Balances:					
Budget Surplus (-Deficit)	\$118,787			\$82,113	
Beginning Fund Balance <i>(estimate)</i>	\$706,889			\$825,676	
Total Ending Fund Balance \$ <i>(estimate)</i>	\$825,676			\$907,788.58	
Unassigned Fund Balance % <i>(estimate)</i>	17.35%			18.40%	



FY25 Community Education Fund Revised Budget (Fund 04)

2024-25 Revised Budget - Community Education (Fund 04)					
	2024-25 Preliminary Budget	Change (\$)	Change (%)	2024-25 Revised Budget	% of overall 2024-25 Revised Budget
Revenue					
Property Taxes	\$1,493,644	-\$329,213	-22.04%	\$1,164,431	20.58%
State/Federal Aid	\$1,592,781	\$30,088	1.89%	\$1,622,869	28.68%
Fee Revenue	\$2,505,238	\$282,725	11.29%	\$2,787,963	49.27%
Other	\$30,550	\$53,200	174.14%	\$83,750	1.48%
Total Revenues	\$5,622,213	\$36,800	0.65%	\$5,659,013	100.00%
Expenditures					
Salaries and Benefits	\$3,611,409	\$777,101	21.52%	\$4,388,510	77.93%
Purchased Services	\$1,029,322	-\$186,643	-18.13%	\$842,679	14.96%
Supplies and Materials	\$531,789	-\$152,284	-28.64%	\$379,505	6.74%
Capital	\$1,000	\$16,365	1636.50%	\$17,365	0.31%
Misc./Other	\$3,560	-\$150	-4.21%	\$3,410	0.06%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$5,177,080	\$454,389	8.78%	\$5,631,469	100.00%
Budget Surplus (-Deficit)	\$445,133			\$27,544	



FY26 Community Education Fund Preliminary Budget (Fund 04)

2025-26 Preliminary Budget - Community Education (Fund 04)					
	2024-25 Revised Budget	Change (\$)	Change (%)	2025-26 Preliminary Budget	% of overall 2024-25 Revised Budget
Revenue					
Local Property Taxes	\$1,164,431	\$6,396	0.55%	\$1,170,827	20.28%
State/Federal Aid	\$1,622,869	\$42,273	2.60%	\$1,665,142	28.85%
Fee Revenue	\$2,787,963	\$64,400	2.31%	\$2,852,363	49.41%
Other Local Revenues	\$83,750	\$500	0.60%	\$84,250	1.46%
Total Revenues	\$5,659,013	\$113,569	2.01%	\$5,772,582	100.00%
Expenditures					
Salaries and Benefits	\$4,388,510	\$126,698	2.89%	\$4,515,208	77.37%
Purchased Services	\$842,679	\$78,619	9.33%	\$921,298	15.79%
Supplies and Materials	\$379,505	-\$1,200	-0.32%	\$378,305	6.48%
Capital	\$17,365	\$0	0.00%	\$17,365	0.30%
Misc./Other	\$3,410	\$0	0.00%	\$3,410	0.06%
Transfers to Other Funds	\$0	\$0		\$0	0.00%
Total Expenditures	\$5,631,469	\$204,117	3.62%	\$5,835,586	100.00%
Budget Surplus (-Deficit)	\$27,544			-\$63,004	
Fund Balances:					
Budget Surplus (-Deficit)	\$27,544			-\$63,004	
Beginning Fund Balance (estimate)	\$911,190			\$938,734	
Total Ending Fund Balance \$ (estimate)	\$938,734			\$875,729.78	
Unassigned Fund Balance % (estimate)	16.67%			15.01%	

FY25 & FY26 Building Construction Fund (Fund 06)

2024-25 Revised Budget - Building Construction Fund (Fund 06)

	2024-25 Preliminary Budget	2024-25 Revised Budget	Change (\$)	Change (%)
Revenue				
Interest Earnings	\$25,000	\$25,000	\$0	0.00%
Bond Issued	\$16,500,000	\$16,323,098	-\$176,902	-1.07%
Transfers In	\$0	\$0	\$0	
Total Revenues	\$16,525,000	\$16,348,098	-\$176,902	-1.07%
Expenditures				
Salaries & Benefits	\$0	\$42,008	\$42,008	0.00%
Construction Costs	\$10,000,000	\$1,806,800	-\$8,193,200	-81.93%
Other	\$0	\$0	\$0	0.00%
Total Expenditures	\$10,000,000	\$1,848,808	-\$8,151,192	0.00%
Budget Surplus (-Deficit)	\$6,525,000	\$14,499,290		

2025-26 Preliminary Budget - Building Construction Fund (Fund 06)

	2024-25 Revised Budget	2025-26 Preliminary Budget	Change (\$)	Change (%)
Revenue				
Interest Earnings	\$25,000	\$20,000	-\$5,000	-20.00%
Bond Issued	\$16,323,098	\$0	-\$16,323,098	-100.00%
Transfers In	\$0	\$0	\$0	
Total Revenues	\$16,348,098	\$20,000	-\$16,328,098	-99.88%
Expenditures				
Salaries & Benefits	\$42,008	\$420,079	\$42,008	0.00%
Construction Costs	\$1,806,800	\$8,558,758	-\$8,193,200	-81.93%
Other	\$0	\$0	\$0	0.00%
Total Expenditures	\$1,848,808	\$8,978,837	-\$8,151,192	0.00%
Budget Surplus (-Deficit)	\$14,499,290	-\$8,958,837		
Fund Balances:				
Net Change in Fund Balance	\$14,499,290	-\$8,958,837		
Beginning of Year	-\$375,000	\$14,124,290		
End of Year	\$14,124,290	\$5,165,453	-\$8,958,837	-63.43%

FY25 & FY26 Debt Service Fund (Fund 07)

2024-25 Revised Budget - Debt Service (Fund 07)				
	2024-25 Preliminary Budget	2024-25 Revised Budget	Change (\$)	Change (%)
Revenue				
Local Property Taxes	\$10,323,734	\$10,323,734	\$0	0.00%
Sales of Bonds	\$0	\$0	\$0	0.00%
State Aids	\$0	\$0	\$0	0.00%
Other Revenues	\$10,000	\$10,000	\$0	0.00%
Total Revenues	\$10,333,734	\$10,333,734	\$0	0.00%
Expenditures				
Bond Principal	\$5,375,000	\$5,375,000	\$0	0.00%
Bond Interest	\$4,826,623	\$4,826,623	\$0	0.00%
Bond Refunding Payments	\$0	\$0	\$0	0.00%
Bank Fees	\$0	\$0	\$0	0.00%
Misc./Other	\$6,000	\$6,000	\$0	0.00%
Transfers to Other Funds	\$0	\$0	\$0	0.00%
Total Expenditures	\$10,207,623	\$10,207,623	\$0	0.00%
Budget Surplus (-Deficit)	\$126,111	\$126,111	\$0	

2025-26 Preliminary Budget - Debt Service (Fund 07)				
	2024-25 Revised Budget	2025-26 Preliminary Budget	Change (\$)	Change (%)
Revenue				
Local Property Taxes	\$10,323,734	\$11,850,687	\$1,526,953	14.79%
Sales of Bonds	\$0	\$0	\$0	0.00%
State Aids	\$0	\$0	\$0	0.00%
Other Revenues	\$10,000	\$10,000	\$0	0.00%
Total Revenues	\$10,333,734	\$11,860,687	\$1,526,953	14.78%
Expenditures				
Bond Principal	\$5,375,000	\$5,950,000	\$575,000	10.70%
Bond Interest	\$4,826,623	\$5,543,807	\$717,185	14.86%
Bond Refunding Payments	\$0	\$0	\$0	0.00%
Bank Fees	\$0	\$0	\$0	0.00%
Misc./Other	\$6,000	\$6,000	\$0	0.00%
Transfers to Other Funds	\$0	\$0	\$0	0.00%
Total Expenditures	\$10,207,623	\$11,499,807	\$1,292,185	12.66%
Budget Surplus (-Deficit)	\$126,112	\$360,880		
Fund Balances:				
Net Change in Fund Balance	\$126,112	\$360,880		
Beginning of Year	\$1,812,086	\$1,938,198		
End of Year	\$1,938,198	\$2,299,077	\$360,880	18.62%

Factors that could decrease projection accuracy

- Uncertainty on the federal level for future funding
- Changes in student enrollment
- Changes in student needs/programming
- Changes in reimbursement calculations
- Legislative changes to formula allowance
- Unfunded Mandates - Waiting to see the actual impacts of the Summer Unemployment & Paid Family Leave
- Current and future staff negotiations





Questions?

TO: School Board Members

FROM: Superintendent Olson-Skog

DATE: June 16, 2025

SUBJECT: Review and Approval of Policy 704, Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

BACKGROUND:

A recent accounting pronouncement now requires districts to track and capitalize large batches of purchases—such as 500 chairs, 300 iPads, or 1,400 student desks—as single “group” assets, even when each item falls below the usual capitalization threshold. This change significantly complicates record-keeping, because smaller items within these groups are often retired or disposed of individually over time, making precise tracking and valuation challenging.

The administration recommends that the board adopt the attached MSBA Fixed Asset Model Policy, effective retroactively to July 1, 2023, thereby covering the 2023–24 fiscal year for audit purposes. The policy sets capitalization limits of \$5,000 for an individual asset and \$25,000 for a group of similar assets—thresholds consistent with those implemented by other Minnesota districts and appropriate for School District 197.

RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve Policy 704, Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Non-Instructional Operations and Business Services

Contact: Director of Finance

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) with a capitalization level that equals or exceeds \$5,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000. The inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

Legal References:

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09 (Boards of Independent School Districts)

Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)

GASB Implementation Guide 2021-1

Cross References:

MSBA/MASA Model Policy 702 (Accounting)

POLICY ADOPTED:

POLICY REVIEWED/REVISED:

Monitoring Method:

Administrative Review

Monitoring Frequency:

Every three years



1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7000 F 651.403.7010
www.isd197.org

TO: School Board
FROM: Mark Fortman, Director of Operations
DATE: June 16, 2025
SUBJECT: Approval of District 197 Long-Term Facilities Maintenance Ten-Year Plan

BACKGROUND:

As part of the Long-Term Facilities Maintenance program, each district needs to have several items approved by the board to receive funding. The items needing approval are our fiscal year 2027 ten-year revenue and expenditure plans, which are included in the board packet. The district also agrees to a Statement of Assurances that certifies it will follow the program requirements and guidelines.

This program's funding is based on an allowance per adjusted pupil unit of \$380 and generates approximately \$ 2.19 million of initial revenue. It is part of the district's local property tax levy.

Revenue generated for this program can be used for various deferred maintenance projects (restoring district facilities to like-new condition) and health and safety projects throughout the district. However, there are restrictions on revenue use, such as that it cannot be used to change the use or functionality of the building or space, add additional space, or for security or violence prevention.

District administration is recommending to maximize this funding source to address deferred maintenance projects throughout the District.

RECOMMENDED RESOLUTION:

BE IT RESOLVED that the School Board of Independent School District No. 197, State of Minnesota, adopt the ISD 197 FY 2027 Long-Term Facilities Maintenance Ten-Year Plan.

The motion for the adoption of the foregoing resolution was duly seconded by School Board Member _____ and, upon vote being thereon, the following voted in favor of the motion:

And the following voted against:

WHEREUPON the resolution was declared duly passed and adopted the 16th day of June 2025.

SCHOOL BOARD CLERK

FY 27 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 6/10/2025										
197	<= Type in School District Number													
	WEST ST. PAUL-MENDOTA HTS.-EAGAN													
			Change only if requiring levy adjustments	Payable 2025 LLC Certification	Current Estimate									
Calculations for Ten Year Projection		Pay 26												
	LLC #	FY 2025	FY 2026	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	
1	Type your district number in cell A2 (Minneapolis = 1.2)													
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b													
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4	Look-up data from following tabs													
5	Initial Formula Revenue													
6	Current year APU	57	5,736.02	5,773.60	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)													
6b	Total Adjusted Pupil Units = (6) + (6a)			5,773.60	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	5,754.99	
7	District average building age (uncapped)	401	47.43	47.44	48.44	49.44	50.44	51.44	52.44	53.44	54.44	55.44	56.44	
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	
9	Building age ratio = (Lesser of 1 or (7) / 35)	402		1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	
10	Initial revenue = (6) * (8) * (9)	403	2,179,688	2,193,968	2,186,895	2,186,895	2,186,895	2,186,895	2,186,895	2,186,895	2,186,895	2,186,895	2,186,895	
11	Added revenue for Eligible H&S Projects > \$100,000 / site													
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	701												
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	754												
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	700												
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	753												
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab			1,126,091	1,426,373	1,395,398	1,453,410	1,454,198	1,452,885	1,454,723	1,454,198	1,451,310	1,456,560	
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue													
16r	New debt service for LTFM bonds for eligible new roofing projects > \$100,000 / site			beginning FY27										
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b) + (16r)			1,126,091	1,426,373	1,395,398	1,453,410	1,454,198	1,452,885	1,454,723	1,454,198	1,451,310	1,456,560	
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site (corresponds to Category 2 on the Expenditures spreadsheet)	405												
18r	Pay as you go revenue for eligible new roofing projects > \$100,000 / site (corresponds to Category 6 on the Expenditures spreadsheet)			beginning FY27										
19	Total additional revenue for eligible projects >\$100,000 / site (12) - (13) + (14) - (15) + (16a) + (16b) + (16r) + (18) + (18r)	406	1,126,091	1,126,091	1,426,373	1,395,398	1,453,410	1,454,198	1,452,885	1,454,723	1,454,198	1,451,310	1,456,560	
	Added revenue for Pre-K remodeling (for VPK approvals only)													
20a	Net debt service for bonds approved for Pre-K remodeling	766												
20b	Pay as you go for projects approved for Pre-K remodeling	407												
20c	Total Pre-K revenue													
20d	Total New Law Revenue (10) + (19) + (20c)	408		3,320,059	3,613,268	3,582,293	3,640,305	3,641,093	3,639,780	3,641,618	3,641,093	3,638,205	3,643,455	

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11	
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.													
District Info. (REQUIRED) Enter information		District Info. (REQUIRED) Enter information											
District Name: West St Paul-Mendota Heights-Eagan Area Schools		Date: 6/16/2025											
District Number: 197		Email: scott.lesage@isd197.org											
District Contact Name: Scott LeSage													
Contact Phone #: 651-403-7016													
Fiscal Year (FY) Ending June 30													
Expenditure Categories				2025 (base year) 2026 2027 2028 2029 2030 2031 2032 2033 2034 2035									
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.													
Finance Code Category (1)													
347	Physical Hazards	\$159,200	\$163,180	\$167,260	\$171,441	\$175,727	\$179,242	\$182,826	\$186,483	\$190,213	\$194,017	\$199,215	
349	Other Hazardous Materials	\$60,000	\$61,500	\$63,038	\$64,613	\$66,229	\$67,553	\$68,904	\$70,283	\$71,688	\$73,122	\$76,456	
352	Environmental Health and Safety Management	\$178,750	\$183,219	\$187,799	\$192,494	\$197,307	\$201,253	\$205,278	\$209,383	\$213,571	\$217,842	\$221,150	
358	Asbestos Removal and Encapsulation	\$64,000	\$65,600	\$67,240	\$68,921	\$70,644	\$72,057	\$73,498	\$74,968	\$76,467	\$77,997	\$80,157	
363	Fire Safety	\$98,500	\$100,963	\$103,487	\$106,074	\$108,726	\$110,900	\$113,118	\$117,688	\$117,688	\$120,042	\$122,420	
366	Indoor Air Quality	\$30,000	\$30,750	\$31,519	\$32,307	\$33,114	\$33,777	\$34,452	\$35,844	\$35,844	\$36,561	\$37,680	
Total Health and Safety Capital Projects - Category (1)		\$590,450	\$605,212	\$620,343	\$635,850	\$651,747	\$664,782	\$678,076	\$694,649	\$705,471	\$719,581	\$737,078	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue													
Finance Code Category (2)													
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$11,461,068	\$4,862,030	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More - Category (2)		\$11,461,068	\$4,862,030	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151													
Finance Code Category 3 (a)													
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Gender-Neutral Single-User Restrooms													
Finance/Course Codes Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025													
Finance Code 384 and Course Code 684 MUST USE BOTH													
Remodeling for gender-neutral single user restroom per site.		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Accessibility													
Finance Code Category (4)													
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Accessibility Projects - Category (4)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects													
Finance Code Category (5)													
368	Building Envelope	\$175,000	\$74,000	\$93,500	\$115,000	\$100,000	\$105,750	\$105,750	\$105,750	\$110,000	\$110,000	\$180,000	
369	Building Hardware and Equipment	\$135,000	\$125,000	\$125,000	\$75,000	\$100,000	\$140,000	\$150,000	\$150,000	\$150,000	\$150,000	\$120,000	
370	Electrical	\$50,000	\$120,000	\$100,000	\$100,000	\$100,000	\$70,300	\$76,000	\$85,000	\$92,200	\$85,000	\$50,000	
379	Interior Surfaces	\$110,000	\$90,600	\$90,600	\$105,000	\$100,500	\$90,000	\$95,000	\$90,000	\$90,000	\$90,000	\$100,000	
380	Mechanical Systems	\$55,000	\$100,000	\$115,000	\$100,000	\$120,000	\$145,000	\$140,000	\$100,000	\$100,000	\$100,000	\$110,000	
381	Plumbing	\$50,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$25,000	
382	Professional Services and Salary	\$58,250	\$65,000	\$71,000	\$75,000	\$78,000	\$80,500	\$80,500	\$83,000	\$85,000	\$85,000	\$75,000	
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$42,500	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$100,000	\$100,000	\$100,000	\$120,000	
384	Site Projects	\$70,000	\$25,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	
Total Deferred Capital Expenditures and Maintenance Projects - Category (5)		\$745,750	\$684,600	\$730,100	\$705,000	\$733,500	\$766,550	\$782,250	\$798,750	\$812,200	\$805,000	\$830,000	
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year													
Finance Code Category (6)													
383	Roofing Systems - pending 2025 Legislation and if passed effective FY 2027	PENDING CHANGES IN THE 2025 LEGISLATIVE SESSION											
Total Deferred Capital Expense and Maintenance - Category (6)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Annual 10-Year Plan Expenditures		\$12,797,268	\$6,151,842	\$1,350,443	\$1,340,850	\$1,385,247	\$1,431,332	\$1,460,326	\$1,493,399	\$1,517,671	\$1,524,581	\$1,567,078	
Fund Balance Section													
		Fund 01			FY 25 and 26 Revenue Projection Model Revenue							FY 27 Revenue Projection Model Ten-Year Spreadsheet	
Beginning Fund Balance 01-467-XX		\$2,192,932	\$2,102,138	\$2,232,447	\$2,285,446	\$2,272,833	\$2,217,082	\$2,112,307	\$1,982,108	\$1,818,206	\$1,630,347	\$1,430,957	
LTFM Fiscal Year Revenue - Levy		\$1,245,744	\$1,320,861	\$1,328,027	\$1,328,237	\$1,329,497	\$1,326,557	\$1,330,127	\$1,329,497	\$1,329,812	\$1,325,192	\$1,326,242	
LTFM Fiscal Year Revenue - AID if Applicable		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other		-\$338	\$99,260	\$75,415	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LEVY Page 10, Line 421 LTFM Deduction for applicable Cooperative/Intermediate Member District Levy		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT if applicable - Special Legislation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures		\$1,336,200	\$1,289,812	\$1,350,443	\$1,340,850	\$1,385,247	\$1,431,332	\$1,460,326	\$1,493,399	\$1,517,671	\$1,524,581	\$1,567,078	
Ending Fiscal Year Fund Balance 01-467-XX		\$2,102,138	\$2,232,447	\$2,285,446	\$2,272,833	\$2,217,082	\$2,112,307	\$1,982,108	\$1,818,206	\$1,630,347	\$1,430,957	\$1,190,121	
		Fund 06											
Beginning Fund Balance 06-467-XX		\$0	\$4,862,030	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Bonded Revenue		\$16,323,098	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures		\$11,461,068	\$4,862,030	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Ending Fiscal Year Fund Balance 06-467-XX		\$4,862,030	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	



Division of School Finance
400 NE Stinson Blvd.
Minneapolis, MN 55413

Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-011
Due: July 31, 2025

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2024, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2025. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2027 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2027 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11. **Effective FY 2025 and if applicable, provisions for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).**
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2024]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2024]). **The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.**

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: June 16, 2026

SUBJECT: Resolution to close open enrollment for grades 5 and 6 for the 2025-2026 school year unless certain conditions are met by August 1, 2025.

BACKGROUND:

Both of our middle schools currently have class size averages slightly over 31 in grades 5 and 6. Our board-approved class size parameters state that 75% of core classes won't exceed 31.

It has been a long-standing goal of the school district to increase enrollment, and we have been successful. Districtwide enrollment is at or above pre-pandemic levels. Current 2024-2025 middle school enrollment is 1,567. This time last year, enrollment was 1,529, and in the 2023-2024 school year, it was 1,498.

While we don't typically close open enrollment this early, there are no clear enrollment patterns for summer enrollment that give us confidence that our enrollment will increase enough to warrant adding teachers. Financially speaking, we are currently running as efficiently as possible in grades 5 and 6.

However, given the time of year, if we receive sufficient enrollment to warrant it by August 1st, we could add staff to accommodate the additional students. Legal counsel drafted resolution language that would allow us to enroll additional students if certain conditions are met.

Proposal

To manage enrollment, we propose closing grades 5 and 6 to open enrollment. This is a regular practice among several Minnesota school districts. It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.

Rationale

- This is a regular practice among several Minnesota school districts.
- It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.
- In Grade 5, approximately 16% of the total enrollment is from open enrollment. In Grade 6, approximately 21% of the total enrollment is from open enrollment. For both grades, we meet the criteria under MN Statute 124D.03.
- We are slightly over the maximum class size in some Grade 5 and 6 classes.

Additional Information

- This proposal does not limit District 197 residents from enrolling in Grades 5 or 6.

RESOLUTION:

Please see the attached resolution.

RESOLUTION LIMITING AND CLOSING OPEN ENROLLMENT

Member _____ introduced the following Resolution and moved its adoption:

WHEREAS, Minnesota Statutes section 124D.03, subdivision 6, requires the School Board to adopt specific standards for acceptance and rejection of open enrollment applications;

WHEREAS, Minnesota Statutes section 124D.03, subdivision 2 states that a school board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs to a number not less than the lesser of: (1) one percent of the total enrollment at each grade level in the district; or (2) the number of district residents at that grade level enrolled in a nonresident district according to this section;

WHEREAS, the School Board has adopted district Policy 509, which states that open enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program (excluding special education services), class, grade level, or school building as established by school board resolution and provided that space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

WHEREAS, the District has reached capacity in fifth grade and sixth grade, but with sufficient advance notice and an adequate number of additional students the District could hire additional staff to allow for additional open enrollment;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 197 as follows:

1. As of this date, open enrollment into fifth and sixth grade far exceeds the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district.
2. Subject to Paragraphs 3 and 4, below, the District has reached capacity for fifth and sixth grade and hereby closes open enrollment into fifth and sixth grade for the 2025-2026 school year. No additional students may open enroll into fifth or sixth grade unless the conditions Paragraph 3 are met for fifth grade or the conditions in Paragraph 4 are met for sixth grade.
3. If the District receives at least twenty-five open enrollment applications for fifth grade by August 1, 2025, the District will accept open enrollment applications for fifth grade up to a cap of 400 students, meaning that the total number of resident and non-resident students enrolled in fifth grade may not exceed 400 students for the 2025-2026 school year.
4. If the District receives at least twenty-five open enrollment applications for sixth grade by August 1, 2025, the District will accept open enrollment applications for sixth grade up to a cap of 400 students, meaning that the total number of resident and non-resident students enrolled in sixth grade may not exceed 400 students for the 2025-2026 school year.



5. If the number of applications received by August 1 exceeds the cap that is established for fifth grade or sixth grade, the District will accept the applications in the order in which they were received until the cap is met. The requirement to hold an impartial lottery does not apply.
6. The enrollment caps that are established in this Resolution exceed the limits established by law—that is, the lesser of one percent of the total enrollment at each grade level in the school district, or the number of school district resident students at that grade level enrolled in a nonresident district. Therefore, the district will deny any open-enrollment applications that are received for a grade once the cap for that grade has been met.
7. The District reserves the right to determine which school in the district an open enrolled student will attend.
8. To the extent permitted by law, this Resolution does not impact the district’s right to accept or reject non-resident students who seek to enroll in the district pursuant to a non-resident tuition agreement and in compliance with Minnesota Statutes section 124D.08. This Resolution also does not impact the district’s right to reject applications of non-resident students for the reasons stated in section 124D.08, subdivision 1(b).

The motion for the adoption of this Resolution was duly seconded by _____ and upon a vote being taken, the following voted in favor of this resolution:

And the following voted against this Resolution:

WHEREUPON the resolution was declared duly passed and adopted the 16th day of June 2025.

School Board Clerk

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: June 16, 2025

SUBJECT: First Reading of Policy 106, Equity

BACKGROUND:

The School Board chose to review the Equity Policy (106) annually. This is our first such review since the policy was originally adopted in 2024.

Over two meetings, the Equity Advisory Committee reviewed the policy for potential changes to suggest. There were two substantial recommendations made. First, it was to include more inclusive language similar to that already in use in some other parts of the policy. Second, language about the dissemination of the policy is suggested in this draft update to the policy. Some other word choice changes were also suggested.

Finally, legal counsel reviewed the policy again. A number of changes were suggested. Some suggestions fell into the category of wording that is too vague or subjective for policy. Other suggestions fall into the category of potential perception of conflicts with statutes, case law, or regulations.

RESOLUTION:

This is a first reading. There is no resolution needed at this time.



OPERATIONAL EXPECTATIONS
School District

ISD 197 School Board
Contact: Assistant Superintendent

106 EQUITY

I. PURPOSE

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

As our District strategic framework states, we believe:

- People thrive when they feel connected, trusted and affirmed.

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

- Our diversity makes us stronger.

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

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

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

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

II. GENERAL STATEMENT OF POLICY

School District 197 is on an equity journey. While there has been work done previously and some progress has been made, there remains much to do.

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

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

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

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

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

III. DEFINITIONS

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

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

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

potentials.

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

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

~~“Culturally responsive teaching” means using students’ customs, characteristics, experience, and perspectives as tools for better student learning and classroom instruction.~~

~~“Disparity” means a noticeable and usually significant difference or dissimilarity, particularly when the difference is unfair.~~

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

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

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

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

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

IV. COMMITMENTS

A. Diverse Classrooms and Schools: School District 197 commits to promoting equity in educational programs and extracurricular activities. **Student** representation in our classrooms and programs should reflect the diversity of our schools. **This includes socioeconomic status, sex,**

gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

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

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

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

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

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

G. **Equitable Family and Community Partnerships:** School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide ~~affinity~~ spaces for ~~families~~ **family groups**, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

V. **SHARED RESPONSIBILITIES & ACCOUNTABILITY**

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

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

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

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

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

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

further responsible to ~~make~~ **for making** suggestions to the appropriate authority to improve the ability of the District to live up to the commitments named in this policy.

E. **Students:** Students are partners in their academic achievement and personal growth. Students can demonstrate this partnership by providing feedback to the District, advocating for themselves, taking ownership of their learning, growing toward their goals, supporting the learning environment, and making positive contributions to the school culture. School District 197 acknowledges the important role of student voice and student leadership. Through intentional inclusion and engagement, students will be encouraged to regularly share their voice and leadership as the District actively works to create more equitable systems and opportunities.

F. **Families and Community:** Parents/guardians are responsible for ensuring students attend school. The District is responsible for encouraging ongoing partnerships with families and communities that reflect its diversity. Guardians are encouraged to partner with schools and school staff in culturally meaningful ways. School District 197 will encourage partnership through opportunities to volunteer, ongoing communication, guardian education, and opportunities for guardian participation in decision-making. We will further support community connections and collaborations with groups and organizations that reflect the diversity of our students.

VI. RELATED POLICIES

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

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

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

VII. DISSEMINATION OF POLICY

A. **This policy shall be given to each school district employee at the time of initial employment with the school district.**

B. **The school district will develop a method for the regular review of this policy by all employees.**

C. This policy shall be referenced in the family handbook and the student rights and responsibilities handbook.

VIII. REFERENCES

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

Cross References: District Policy 102 Equal Education Opportunity
District Policy 401 Equal Employment Opportunity
District Policy 402 Disability Nondiscrimination
District Policy 413 Harassment & Violence
District Policy 503 Student Attendance
District Policy 514 Bullying Prohibition
District Policy 521 Student Disability Nondiscrimination
District Policy 522 Title IX Sex Nondiscrimination Policy, Grievance Procedures and Process

POLICY ADOPTED:	August 21, 2023
POLICY REVIEWED/REVISED:	
Monitoring Method:	Administrative Review
Monitoring Frequency:	Annually



World Languages Review

School Board Update

June 16, 2025

Presented by:

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment

Miles Lawson, Secondary Curriculum Coordinator

Background

School District 197 is in the second year of reviewing its MS/HS World Language curriculum. Prior to this current review process, the team's most recent fully completed curriculum review was conducted in the 2013-2015.

Building upon the self-evaluation conducted in Year 1 (2023-2024), Year 2 (2024-2025) focused on aspects of **program design**, including;

- ACTFL standards, appropriate placement, monitoring student progress
- Optimizing language pathways and curricular coherence
- Instructional practices
- Developing instructional materials criteria
- Reviewing a wide variety of instructional materials
- and making recommendations on which resources to use in the language pathways.

The team met five times across the school year, mostly during district professional development days (to reduce the amount of classroom instructional time impacted).

Year 0 - Prereview
Standards Input

Year 1 - Self Study
Examine current program

Year 2 - Program Design
Course, Materials review

Year 3 - Implementation
Curriculum installation

Year 4 - Measuring
Assess installation, effect

Year 5 - Revising
Annual adjustments



Year 1 Department-Identified Next Steps

In addition to the typical work conducted in year 2 of curriculum review, the world language department focused on several key areas:

- Refine assessment practices by reviewing ACTFL standards, explore alternative assessment options, and continue to expand the Multilingual Seals program
- Improve student placement through careful analysis of factors influencing language level
- Optimize language pathways by monitoring legislative changes, ensuring curriculum alignment, and smoothing transitions between courses
- Expand program offerings to include a Native language course (pending grant approval) and revisiting the Spanish for Native Speakers pathway
- Enhance instruction through technology integration and focus on authentic language
- **DELAYED:** Addressing resource needs and the rising costs of immersive experiences.



ACTFL Standards, Appropriate Placement, Monitoring Student Progress

ACTFL Standards, Appropriate Placement, Monitoring Student Progress

ACTFL Standards

The ACTFL (American Council on the Teaching of Foreign Languages) standards are a framework that;

- describes what language learners should know and be able to do,
- are organized around five goal areas
- and are aligned to various proficiency levels

Summary: The world language department is committed to aligning its curriculum with the ACTFL standards. Current resources being reviewed align with these standards, and the department will ensure full curricular cohesion once a new program is selected.



Placement and Monitoring Student Progress

- Assessing proficiency in world language courses is difficult because language ability is multifaceted, encompassing various skills and cultural understanding, making it challenging to objectively measure.
- Additionally, assessment is complicated by the subjectivity of performance-based tasks and the non-linear, individual nature of language acquisition. There are three specific instances where appropriate student placement based on proficiency is more critical than others.
 - Identifying appropriate placement for our native Spanish speakers
 - Students choosing Spanish IV concurrent enrollment or the high-school credit bearing Spanish IV
 - Participation in Multilingual Seals, and where their skills are in relation to ACTFL levels.

Summary: As one potential solution, the department is exploring the use of ACTFL-aligned assessments, such as the AAPPL test, in their assessment approach and how the test can be used to assist in difficult placement scenarios for students. Different scenarios for AAPPL implementation are being considered by the team and they will have a future recommendation as they work through those implementation options.



Optimizing Language Pathways and Curricular Coherence

Optimizing Language Pathways and Curricular Coherence

Native Language Course Update

AIS 112 Elementary Ojibwe I and 113 Elementary Ojibwe II, both 4-credits, online PSEO course through Mankato State. This program has decades worth of experience running the courses.

- Course Schedule: M/Tu/Th/F, 10:00-10:50 AM.
- A TRHS staff member will actively participate.
- Efforts are underway to modify PSEO requirements

A key highlight of this course is the instruction provided by Dr. Anton Treuer, a renowned leader in native language and community work from Bemidji State University. His expertise will significantly enrich the learning experience. Furthermore, the program plans to include field trips and provide resources for both students and the supporting instructor, enhancing both academic and cultural development.

AIS 112 Elementary Ojibwe I (4 cr)

Introduces basic Ojibwe listening, speaking, reading, writing, and cultural/historical aspects.

AIS 113 Elementary Ojibwe II (4 cr)

Continues to expand Ojibwe skills in listening, speaking, reading, writing, and cultural/historical aspects.



Optimizing Language Pathways and Curricular Coherence

Smooth Transitions Between Course Levels

The Spanish department is developing a plan to improve transitions across its course pathway, focusing on;

- seamless progression from MS Spanish I to HS Spanish II,
- even distribution of language skills across Spanish I-III
- re-establishing alignment with college-credit Spanish courses (starting with CE Spanish IV) and,
- determining optimal starting points for native Spanish speakers.

Summary: This diligent resource selection process that is underway in the department is key to achieving clear alignment and smooth transitions.



Optimizing Language Pathways and Curricular Coherence

Spanish for Native Speakers pathway

Effectively implementing Spanish for Native Speakers courses face several key challenges:

- **Diverse Student Goals:** Students have varied aims—from rapidly gaining college credit to strengthening family and heritage connections—making it difficult to design a single course that meets all outcomes.
- **Complex Student Needs:** Accurately assessing diverse existing skills (reading, writing, listening, speaking) is hard, especially with a mix of U.S.-born and internationally-born students, each with distinct linguistic and cultural backgrounds.
- **Cultural & Dialectal Differences:** The course must navigate wide-ranging cultural nuances and significant dialectal variations across Spanish-speaking communities.
- **Specialized Instructor Expertise:** Success requires educators skilled in both world language acquisition pedagogy and fundamental literacy instruction.

Summary: The team has not made much progress in this area yet, however, there are plans to engage with students, families, our English Learner staff members, and our Spanish cultural liaison in 25-26's plans.

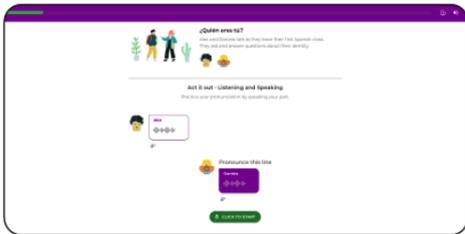


Instructional Practices and Integration of Technology

Instructional Practices and Integration of Technology

Book character chatbots ready to talk

A role-play dialogue contains key information from the chapter. Main characters recreate scenes, and students have the chance to engage with the dialogue in a variety of ways, solidifying their ability to work with the key ideas.

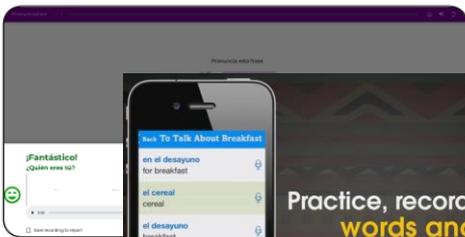


Enhanced language listening, speaking and pronunciation practice

Students practice key words and phrases related to each chapter, getting immediate feedback on listening skills, speaking skills and pronunciation.

One-on-one support

Our Nuala chatbots are keen to chat with students. Some Nualas have built-in lessons, while others are an open canvas, ready for you to create your own lessons and conversations. And the individualized support and instant feedback from Nualas ensure students' skills develop, even with limited teacher time.



Nualang™ Technology Integrated

Discover our all-new Learning Site, fully integrated with Nualang capabilities. This cutting-edge and interactive environment is designed to make language learning fun and engaging for both teachers and students.



Auténtico connects

Instructional Materials Review

Phase I: Instructional Materials Rubric

The World Language Instructional Materials rubric provides a framework for evaluating curriculum based on four key categories;

- Content and Alignment
- Pedagogical Approach
- Technology Integration
- Assessment and Practice

These four categories are aligned to many of the department's self-identified needs, such as alignment with ACTFL standards, comprehensive assessments to help with monitoring progress and proficiency, and smooth transitions in skills from level to level through resource curricular cohesion.

Category/Role 1: Content and Alignment						
Descriptor	Example	Observed				Notes
		Y-Yes	S-Somewhat	N-No	Ex- Extensive	
ACTFL-Based: Adherence to ACTFL standards for language learning.		EX	Y	S	N	
Cultural Content: Integration of authentic cultural content relevant to the curriculum.		EX	Y	S	N	
Vertical Alignment: Coherent progression of skills and knowledge across grade levels.		EX	Y	S	N	
Interest Level: Engaging activities and materials that motivate students.		EX	Y	S	N	
Red Flag:						
<ul style="list-style-type: none"> ● Overemphasis on Grammar: Excessive focus on grammar structures may hinder communicative competence. ● Limited Cultural Representation: Lack of diversity in countries and cultures represented. ● Pacing Issues: Too many chapters or an accelerated pace that may overwhelm students. ● Dated Content: Outdated topics, vocabulary, and expressions that may not resonate with students. ● Vertical Alignment Problems: Inconsistent progression of skills and knowledge across grade levels 						

Instructional Materials Review

Phase II: Initial Digital Review

Upon completion of the rubric, the team moved into their self-exploration of resources they were able to locate digitally. While several resources were reviewed, the ones listed below garnered the departments most attention.

- Cengage (would be removed from list)
- McGraw Hill
- Houghton Mifflin (would be removed from list)
- Lingro Learning
- MacMillan (would be removed from list)
- Savvas
- Vista Higher Learning
- Voces
- Wayside Publishing

The team worked to narrow that list to 4-6 to more thoroughly review.

Category/Role 1: Content and Alignment						
Descriptor	Example	Observed				Notes
		Y-Yes	S-Somewhat	N-No	Ex- Extensive	
ACTFL-Based: Adherence to ACTFL standards for language learning.		EX	Y	S	N	
Cultural Content: Integration of authentic cultural content relevant to the curriculum.		EX	Y	S	N	
Vertical Alignment: Coherent progression of skills and knowledge across grade levels.		EX	Y	S	N	
Interest Level: Engaging activities and materials that motivate students.		EX	Y	S	N	
Red Flag:						
<ul style="list-style-type: none"> ● Overemphasis on Grammar: Excessive focus on grammar structures may hinder communicative competence. ● Limited Cultural Representation: Lack of diversity in countries and cultures represented. ● Pacing Issues: Too many chapters or an accelerated pace that may overwhelm students. ● Dated Content: Outdated topics, vocabulary, and expressions that may not resonate with students. ● Vertical Alignment Problems: Inconsistent progression of skills and knowledge across grade levels 						

Instructional Materials Review

Phase III: Comprehensive Review 1

For the first of their four more comprehensive review days, the department requested to explore these vendor's programs more thoroughly.

- Lingro Learning (would be removed from list)
- McGraw Hill
- Savvas
- Vista Higher Learning
- Voces
- Wayside Publishing

The team spent the entire day talking with vendors, reviewing print resources, and exploring digital tools.

The team worked to narrow that list as best as possible.

Timeline	
8:30 - 8:45	Welcoming and Setting the Stage
8:45 - 9:35	Rotation 1 (break for 10 minutes) McGraw Hill - SPANISH ONLY - French/German review provided resources further
9:45 - 10:30	Rotation 2 (break for 10 minutes) VHL (Vista Higher Learning)
10:40 - 11:25	Rotation 3 (head to lunch after) - Voces VIRTUAL ONLY
11:30 - 12:15	Lunch
12:15 - 1:00	Rotation 4 (with 10 minute break) - Wayside
1:00 - 1:55	Rotation 5 (w/10 minute break) - Savvas
2:05 - 2:50	Rotation 6 (Tentatively) - Somos ON YOUR OWN INVESTIGATION IF WANTED
2:50 - 3:15	Meeting wrap up and decision making and Consolidation and Closing

Instructional Materials Review

Phase III: Comprehensive Review 2

For the second of their four more comprehensive review days, the department requested to explore these vendor's programs more thoroughly.

- McGraw Hill
- Savvas
- Vista Higher Learning
- Voces (would be removed from list)
- Wayside Publishing

While the other review days did include vendor presentation and question/answer sessions, this review day was for the department to more deeply explore all the resources there were provided (digitally and in print).

The team worked to narrow that list to 3 or less to more thoroughly review.



The materials from McGraw Hill, VHL, Wayside, and Savvas are strong candidates for moving forward due to their;

- comprehensive nature,
- alignment with ACTFL and state standards,
- and robust digital platforms

These programs consistently emphasize proficiency-based and communicative approaches, integrate authentic cultural content, and offer extensive practice and varied assessment opportunities

Instructional Materials Review

Phase III: Comprehensive Review 3

For the third of four more comprehensive review days, the department requested to explore these vendor's programs more thoroughly.

- McGraw Hill (remains only for French)
- Savvas
- Vista Higher Learning (would be removed from list)
- Wayside Publishing



This session did include vendor presentations again, as was the case in session 1. The team focused on looking for evidence that would clearly support the areas within the rubric, input that staff and students had on resources in the past, as well being mindful of the red flags that were identified also in their materials rubric.

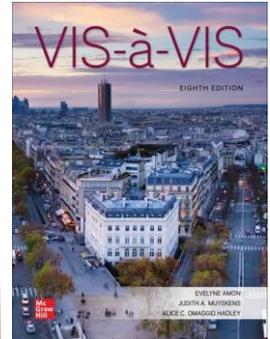
The team worked to narrow that list to 3 or less.

French Resource Alignment/Cohesion

The McGraw Hill French series being reviewed, Vis-a-Vis, is the same resource that is now required by the College in Schools French courses, which we have (French IV and French V).



German Resource Alignment
Augenblicke is the resources that is used in College in Schools German courses.



Instructional Materials Review

Phase III: Comprehensive Review 4

For their final (of 4) more comprehensive review days, the department requested to explore these vendor's programs more thoroughly.

- Savvas
- Wayside Publishing

On this final day of review, one more vendor presentation was provided by each of the final two products. The most focus at this point was looking for not what separates the products in terms of what they are great at (as they both are strong programs), but instead, being clear about any red flags that might be in the programs that would detract from their overall value.

The images to the right show just how close these programs were at the decision making points in March through April

March

3	2		
1	3		
3	2		
1/2	1/2		
3	1		

April 8

1	2		
1	2		
1	2		
2	2		

April 24 (Baseline)

1	2		
1	3		
2	1.7		
2	3		
1	3		
1	3		

April 24

1	2		
1	2.5		
3	3		
2	4		
1	3		
1	3		

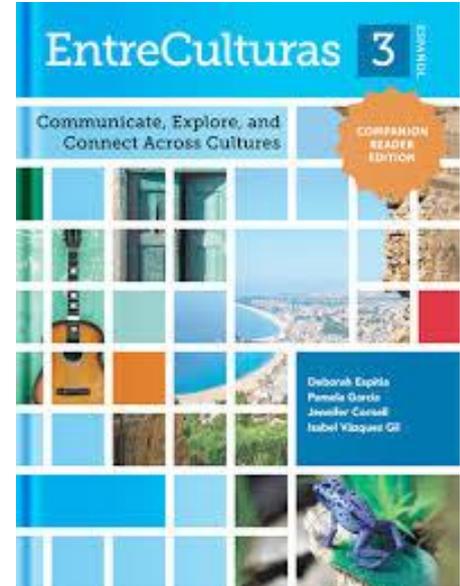
Installation Planning

Revised Timeline Proposal:

- The department proposes to dedicate the upcoming academic year (2025-2026) to the diligent preparation of the curriculum pilot, with a primary focus on Wayside resources, and if needed, a secondary focus on the Savvas resources.
- The pilot implementation would then occur during the 2026-2027 academic year, with the full installation of the new curriculum planned for 2027-2028.

Rationale for Adjustment: This adjustment stems from several key considerations:

- **High School Staffing:** New teaching assignments make adding a pilot potentially counterproductive.
- **New Staff Onboarding:** Some staff need more time to grasp existing scope/sequence before a pilot.
- **Middle School Schedule:** The installation of Spanish IA and IB next year will already complicate scope/sequence.



Next Steps

Next steps for the World Language department include:

- **ACTFL Standards:** Current resources being reviewed align with these standards, and the department will ensure full curricular cohesion once a new program is selected.
- **AAPPL:** Different scenarios for AAPPL implementation are being considered by the team and they will have a future recommendation as they work through those implementation options.
- **Native Language Restoration:** Enroll eligible students in Mankato State University's online Elementary Ojibwe I & II PSEO courses, developing ways to support students with TRHS staff who will be on-site, while monitoring ongoing PSEO requirement modifications.
- **Transitions:** The resource selection process will provide clear alignment, smooth transitions. Smooth transitions will lead to higher retention and persistence rates in levels II-IV.
- **Spanish for Native Speakers:** Plan to engage with students, families, our English Learner staff members, and our Spanish cultural liaison in 25-26's activities.
- **Materials Selection Process:** Dedicate the upcoming academic year (2025-2026) to the preparation of the curriculum pilot which will occur during the 2026-2027 academic year, with the full installation of the new curriculum planned for 2027-2028.

Questions



TO: School Board Members

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

DATE: June 16, 2025

RE: Alternative Teacher Professional Pay System (ATPPS) Annual Report

BACKGROUND:

Minnesota State Statute section 122A.414, subdivision 3(a) requires that we provide an update on the district's Q-Comp program for the current school year that includes the summary of findings and recommendations from the Annual Q-Comp report.

This annual report has four components: Teacher Evaluation, Collaborative Teams, New Teacher Mentors, and Performance Pay. The data to complete this report was collected through online surveys, conversations with Instructional Peer Coaches (IPCs), and data from the Summative Assessment meetings.

Districts are also required to submit any plan changes to the Minnesota Department of Education (MDE) by August 31, 2025. The revised rubrics will be submitted and implemented for the 2025 - 2026 school year.

We regularly apply the 4-way equity test to the ATPPS program. Here are six specific examples:

1. This year, the team spent a great deal of time working on revisions to the rubrics to meet state statute requiring inclusion of culturally responsive methodologies. In determining the approach to this requirement, the team considered the past equity training provided and incorporated into our pre- and post-observation process as well as work yet to do in implementing the Ready For Rigor framework. The team provided opportunities for input from all licensed staff in the drafting process. We brought in a Charlotte Danielson-certified trainer to work with administrators and IPCs in late April specifically around what to "look for" in observations related to the new elements of the rubric.
2. Annually, the IPCs also work with individual teachers to set their student learning goal and help them break down and analyze data from the whole school/grade/class into subgroups.
3. The team continues to encourage our teachers to utilize the observation of a colleague to fulfill their coaching conversation component of the program. Research shows that this is one of the best professional development opportunities for staff.



4. Annually, staff at three sites were surveyed about their implementation of collaborative teams (CTs) which is a component of our ATPPS plan. In this year's survey, staff reported their CTs regularly included discussion about equitable practice; this was at a rate higher than all other options in the question.
5. The new teacher mentor program is also part of the ATPPS plan. The district continues to refine our support for new teachers and this year added a "Due Process Academy" for our newer special education teachers to support their learning.
6. This past summer, a training academy for probationary staff was developed. The training academy will allow us to dig more deeply into equity, social emotional learning, and the instructional commitments. In the summer of 2025, the training academy will expand with a Year 2 course as well as a Year 1 course.

RECOMMENDATION:

This material is presented for information purposes. No Board action is needed.



Alternative Teacher Professional Pay System (ATPPS)

Presented to the School Board on June 16, 2025
By: Cari Jo Drewitz, Director of Curriculum, Instruction and
Assessment

State Requirements for Reporting



Participating districts, charters, intermediate districts, cooperatives, and school sites are no longer required to submit an annual report of their ATPPS programs (also known as Q-Comp) to MDE.

Under Minnesota Statutes, section 122A.414, subdivision 3, participating programs must report on the implementation and effectiveness of ATPPS and make annual recommendations by June 15 to their school boards and must include this report as part of the World's Best Workforce (WBWF) report under section 120B.11, subdivision 5.

MDE Annual Q-Comp (ATPPS) Report



- Instructional Peer Coaches and Teacher Evaluation
- New Teacher Mentors
- Collaborative Teams
- Performance Pay

Data to complete the report was collected through surveys, conversations with Instructional Peer Coaches, and data from Summative Meetings.

Changes for 24-25



Observations:

Probationary

- No change, statutory requirement

Continuing Contract

- No change

Mentor Program

- Review and refine New Teacher workshop schedule
- Review and refine New Teacher mentor program
- Added Special Education Mentor Coach

Peer Coaching and Evaluations



5.5 Instructional Peer Coaches (IPC)

- Supported 253 continuing contract teachers
- Supported 122 high cycle teachers
- Completed 628 teacher observations and 1,256 pre-observation and post-observation discussions
- Completed 375 reflective coaching conversations

Administrators (Principals, Associate Principals, etc)

- 122 high cycle teachers (1 observation)
- 90 probationary teachers (3 observations)
- Completed 392 teacher observations and 784 pre-observation and post-observation discussions

Coaching Conversation Options



Coaching Conversation Data 2024-25

	Informal Support	42%
	Informal Observation	6%
	Observation of a Colleague	31%
	Data Dive	5%
	Reflection on English Learners	15%

Coaching Conversation Value



The coaching conversation (in place of a 3rd observation) was valuable to me because: (select all that apply)

ANSWER CHOICES	RESPONSES	
▼ More personalized learning/reflecting for teacher	77.27%	85
▼ Choice in conversation option	79.09%	87
▼ I could choose the timing of conversation	46.36%	51
▼ I could reflect on timely experiences/issues	57.27%	63
▼ Less stressful than an observation	55.45%	61
▼ Could include teaching topics outside of the Charlotte Danielson rubric	30.91%	34
▼ More flexibility in topics discussed	65.45%	72
▼ It was not helpful to me	0.00%	0
▼ Other (please specify)	Responses 4.55%	5

Impact of Coaching Conversation



- As a teacher in the middle of teaching/creating a class for the first time, it was infinitely helpful to see a different co-teacher team teach the same class to gauge how I am doing or what changes I could implement.
- It was helpful to reflect on the practices of a colleague.
- It forced me to be more reflective, and allowed for me to observe a peer teaching the same thing. It offered me an opportunity for growth that another observation would not offer.
- Having a required time to observe a colleague is very valuable as I often work in an isolated role.
- Gave me an opportunity to reflect on my own practice.
- I was able to process my thoughts, and my coach asked questions to allow me to continue reflecting and thinking, and then become able to make a decision/plan for moving forward
- It helped me reflect and talk about the process that I have gone through this year when piloting a new program.
- Data drive was helpful in modifying my PGP goal action steps.
- I could see where each of my EL learners was in writing and speaking. I now know that we need to do more quick writing assignments and try to encourage students to speak more in class.
- Helped me with strategies to support my English Language Learner students
- It reinforced that my data driven decisions are very important and worth the time they take to differentiate instruction.

Peer Coaching and Evaluations



Recommendations

- Continue options for coaching conversations and look for ways to provide more opportunities for observing a colleague.
- Implement the approved plan for meeting the legislative requirement: Teacher evaluation processes must include evaluation of their cultural responsiveness and methodologies.

New Teacher Mentors



Site Mentors

- 1 per building- works with all probationary staff
- Completes 7 monthly training sessions specific to the needs of new teachers in their first year

Instructional Mentor

- 1 Instructional Mentor teacher per new teacher
- Completes 4 coaching sessions per year (1 per quarter)

Mentor Program

Cari Jo Drewitz
Mentor Coordinator
651-403-7003

[|carijo.drewitz@isd197.org](mailto:carijo.drewitz@isd197.org)

Welcome to the ISD 197 Mentor Program website!

Here you will find important information regarding our Mentor Program, resources to use with your new teachers and training materials needed to participate as a mentor in the program.

Instructional Mentors

- + MENTOR COACHES
- + MENTOR JOB DESCRIPTION
- + MENTOR LOG

Instructional Mentor Trainings

- + AUGUST - NEW MENTORS

Site Mentors

- + LISTING OF SITE MENTORS
- + JOB DESCRIPTION

Trainings Offered by Site Mentors

- + AUGUST
- + SEPTEMBER

New Teacher Mentors



Recommendation

- Include observation of another teacher to the options for quarterly sessions.
- Add a year 2 course to probationary teacher training academy options.

Questions?

Contact the
Curriculum Department
651-403-7009
or
carijo.drewitz@isd197.org

Scan the QR code
to register!



Probationary Teacher Training Academy

Participation in the Training Academy is optional but highly encouraged.

August 11, 12 and 13, 2025

8:00 AM - 3:00 PM

Two Rivers High School - 1897 Delaware Ave, Mendota Heights

ISD 197 has a unique component to its teacher contract, Training Academy.

Staff can participate in an 18 hour course and earn a \$700 stipend for participation.

The 3 day training will include breakout sessions on days 1 and 3 related to the district's instructional commitments. Day 2 will include training on the tenets of anti-bias education.

You will get a 1 hour lunch break each day.

Collaborative Teams



All staff participate in collaborative teams.

Collaborative teams reported that their work regularly included:

- Discussions about equitable practices
- Analyzing student data
- Implementing new instructional strategies
- Researching new instructional strategies
- Planning for re-teaching
- Exploring ELLevation data and resources
- Developing enrichment activities for lessons

Collaborative Teams



Recommendations

- Continue to review annually the effectiveness and impact of collaborative teams.
- Continue to incorporate the identified site's professional development priority into collaborative teams' work.

Performance Pay



Area	Amount	% of Teachers Earning
Observation Proficiency	\$1300	99%
Professional Growth Plan	\$75	27%
Student Learning Goal	\$100	73%
Site Goals	\$100	25%

Changes and updates for 2025-2026



Updates to Instructional Peer Coach Team

- One staff returning to classroom
- Two staff had their position extended 1 year.
- One new team members

Changes to the plan

- New Rubrics will be implemented in fall that include culturally responsive methodologies.
- Domains being observed will be revised for probationary staff.
- Rubric will contain 3 levels not 4.



Questions?