

Regular Meeting  
Monday, December 8, 2025 6:00 PM

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

## Agenda

1. Listening Session - 5:00 p.m.
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.  
**Presenter:** Sarah Larsen, Chair
3. Approval of the Agenda  
**Presenter:** Sarah Larsen, Chair
4. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, Chair
  - 4.A. Approval of Minutes of the November 24, 2025 School Board Meeting
  - 4.B. Approval of Personnel Recommendations
  - 4.C. Approval of November 2025 Wire Transfers Report
  - 4.D. Approval of Field Trip for Two Rivers High School Nordic Ski Team
  - 4.E. Second Reading of Policy 905, Advertising
5. Listening Session Report - 6:05 p.m.
6. Student Representatives' Report - 6:10 p.m.  
**Presenter:** Evangeline Fuentes and Rhys Walsh
7. Recognitions - 6:20 p.m.  
**Presenter:** Superintendent Peter Olson-Skog
8. Superintendent's Report - 6:40 p.m.  
**Presenter:** Superintendent Peter Olson-Skog
9. Site Report: Moreland Arts & Health Sciences Magnet School - 6:50 p.m.  
**Presenter:** Rob Sahli, Principal
10. Site Report: Garlough Environmental Magnet School - 7:10 p.m.  
**Presenter:** Libby Huettl, Principal
11. Social-Emotional Learning Focus Area Update - 7:30 p.m.  
**Presenter:** Sara Lein, Director of Special Programs
12. Truth-in-Taxation Public Hearing - 7:45 p.m.  
**Presenter:** Brian Schultz, Director of Finance
13. Action Item: Approve Final Property Tax Levy for Taxes Payable 2026 - 8:00 p.m.  
**Presenter:** Brian Schultz, Director of Finance
14. Action Item: Approval of 2025-2027 Agreement between ISD 197 and Administrative Assistants - 8:10 p.m.  
**Presenter:** Tye Michaels, Director of Human Resources
15. Action Item - Approval of 2026-2029 Superintendent Contract - 8:15 p.m.  
**Presenter:** Sarah Larsen, Chair
16. End-of-Year Report on 2025 School Board Goals - 8:20 p.m.  
**Presenter:** Byron Schwab, Board Member
17. Summary of 2025 School Board Self-Evaluation - 8:30 p.m.  
**Presenter:** Byron Schwab, Board Member

18. Adjournment - 8:40 p.m.  
**Presenter:** Sarah Larsen, Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, November 24, 2025  
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, November 24, 2025 beginning at 5:00 p.m. pursuant to due notice.

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

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

**Agenda**

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

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

*Nay: none*

*The motion carried (6-0)*

**Consent Agenda**

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

- Approval of the November 10, 2025 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Administrative Review of Policy 410, Family and Medical Leave
- Administrative Review of Policy 714, Fund Balance
- Final Reading of Policy 501, School Weapons Policy

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

*Nay: none*

*The motion carried (6-0)*

**Comments to the School Board**

There were no comments to the School Board.

**American Indian Education Plan Update**

The Board received an update on the American Indian Education Program. Presented by Kevin Sheridan, Educational Equity Coordinator, and Nell Barri, American Indian Education Coordinator, the report highlighted continued efforts to expand access, academic support, and culturally affirming programming for American Indian students. Staff reviewed the program's dual focus on increasing academic achievement and improving school climate through culturally relevant materials and activities. Updates included recent accomplishments such as the establishment of Native Student Groups across multiple schools, participation in cultural and college

readiness events, and expanded family engagement offerings. The program's 2025-26 goals outline targeted strategies to support postsecondary preparation, enhance literacy outcomes, create consistent affinity spaces, increase family participation, and strengthen intercultural awareness districtwide. Membership of the American Indian Parent Advisory Committee (AIPAC) for the school year was also shared.

### **First Reading of Policy 905, Advertisements**

A review of Policy 905, Advertising, confirmed that the current policy remains aligned with district processes and matches MSBA's model policy, with no revisions recommended. Although no changes to the policy language are proposed, it is being presented for three readings due to the addition of an addendum outlining board-approved advertising locations from July 17, 2023. The policy underwent review using the district's Four-Way Equity Test to ensure equitable impact. It also requires that all paid advertising be evaluated for alignment with educational objectives and screened for compliance with district policies prohibiting sexual, racial, and religious harassment.

This policy will be brought back to a future meeting for a second reading.

### **Approval of Proposed Academic Calendars: 2026-2027 and 2027-2028**

*Upon reviewing this agenda item, it was determined that the board will review and discuss the calendars at this meeting and vote to approve the calendars at a future meeting.*

The School Board reviewed the 2026-27 and the 2027-28 calendars in draft form, following the district's standard two-year calendar development process in collaboration with the Meet and Confer Committee. Both calendars maintain a post-Labor Day start and reflect efforts to balance instructional continuity, professional learning needs, and considerations for religious and cultural observances. Committee input led to adjustments in the 2026-27 calendar, including shifting professional development days in November and January to improve semester balance, while broader discussions highlighted the challenges of adding new non-school religious holidays within statutory and contractual constraints. The district continues to support religious inclusion through excused-absence guidance and thoughtful scheduling practices rather than adding additional non-student days.

### **Closed Session**

Pursuant to Minnesota Statute 13D.03, the board recessed to closed session to discuss labor negotiations strategy.

*It was moved by Mr. Schwab and seconded by Mr. Vaupel to recess to a closed session at 6:05 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 board reconvened to their open meeting at 7:41 p.m.

### **Adjournment**

*It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 7:41 p.m.*

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

*The motion carried (7-0)*

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, December 8, 2025 at 6:00 p.m. It will be held at the City of Mendota Heights Council Chambers, 1101 Victoria Curve, Mendota Heights, MN. *Please refer to the district website for possible changes to any meeting times/locations.*

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

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk



**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** December 8, 2025

**SUBJECT:** Personnel Recommendations

The following personnel items are recommended for approval on December 8, 2025 at the School Board Meeting.

**Non-Licensed Employment**

- Bare, Gini - 6 hours a day Districtwide Bus Monitor at an hourly rate of \$20.57, effective December 1, 2025.
- Humes, Rand - 5.5 hours a day Special Education Paraprofessional at Pilot Knob at an hourly rate of \$23.21, effective November 24, 2025.
- Markun, Danielle - 8 hours a day Administrative Assistant-LTS at Two Rivers High School at an hourly rate of \$24.59, effective November 24, 2025.
- Porter, Paige - 2 hours a day School Age Care Special Education Paraprofessional at Friendly Hills Middle School at an hourly rate of \$23.21, effective November 24, 2025

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

- Meggit, Christopher - Special Education Paraprofessional at Moreland Elementary School, resignation effective November 21, 2025.
- Lee, Eric - Special Education Paraprofessional at Moreland Elementary School, resignation effective November 18, 2025.
- Williams, Kari - Special Education Paraprofessional at Mendota Elementary School, resignation effective November 5, 2025.

**ISD 197 WEST ST. PAUL SCHOOLS**

**Wire Transfers**

**11/1/25 thru 11/30/25**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
11/7/25	MSDLAF - General	MSDLAF - Payroll	1,495,233.24	A/P - P/R*
11/7/25	MSDLAF _- Payroll	State of MN	84,400.84	Payroll taxes
11/7/25	MSDLAF - Payroll	IRS	506,305.31	Payroll taxes
11/7/25	MSDLAF - Payroll	PERA	91,208.03	Pension
11/7/25	MSDLAF - Payroll	TRA	300,222.06	TRA contrib.
11/7/25	MSDLAF - Payroll	EBC	118,847.71	403B
11/7/25	MSDLAF - Payroll	Further	16,484.92	Flex
11/21/25	MSDLAF - General	MSDLAF - Payroll	1,528,542.67	A/P - P/R*
11/21/25	MSDLAF _- Payroll	State of MN	86,360.81	Payroll taxes
11/21/25	MSDLAF - Payroll	IRS	516,625.03	Payroll taxes
11/21/25	MSDLAF - Payroll	PERA	94,247.50	Pension
11/21/25	MSDLAF - Payroll	TRA	302,502.98	TRA contrib.
11/21/25	MSDLAF - Payroll	EBC	119,156.26	403B
11/21/25	MSDLAF - Payroll	Further	16,384.92	Flex
		Total	<u><u>5,276,522.28</u></u>	

\* To cover accounts payable or payroll checks.

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

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

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

**Trip Leader/Staff Member Name: Jim Bruder**

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

<b>TOUR CHECKLIST</b>	<b>RESPONSE</b>
1. Dates of travel	12/30/2025 - 01/01/2026
2. Trip destination	Birkie Trail, Cable, WI
3. <b>SUBMIT:</b> Complete roster of travelers. Include a link to your roster in the response. <i>Link to roster template: <a href="#">TOUR ROSTER</a></i>	<input checked="" type="checkbox"/> Tour Roster for Birkie Trail Trip 2025
4. <b>SUBMIT:</b> Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	<input checked="" type="checkbox"/> Itinerary for Birkie Trail Trip 2025
5. Final number of <b>student travelers</b>	<b>20</b>
6. Final number of <b>adult travelers who are paying their own way/fare.</b>	<b>0</b>
7. Final number of <b>adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]</b>	<b>5 adult travelers who are traveling at a reduced fare (~\$100 reduction)</b>
8. Final number of <b>district employees (also include in #6 and #7 counts)</b>	<b>4</b>
9. <b>Ratio</b> of adults to students	1 to 4
<b>FINAL TOTAL of Number of Travelers (Adults and Students)</b>	<b>25</b>
12. Have parents received detailed information about the cancellation policies and fees?	yes
13. Is travel insurance through the tour company required OR optional for your travelers?	optional

15. Has the district completed background checks for <u>all</u> adults?	yes
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**DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2**

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

16. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	Private
17. How will you communicate with travelers while on tour?	Phone (Remind)
18. How will you communicate with families back home/not on tour?	Email and Phone
19. What is your plan for those requiring medication?	Receive detailed medicine plans from parents and giving a coach that responsibility

JIM BRUDER

\_\_\_\_\_ Staff  
 Member's/Group Leader's Signature Date

**Required Approvals:**

 12/1/25  
 \_\_\_\_\_ PRENTICE SMITH AD \_\_\_\_\_ 12/1/25 \_\_\_\_\_ Principal Signature Date

 12/4/25  
 \_\_\_\_\_ Superintendent/Designee Signature Date

\_\_\_\_\_ School  
 Board Approval Date Approved

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



**TO:** School Board Members

**FROM:** Sara Blair, Director of Communications

**DATE:** December 8, 2025

**SUBJECT:** Second Reading of Policy 905, Advertising

### **BACKGROUND**

A review of Policy 905, Advertising, has been conducted, and the current policy adheres to the district's processes and procedures. This policy was last approved in November of 2022 and brought to the board for a first reading on November 24, 2025. The district's current policy was reviewed against MSBA's model policy and continues to match that language. Based on this review, no changes are recommended.

While the administration is not proposing any changes to the policy itself, the policy is being presented through three readings due to the addition of an addendum. The addendum lists the advertising locations already approved by the board at the July 17, 2023 board meeting.

This policy was reviewed using the district's Four-Way Equity Test. The policy requires that, prior to acceptance of paid advertising, advertisements be reviewed to ensure they are consistent with the district's educational objectives and appropriate for inclusion in a publication. Further, they will be screened to ensure they comply with the school district policy prohibiting sexual, racial, and religious harassment.

### **RESOLUTION**

None at this time. This is a second reading.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

School District-Community Relations

Contact: Director of Communications

### 905 ADVERTISING

#### I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents/guardians in the schools.

#### II. GENERAL STATEMENT OF POLICY

It is the school district's policy that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

#### III. ADVERTISING GUIDELINES

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

- B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained on school district property or within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- C. Donations which include or carry advertisements must be approved by the school board.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

#### **IV. ACCOUNTING**

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

***Legal References:*** Minn. Stat. § 123B.93 (Advertising on School Buses)  
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)  
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

***Cross References:*** School District Policy 421 (Gifts to Employees)  
School District Policy 702 (Accounting)

**POLICY ADOPTED:** April 4, 2011  
**POLICY REVIEWED/REVISED:** May 6, 2019; November 28, 2022  
**Monitoring Method:** Administrative Review  
**Monitoring Frequency:** Every three years



## **905 ADVERTISING - ADDENDUM**

### **I. ADVERTISING CATEGORIES AND APPROVED LOCATIONS**

#### **A. Digital Content**

Advertising and sponsor recognition are permitted on the following district-controlled digital platforms. All digital content must comply with Policy 905 content restrictions. Ads shall not imply district endorsement and may be removed if inconsistent with district standards.

1. Warrior Field Video Board
2. Two Rivers High School (TRHS) Gymnasium Score Table
3. TRHS Touch Pro Screens (digital hallway monitors)
4. TRWarriors.com website
5. TRHS Social Media Channels (official accounts)
6. TRHS Monitors (interior digital displays)

#### **B. Written Content**

Advertising is permitted in the following printed materials:

1. TRHS Programs (e.g., athletic, fine arts, or activity programs)
2. TRHS Calendars

#### **C. Signage**

1. Advertising signage may be displayed in the following approved facilities and athletic locations:

##### **a. Main Scoreboards:**

- i. Warrior Field
- ii. Varsity Baseball Field
- iii. Varsity Softball Field
- iv. TRHS Gymnasiums
- v. TRHS Aquatics Facility

b. Fence or Wall Banners:

- i. Warrior Field
- ii. Varsity Baseball and Softball Fields
- iii. Tennis Courts
- iv. Matson Field
- v. TRHS Gymnasiums
- vi. TRHS Fitness Center
- vii. TRHS Aquatics Facility

2. Size Parameters (Approximate):

Outdoor banners: up to 3' x 5'

Indoor banners: up to 2' x 4'

Scoreboard displays: up to 3' x 3' (outdoor) or 1.5' x 1.5' (indoor)

a. Conditions:

- i. Placement must face inward toward spectators and not toward public roadways (Minn. Stat. §173.08).
- ii. Signage shall remain in good condition and may not obstruct safety signage or instructional space.
- iii. All final designs and placements require superintendent or designee approval.

D. Audio Advertising

Advertising acknowledgments are permitted through:

1. Public Address Announcements at athletic games, contests, or events
2. Broadcasts of TRHS events or competitions (e.g., livestreams, local media)

All audio content must be preapproved, appropriate in tone, and limited in frequency to avoid disruption of events.

E. Apparel and Equipment

Limited sponsor recognition is permitted on:

1. Team or camp apparel (e.g., t-shirts, sweatshirts, hats)

2. Issued team warm-ups or equipment, where consistent with Minnesota State High School League (MSHSL) rules

Logos or text must be modest, secondary to school branding, and free of prohibited content. All apparel designs require advance approval from the Activities Director or Superintendent's designee.

## **II. PROHIBITED ADVERTISING LOCATIONS**

In alignment with Policy 905, advertising is not permitted in or on the following areas:

1. Classrooms, hallways, restrooms, or instructional materials
2. Exterior walls, rooftops, or outdoor areas visible from public roads
3. Playgrounds or outdoor learning environments
4. District vehicles, including school buses (except as allowed by law)
5. Student technology devices or instructional software
6. Any area that conveys or implies district endorsement of a commercial product or service

## **III. APPROVAL AND OVERSIGHT**

### Building-Level Approval:

Principals or Activities Directors may approve advertising within these designated areas.

### District-Level Oversight:

The Superintendent or designee must approve all advertising contracts and verify compliance with Policy 905.

### Board Review:

Any new advertising location not listed in this addendum requires School Board approval prior to implementation.

## **IV. REVIEW AND REPORTING**

The Superintendent shall include advertising activity as part of the periodic Policy 905 review and report to the Board on:

1. Active advertising locations;

2. Total revenues generated; and
3. Compliance with established standards.

**V. EFFECTIVE UPON BOARD APPROVAL**

This addendum becomes part of Policy 905 and shall be reviewed during each regular three-year policy review cycle.



# SITE REPORT: MORELAND



**Presented by: Moreland Students and Rob Sahli, Principal  
December 8, 2025 School Board Meeting**



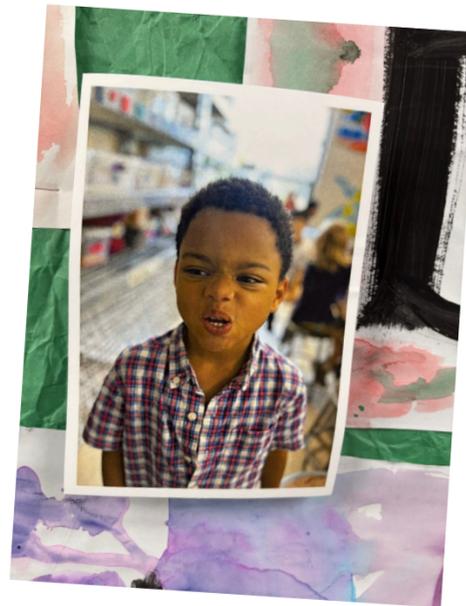
# WHO WE ARE



# OUR MISSION

Moreland is a vibrant community committed to cultivating creativity, healthy living, and achievement through active learning.

This year, our school theme is *Be You! What makes you different makes us strong!*



Be ready Be curious Be adventurous Be connected  
Be persistent Be kind Be understanding  
Be brave Be you Be ok alone  
Be patient Be ok for help Be loved Be  
ready Be curious Be adventurous Be connected Be  
persistent Be kind Be understanding  
understanding Be your own thinker  
Be ok being ne. Be reaching out  
Be help Be loved Be ready Be curious Be  
adventurous Be connected Be persistent Be  
different Be kind Be understanding Be brave Be  
your own thinker Be ok being alone. Be patient Be  
reaching out for help Be loved Be curious Be  
adventurous Be connected Be persistent Be different  
Be kind Be understanding Be brave Be you

# BE YOU!

What makes you different makes us strong.

Moreland Arts & Health Sciences  
Magnet School  
2025-2026



# OUR STUDENTS



# OUR WORK

- Arts in all we do!
- Arts residencies
  - KG
  - 1st
  - 2nd
  - 3rd
  - 4th
- Making healthy choices and finding ways to move every day!
- Moreland ARTS





# POINTS OF PRIDE





[Watch video on YouTube](#)

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**Moreland's Library**



[Watch video on YouTube](#)

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# COMMUNITY PARTNERSHIPS IN THE ARTS



**Z**  
PUPPETS  
ROSENSCHNOZ

EDUCATION-THEATER-COMMUNITY  
**ETC**

Scott  
Stafford  
Dance

  
OPERA  
FOR THE YOUNG

**Mia**  
Minneapolis Institute of Art

# NEW CONNECTIONS



# SPARKS

On **SPARKS** days, our students get to ignite their curiosity by choosing a class that *sparks* their interest! These special days give kids the chance to dive into new ideas, explore hands-on activities, and discover topics they might never encounter in a typical school day.

We're excited to host SPARKS three times this year—each one offering fresh opportunities for creativity, discovery, and fun.



# RAISE CRAZE





# LOOKING AHEAD



# OUR AREAS OF FOCUS IN 25-26

- We made major gains in literacy with our EL students!
  - We will be continuing our efforts to increase the skills of our EL learners
- What is good for EL is good for all
- LEAP - partnering with our parents and literacy at home
- Increasing belonging for students and staff





**THANK YOU!**





# **SITE REPORT:** **GARLOUGH**

**Presented by: Libby Huettl, Principal**  
**December 8, 2025 School Board Meeting**



# WHO WE ARE



# OUR MISSION

GEMS uses the natural world to enrich learning

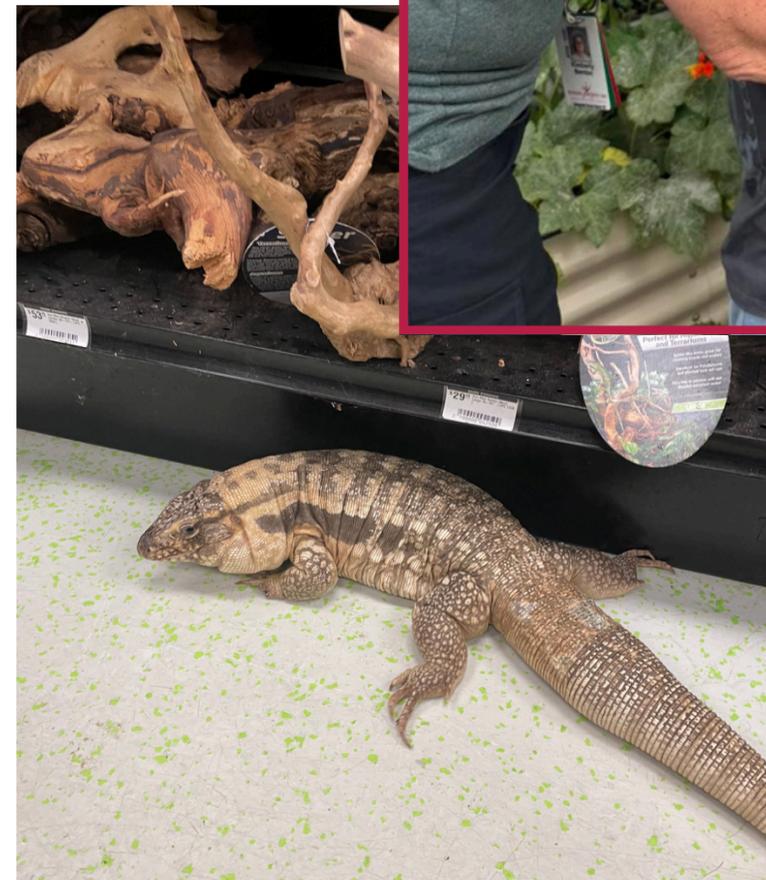
GEMS is committed to inspiring learners to:

- Understand - Academics and Nature
- Connect - to each other and our space
- Care - for our community and the world



# GEMS BY THE NUMBERS

- 415 Students
- 18 Sections
- 2 Rise Special Programs Section
- 45 Licensed Staff
- 27 Support Staff
- Many 2 legged, 4 legged, and no legged learning partners



# UNDERSTAND - CONNECT - CARE





# POINTS OF PRIDE



# STUDENT GROWTH AND ACHIEVEMENT

# 17%

## GROWTH IN READING FLUENCY



# NEW NATURAL PLAYGROUND



# ALL SCHOOL THEMES

- Bird Reports
- Author's Visit
- I Love to Read
- All School Field Trip





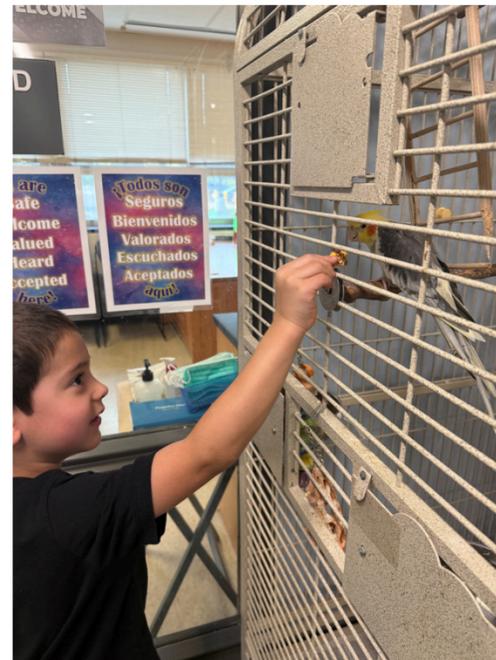
# LOOKING AHEAD





# NEW GEM AWARDS

Show Great Effort and  
Make Someone Smile



# SEL SMALL GROUPS



Reinforcement of SEL Skills

with Character Strong  
-visuals for classroom  
-home and classroom  
practice



Courage, Relationships, Responsibility

# STUDENT VOICE

G

E

M

S





**THANK YOU!**





# **Strategic Framework Social Emotional Learning *Implementation Targets***

**2025-2026**

December 8, 2025

Presented By:

Sara Lein, Director of Special Services

# Focus Areas

1

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

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

# Focus Area: Social-Emotional Learning

1

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

Explicit SEL Instruction

Focus on adult SEL

Aligned Community partnerships



### INDICATORS OF SCHOOLWIDE SEL

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

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

1

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

# Explicit SEL Instruction

1

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

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

- **Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.**

# Explicit SEL Instruction

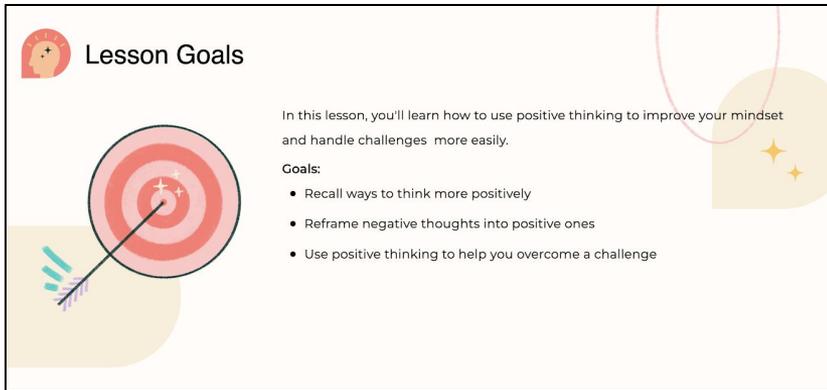


- Employment and job training
- Independent Living
- Post-Secondary Education



- ▶ **Unit 1: Discovering self-awareness**
- ▶ **Unit 2: Developing self-management**
- ▶ **Unit 3: Building social awareness**
- ▶ **Unit 4: Growing healthy relationships**
- ▶ **Unit 5: Responsible decision-making**

# Explicit SEL Instruction



**Lesson Goals**

In this lesson, you'll learn how to use positive thinking to improve your mindset and handle challenges more easily.

**Goals:**

- Recall ways to think more positively
- Reframe negative thoughts into positive ones
- Use positive thinking to help you overcome a challenge

Illustration of a target with an arrow hitting the bullseye, a hand holding a pencil, and a lightbulb with stars.

“What was interesting was that in the pre-test, 3 (out of 8) students chose: ‘Negative feelings are bad, you should only think positively.’ They also chose ‘Thinking positively means believing bad things won't happen.’

In the post-test, only 1 student chose ‘ignore challenges and they will go away.’” Carrie Garcia, Work-Based Learning Coordinator

# Focus on Adult SEL

1

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

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

- **Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.**

# Focus on Adult SEL



“Workshop Week - when we did our analysis of the Staff and Student surveys in small groups, every other poster had SEL questions for groups to discuss and vote :) Brought some fun conversation and allowed for moments of laughing together.”

Dr. Jess Cabak



“At Garlough we dug deep into the CASEL Framework, specifically Self Awareness and Self Management. Staff left with:

- Personalized insights into their strengths and growth areas
- Concrete SEL strategies for classroom and team use
- A clearer understanding of how adult behavior shapes student outcomes
- Commitments to action steps that move practice toward the “warm demander” ideal.”

Principal Libby Huettl

“Through our Ready for Rigor professional development work centered around Culturally Responsive Instruction, we are weaving in personal awareness and time to reflect on their learning and practice. We use talk structures where all voices are heard and ideas are shared. All of our learning throughout the year is building upon the previous content so it is a continuous learning process for staff throughout the year.”

Principal Heidi Koury

“Here is what is happening at the ELC-  
Staff Lactation/Meditation room opened in September  
Staff PD for Culture/Collaboration  
Day of Service and Teamwork-Feed my Starving Children/team bowling  
Weekly staff shout outs  
Shout outs at monthly Staff Meeting  
Kindness tree for adults  
Staff lunches and happy hours scheduled quarterly  
Possible staff wellness PD in April”

Assistant Director of Early Learning, Laurie Hume



# Aligned Community Partnerships

1

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

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

- **Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.**

# Aligned Community Partnerships



## SOCIAL EMOTIONAL LEARNING FOR SAC: TRAUMA-INFORMED PRACTICES & SAFE SPACES

AUGUST 28, 2025

**A safe space is a consistent, calm, and predictable area - both physical and relational - where children can regulate their emotions.**

An icon showing two hands shaking, symbolizing agreement or partnership.

**01**  
WELCOME &  
GROUNDING

An icon showing two hands holding a cross, symbolizing care or support.

**02**  
TRAUMA-  
INFORMED  
PRACTICES

An icon showing a hand holding a heart, symbolizing safety or protection.

**03**  
SAFE SPACES

An icon showing a speech bubble with a heart inside, symbolizing communication.

**04**  
COMMUNICATION  
& COLLABORATION

An icon showing a magnifying glass over a key, symbolizing reflection or discovery.

**05**  
REFLECTION &  
WRAP-UP

# Aligned Community Partnerships

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
 Physical	 Physical	 Mental Illness	 Incarcerated Relative
 Emotional	 Emotional	 Mother treated violently	 Substance Abuse
 Sexual		 Divorce	

**Acute**  
A single extraordinary event that leaves the individual feeling powerless. Includes severe illness or injury, violent assault, or road accident. Could also include loss of a job, a home, or a relationship.

**Chronic**  
Results from exposure to varied and multiple traumatic experiences, usually within interpersonal relationships, such as cases of severe neglect or childhood abuse.

**Complex**  
Multiple traumatic or prolonged events, such as long-term abuse, domestic violence, war, or civil unrest.

Verbal Support Framework

“What are you wondering?”

“How can I help?”

“It’s time to \_\_\_”

“You may choose to \_\_\_ or \_\_\_.”

“My job is to keep you safe.”

“I’m right here. We can handle this.”

1	2	3	4	5	6
Safe 	Calm 	Present 	Connected 	Engaged 	Independent 
Safe→	Calm→	In Assigned Area→	Respectful Body and Words→ Allowing others to learn	Participating w/ Support→	Participating Independently
← Promote age/developmentally appropriate independence across the spectrum →					

**SCENARIO CARDS • TABLE TALK**



At your table, review each scenario and discuss:

1. What might be driving the behavior?
2. What trauma-informed response would you use?

1

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



## INDICATORS OF SCHOOLWIDE SEL

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

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

# Questions?

# **SCHOOL DISTRICT 197**

West St. Paul + Mendota Heights + Eagan Area

# Independent School District, ISD 197

## Public Hearing for Taxes Payable in 2026

DECEMBER 8, 2025

PRESENTED BY:

BRIAN SCHULTZ,

DIRECTOR OF FINANCE

# Minnesota State Law Requirements

## A Public Meeting...

- Between November 25th & December 29th
- At 6:00 PM or later
- May be part of regularly scheduled meeting
- Must allow for public comments
- May adopt final levy at same meeting

## ...and Presentation of:

- Current year budget
- Proposed property tax levy

# Hearing Agenda

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Background  
Information on  
School Funding



District's Budget



District's Proposed  
Tax Levy for Taxes  
Payable in 2026



Public Comments

# MN Legislature Must Set Funding for Minnesota Public Schools

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Minnesota Constitution ARTICLE XIII

MISCELLANEOUS SUBJECTS

Section 1

**“UNIFORM SYSTEM OF PUBLIC SCHOOLS.** The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The *legislature shall make such provisions by taxation or otherwise* as will secure a thorough and efficient system of public schools throughout the state.”

# As a Result, Funding is Highly Regulated

## State Sets:

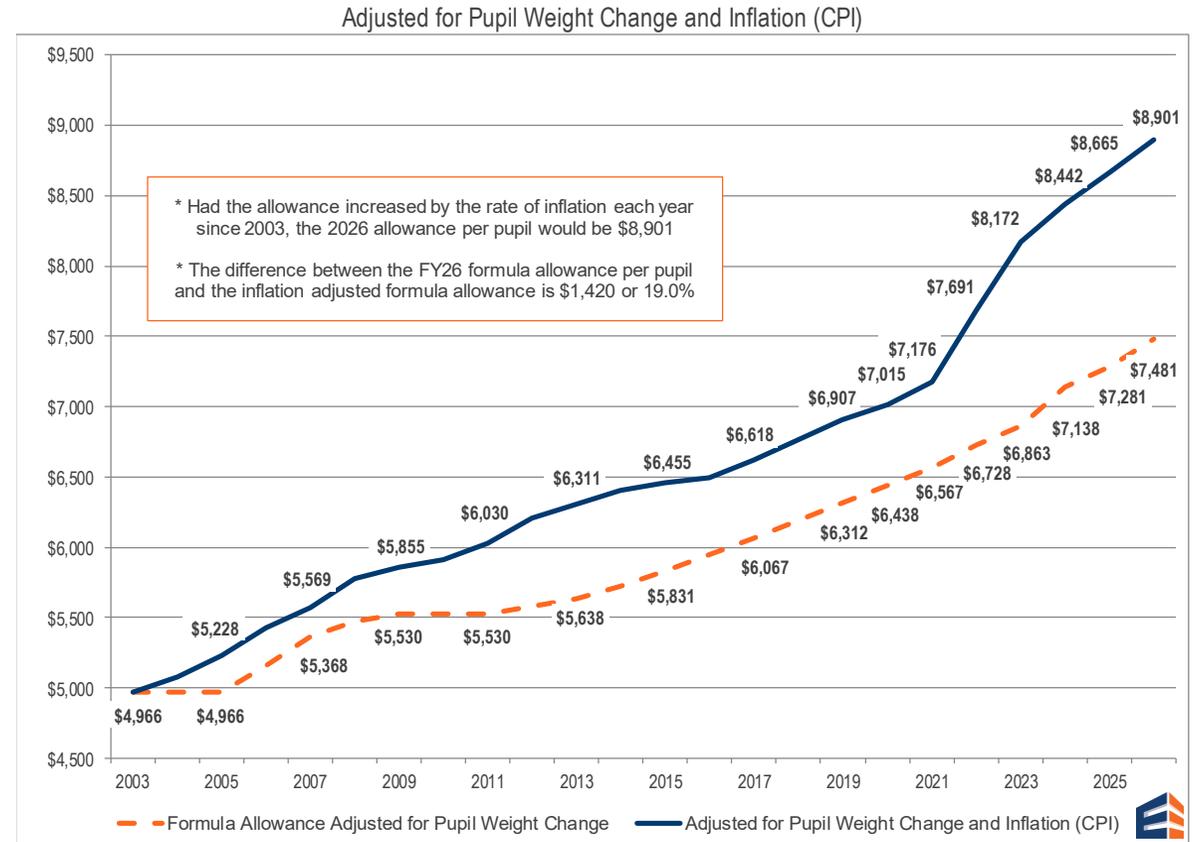
- Formulas which determine revenue; most revenue based on specified amounts per pupil
- Tax policy for local schools
- Maximum authorized property tax levy
  - Districts can levy less, but not more than amount authorized by state, unless approved by voters in November

State also authorizes school board to submit referendums for operating & capital needs to voters for approval

# General Education Formula Allowance, 2003-26

- Since 2002-03, state General Education Revenue formula has not kept pace with inflation
- For Fiscal Year 2024-25, an increase of 2.00% or \$143 over previous year was approved
- For Fiscal Year 2025-26, an increase of 2.75% or \$200 over previous year was approved

Per-pupil allowance for Fiscal Year 2025-26 of \$7,481 would need to increase by another \$1,420 (19.0%) to have kept pace with inflation since 2002-03, resulting in an allowance of \$8,901

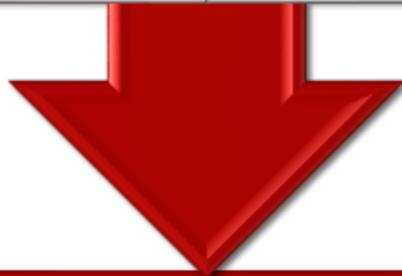


Source: MDE June 2025 CPI Inflation Estimates and Minnesota Laws 2023

According to MN Department of Education (MDE):

FY 2024 costs of providing programs were underfunded statewide by \$503 million

Even with recent funding, costs will be underfunded by \$524 million statewide by FY 2028



Primary options to bridge funding gap are to cut regular program budgets or increase referendum revenue, most districts have done both

Underfunding  
of Special  
Education

# Budget Information

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Because approval of school district budget lags certification of tax levy by six months, state requires only current year budget information be presented at this hearing. Fiscal Year 2026-27 budget will be adopted by School Board in June 2026.

**School district budgets are divided into separate funds, based on purposes of revenue, as required by law.**

## **Our District's Funds:**

- General
- Food Service
- Community Service
- Building Construction
- Debt Service



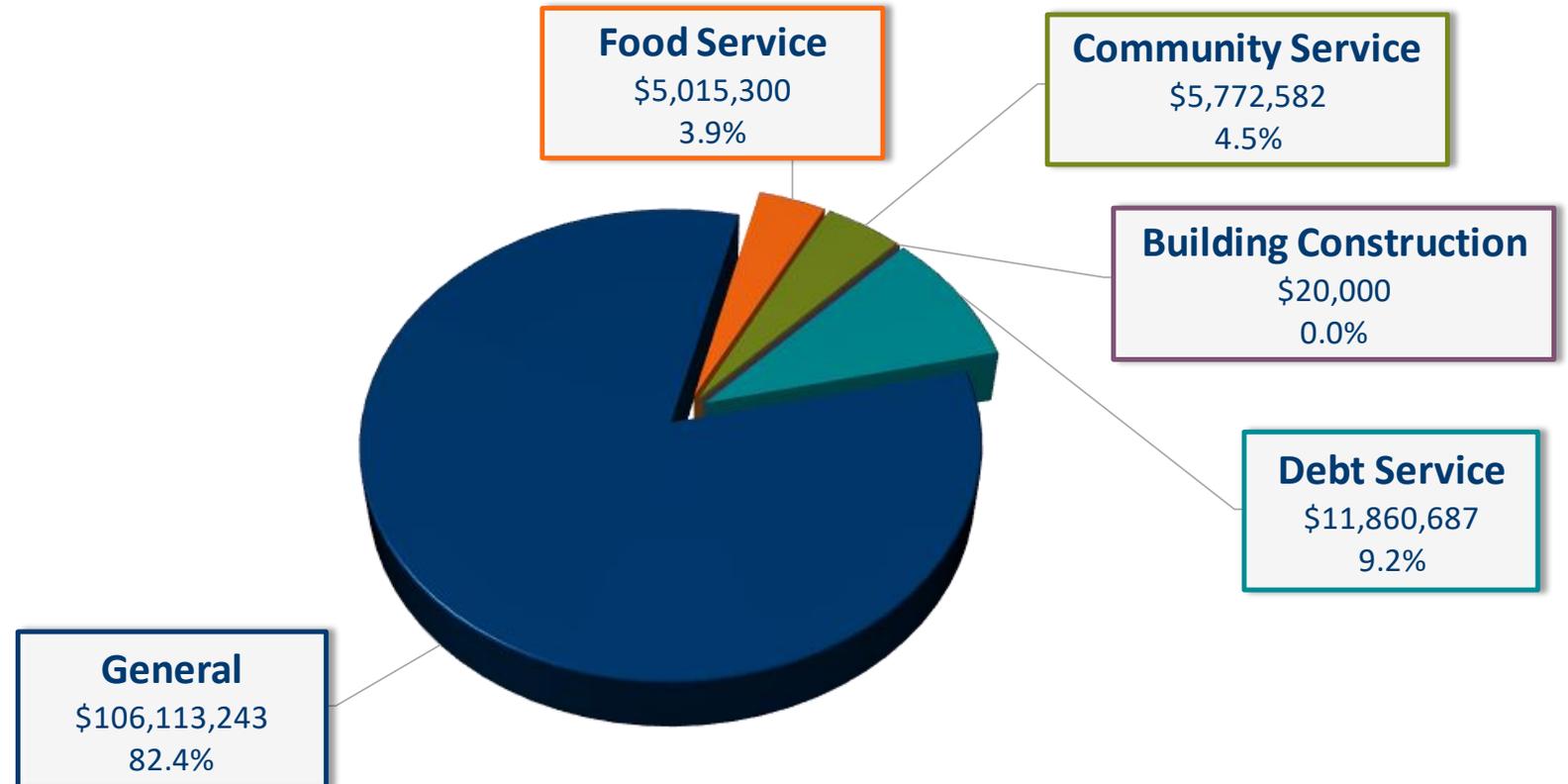
# District Revenues & Expenditures

## Budget for FY 2026

FUND	2025-26 BUDGET	
	REVENUES & TRANSERS IN	EXPENDITURES & TRANSFERS OUT
General/Other	\$106,113,243	\$104,856,416
Food Service	5,015,300	4,933,187
Community Service	5,772,582	5,835,586
Building Construction	20,000	8,978,837
Debt Service	11,860,687	11,499,807
<b>Total All Funds</b>	<b>128,781,812</b>	<b>136,103,833</b>

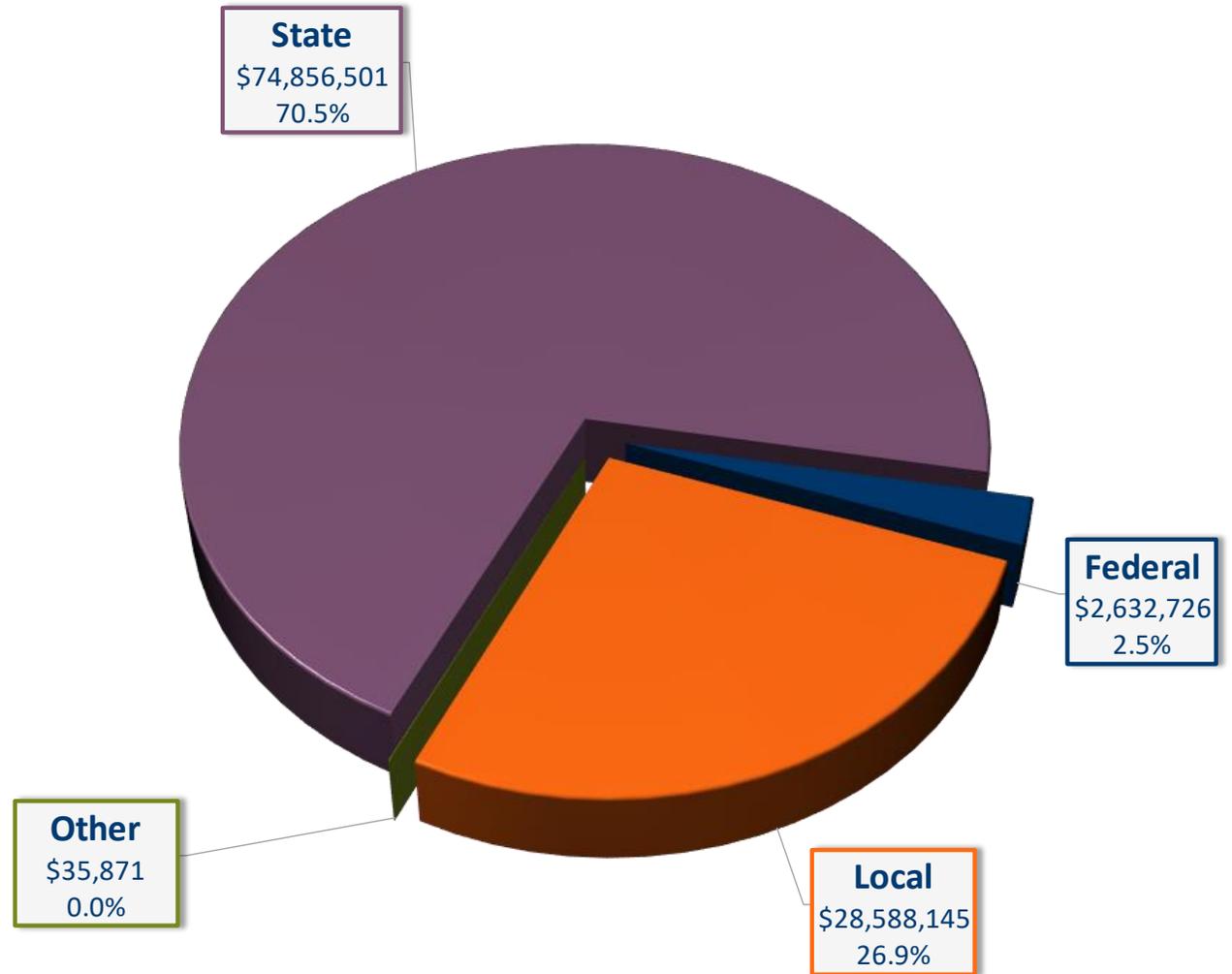
# Revenue - All Funds -

2025-26 Budget  
\$128,781,812



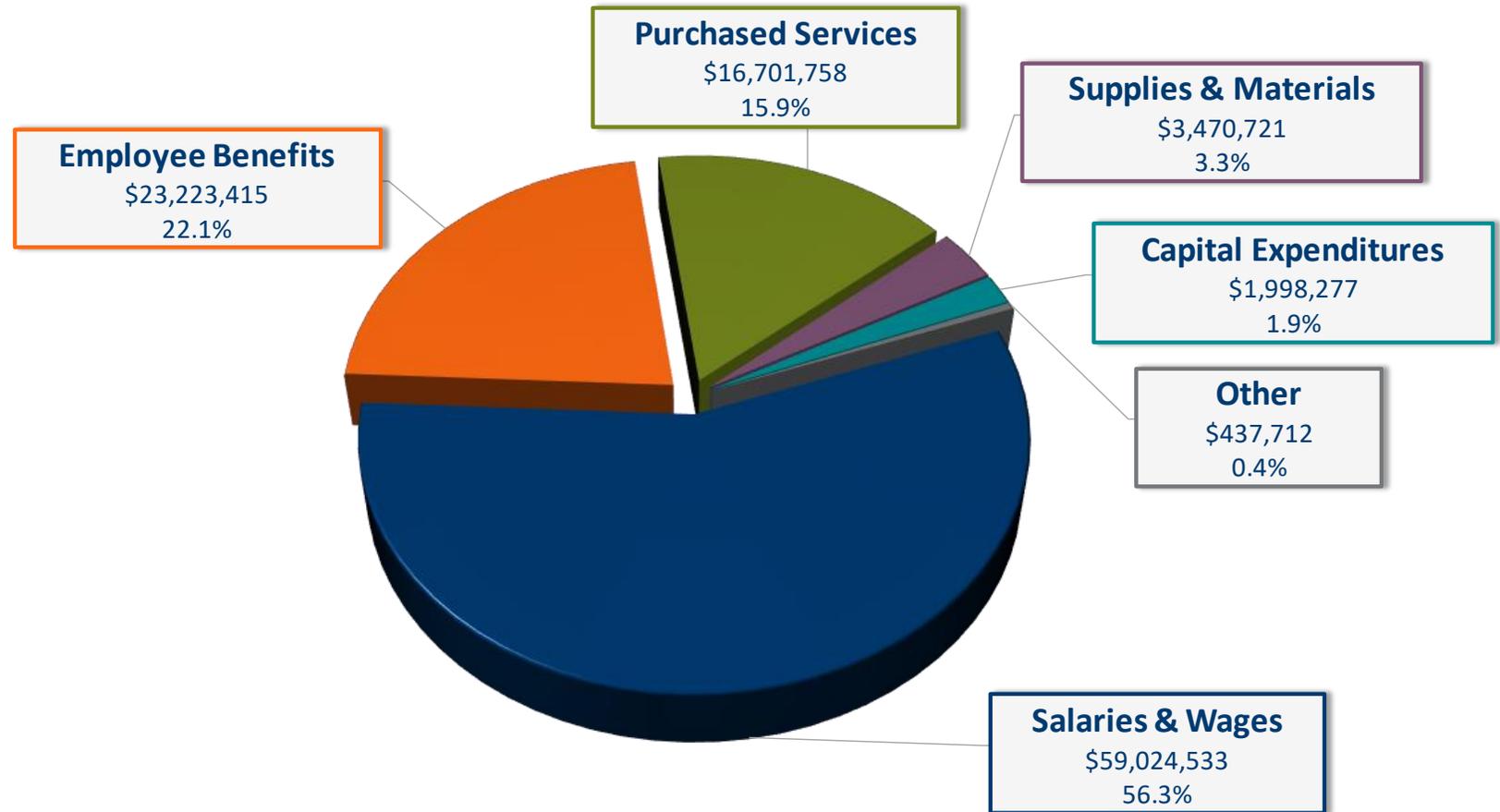
# General Fund Revenue

2025-26 Budget  
\$106,113,243



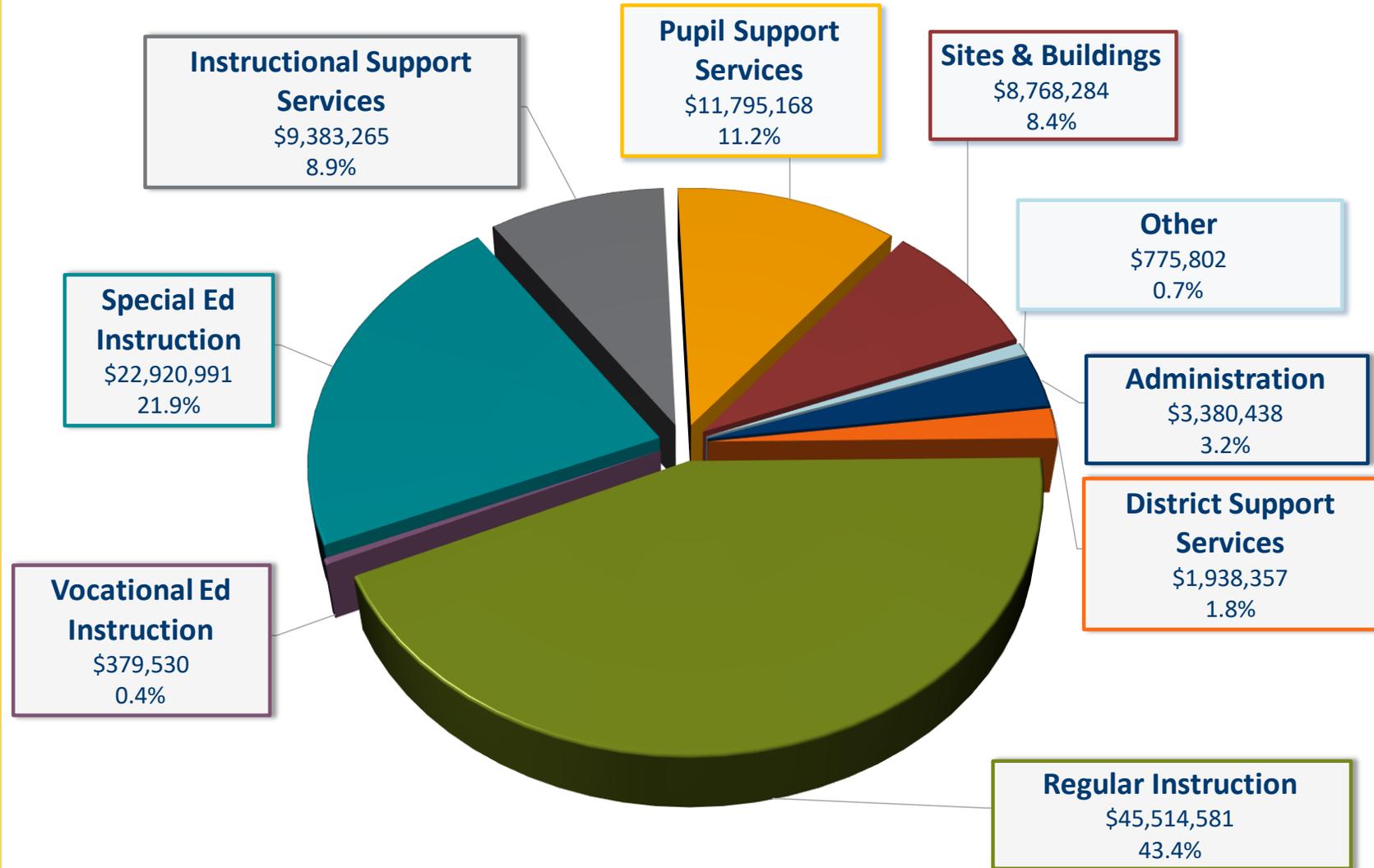
# General Fund Expenditures - by Object -

2025-26 Budget  
\$104,856,416



# General Fund Expenditures - by Program -

2025-26 Budget  
\$104,856,416



# Change in Tax Levy does not Determine Change in Budget



Tax levy is based on many state-determined formulas plus voter approved referendums



Some increases in tax levies are revenue neutral, offset by reductions in state aid



Expenditure budget is limited by state-set revenue formulas, voter-approved levies & fund balance



An increase in school taxes does not always correlate to an equal increase in budget

# Difference in Levy Cycles



## School District:

- Budget year begins July 1st
- 2026 taxes provide revenue for 2026-27 fiscal year
- Budget adopted in June 2026



## City/County:

- Budget year begins January 1st
- 2026 taxes provide revenue for 2026 calendar year budget

# Property Tax Background

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- Every owner of taxable property pays property taxes to various “taxing jurisdictions” (county, city/township, school district, special districts) in which property is located
- Each taxing jurisdiction sets own tax levy, often based on limits in state law
- County sends bills, collects taxes from property owners & distributes funds back to other taxing jurisdictions

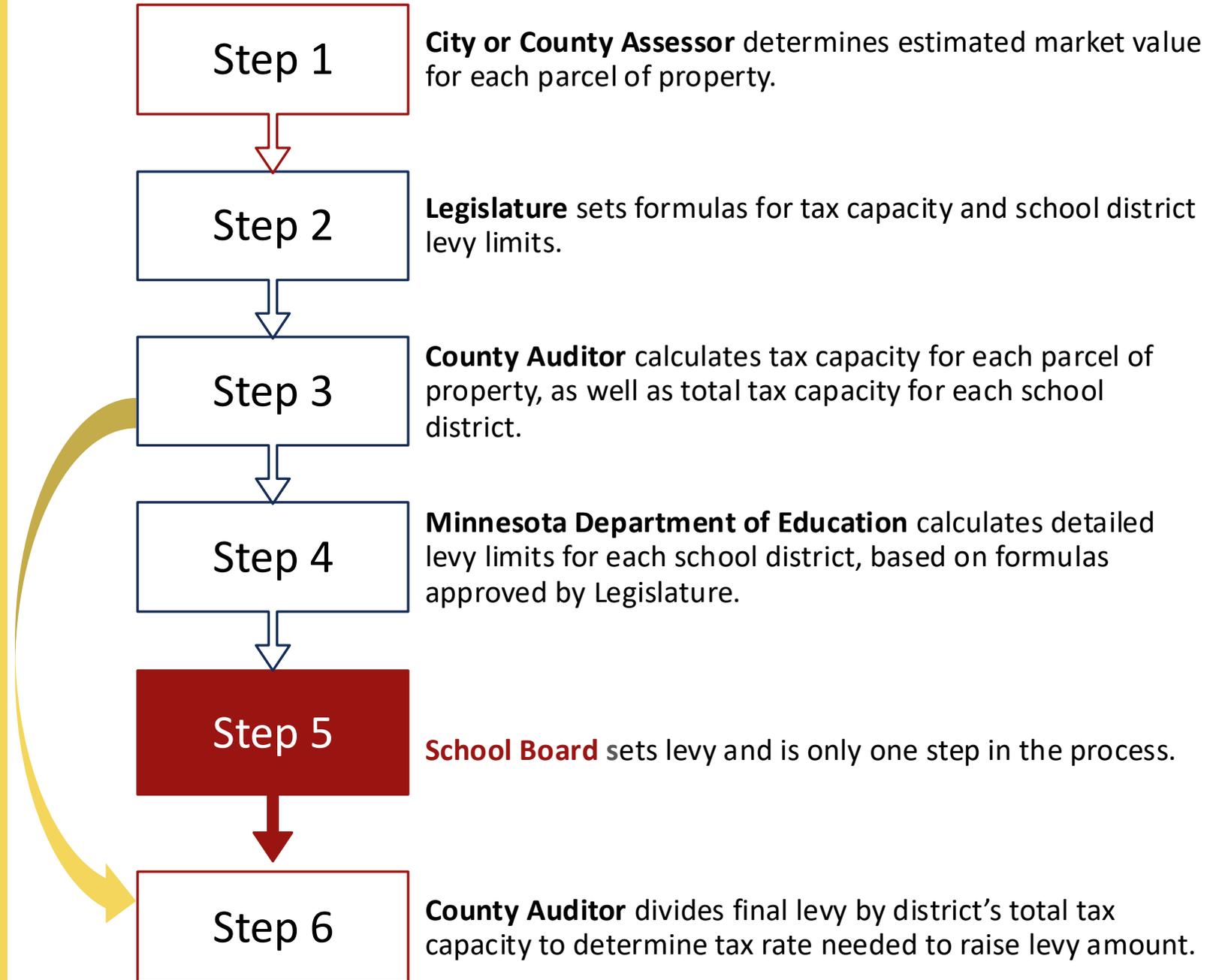
# School District Property Taxes

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- Each school district has limited authority to levy taxes
- MDE calculates levy amounts for various categories, set by:
  - State law
  - Voter approval

# School District Property Tax Process

*Note:* For certain levy categories, tax rates & levy amounts are based on referendum market value, rather than tax capacity.



# Approval of District's Tax Levy in 2025 (Payable 2026)

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## Overview of District's Proposed Tax Levy

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- Proposed Payable 2026 tax levy is a decrease from 2025 of \$315,041 or -0.8%
- Changes by levy category and reasons for major increases & decreases in levy are included on following slides

Comparison of Actual Tax Levy Payable in 2025 to Proposed Levy Payable in 2026

<b>Fund Levy Category</b>	<b>Actual Levy Payable in 2025</b>	<b>Proposed Levy Payable in 2026</b>	<b>\$ Change</b>	<b>% Change</b>
<b>General</b>				
Voter Approved Operating Referendum	\$12,999,599	\$13,111,559	\$111,960	
Local Optional Revenue (LOR)	4,151,827	4,175,560	23,733	
Equity	395,642	414,200	18,558	
Voter Approved Capital Project Levy	2,411,890	2,444,742	32,852	
Operating Capital	1,256,715	1,188,461	(68,253)	
Alternate Teacher Compensation	479,695	488,554	8,860	
Achievement and Integration	328,719	345,542	16,823	
Long Term Facilities Maintenance (LTFM)	1,320,861	1,384,972	64,110	
Lease Levy	1,198,056	1,228,630	30,573	
Other Post Employment Benefits (OPEB)	611,143	811,837	200,694	
Other	601,002	722,674	121,672	
Prior Year Adjustments	1,034,775	314,298	(720,477)	
<b>Total, General Fund</b>	<b>\$26,789,924</b>	<b>\$26,631,029</b>	<b>(\$158,895)</b>	<b>-0.6%</b>
<b>Community Service</b>				
Basic Community Education	\$371,956	\$367,421	(\$4,535)	
Early Childhood Family Education	248,718	208,023	(40,696)	
School-Age Child Care	560,000	700,000	140,000	
Other	15,669	14,753	(916)	
Prior Year Adjustments	(25,516)	(125,618)	(100,102)	
<b>Total, Community Service Fund</b>	<b>\$1,170,827</b>	<b>\$1,164,579</b>	<b>(\$6,248)</b>	<b>-0.5%</b>
<b>Debt Service</b>				
Voter Approved	\$10,009,727	\$9,998,702	(\$11,025)	
Long Term Facility Maintenance	2,058,772	2,335,936	277,164	
Reduction for Debt Excess	(251,404)	(701,060)	(449,655)	
Prior Year Adjustments	33,592	67,210	33,618	
<b>Total, Debt Service Fund</b>	<b>\$11,850,687</b>	<b>\$11,700,789</b>	<b>(\$149,898)</b>	<b>-1.3%</b>
<b>Total Levy, All Funds</b>	<b>\$39,811,438</b>	<b>\$39,496,396</b>	<b>(\$315,041)</b>	<b>-0.8%</b>
<b>Subtotal by Truth in Taxation Categories:</b>				
Voter Approved	25,781,116	25,085,351	(695,765)	
Other	14,030,322	14,411,045	380,724	
<b>Total</b>	<b>\$39,811,438</b>	<b>\$39,496,396</b>	<b>(\$315,041)</b>	<b>-0.8%</b>

# Explanation of Levy Changes

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**Category:**

General Fund - OPEB

**Change:**

+\$200,694

**Use of Funds:**

General Operating Expenses

**Reason for Change:**

Levy is based on actual OPEB costs, which can change from year to year

# Explanation of Levy Changes

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**Category:**

General Fund – Prior Year Adjustments

**Change:**

-\$720,477

**Use of Funds:**

Various

**Reason for Change:**

Initial levies are based on estimates. In later years, amounts are updated and levies are retroactively adjusted.

# Explanation of Levy Changes

<b>Category:</b>	Debt Service – Long Term Facilities Maintenance (LTFM) & Reduction for Debt Excess
<b>Change:</b>	+\$277,164 (LTFM) & -\$449,655 (Debt Excess)
<b>Use of Funds:</b>	Debt Payments
<b>Reasons for Changes:</b>	<ul style="list-style-type: none"><li>• Debt service levies are coordinated to maintain a level or declining tax rate</li><li>• Districts are required to levy at 105% of debt service payment amounts to cover delinquencies in tax collections</li><li>• Because delinquencies are generally less than 5%, most districts gradually build up fund balances in debt service funds</li><li>• Formulas in state law determine adjustments to tax levy for debt excess balances</li></ul>

# Factors Impacting Individual Taxpayers' School Taxes

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Many factors can cause a tax bill for an individual property to increase or decrease from year to year

- Changes in value of individual property
- Changes in total value of all property within District
- Increases or decreases in levy amounts caused by changes in state funding formulas, local needs & costs, voter-approved referendums & other factors

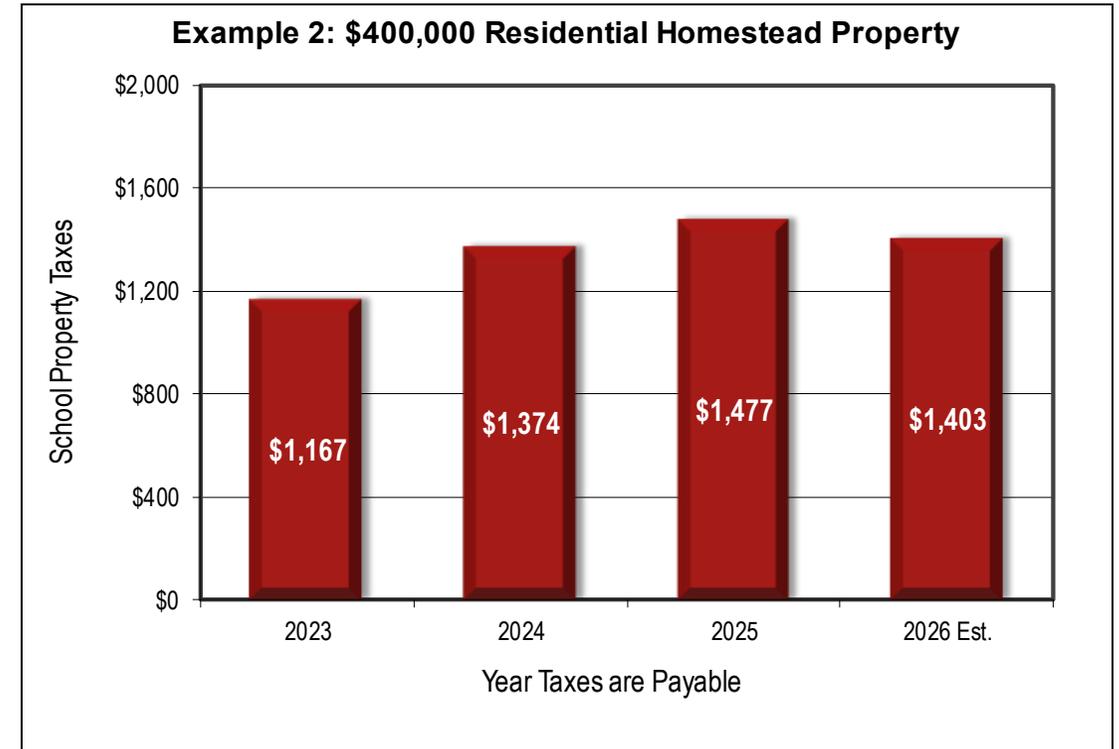
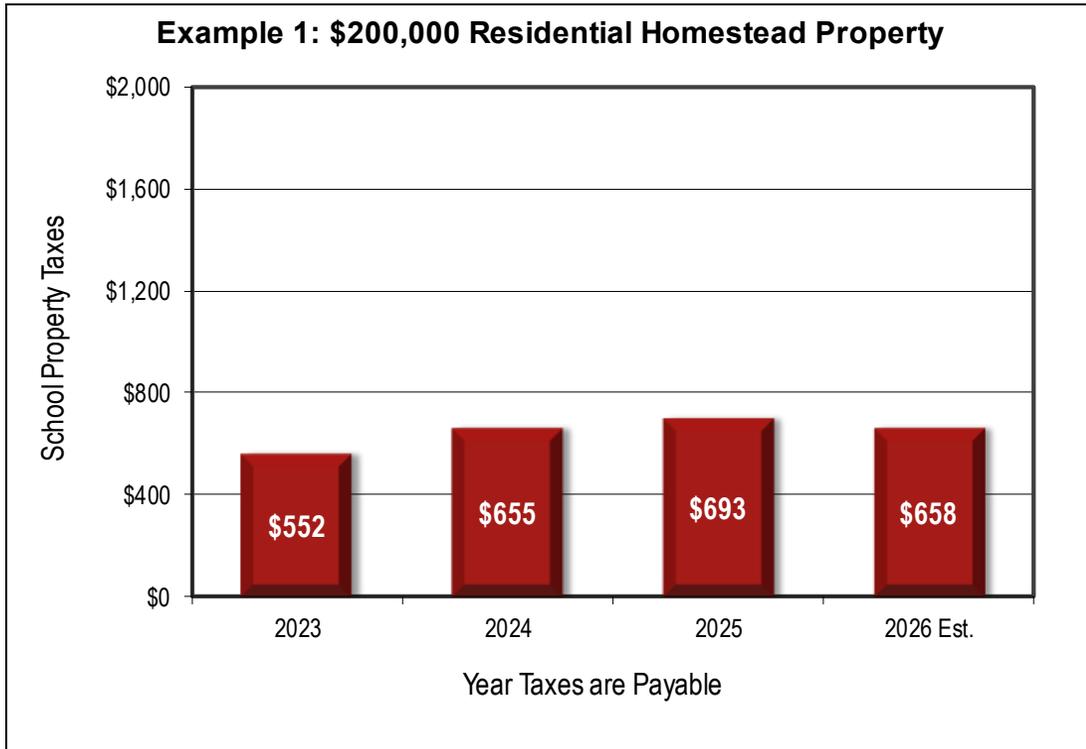
# Four Year School Levy Comparison

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- Examples include school district taxes only & are shown based on no change in property values over the past four years
  - Actual changes in value may be more or less than this for any parcel of property
  - Intended to provide a fair representation of what happened to school district property taxes over this period for typical properties
- Examples are for property in City of West St. Paul
- Amounts for 2026 are preliminary estimates; final amounts could change slightly
- Estimates prepared by Ehlers (District's municipal advisors)

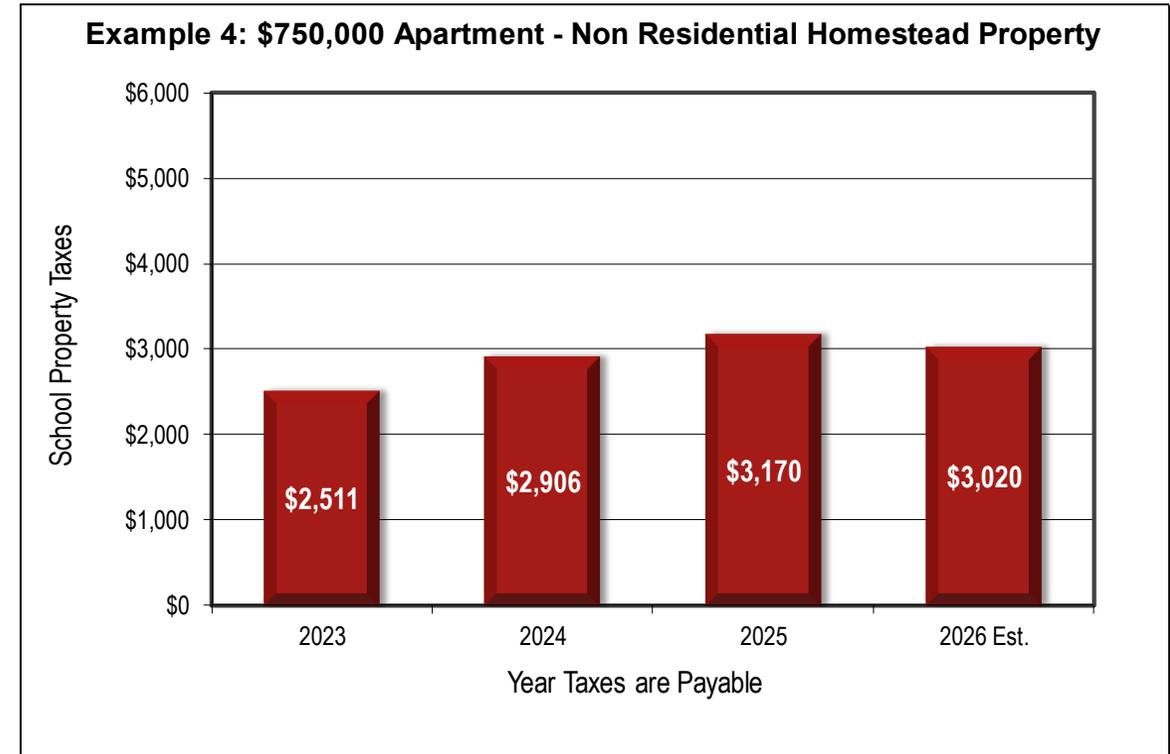
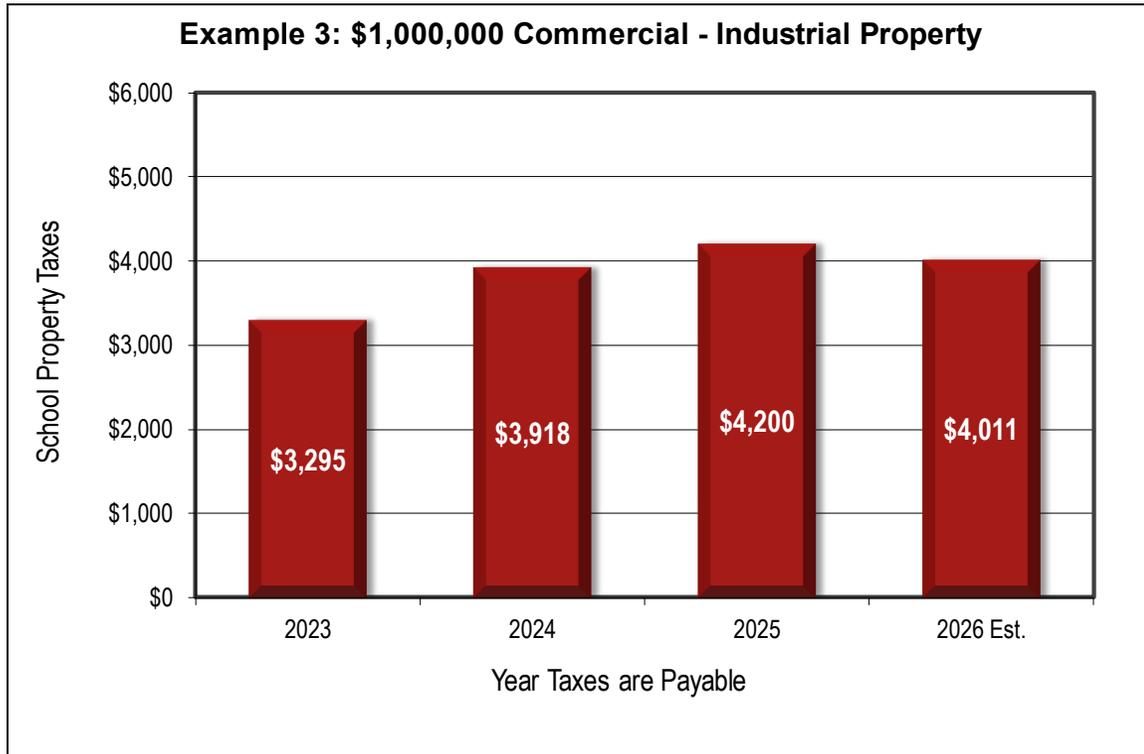
# Estimated Changes in School Property Taxes, 2023-26

*Based on No Changes in Property Value*



# Estimated Changes in School Property Taxes, 2023-26

*Based on No Changes in Property Value*



# State Property Tax Preferences

## Homestead Credit Refund

- Available for all homestead property, both residential and agricultural (house, garage and one acre (HGA) only)
- Refund is sliding scale, based on total property taxes and income

## Special Property Tax Refund

- Available for all homestead property, both residential & agricultural (HGA only) with a gross tax increase of at least 12% and \$100 over prior year
- Refund is 60% of tax increase that exceeds greater of 12% or \$100 (max \$1,000)

## Senior Citizen Property Tax Deferral

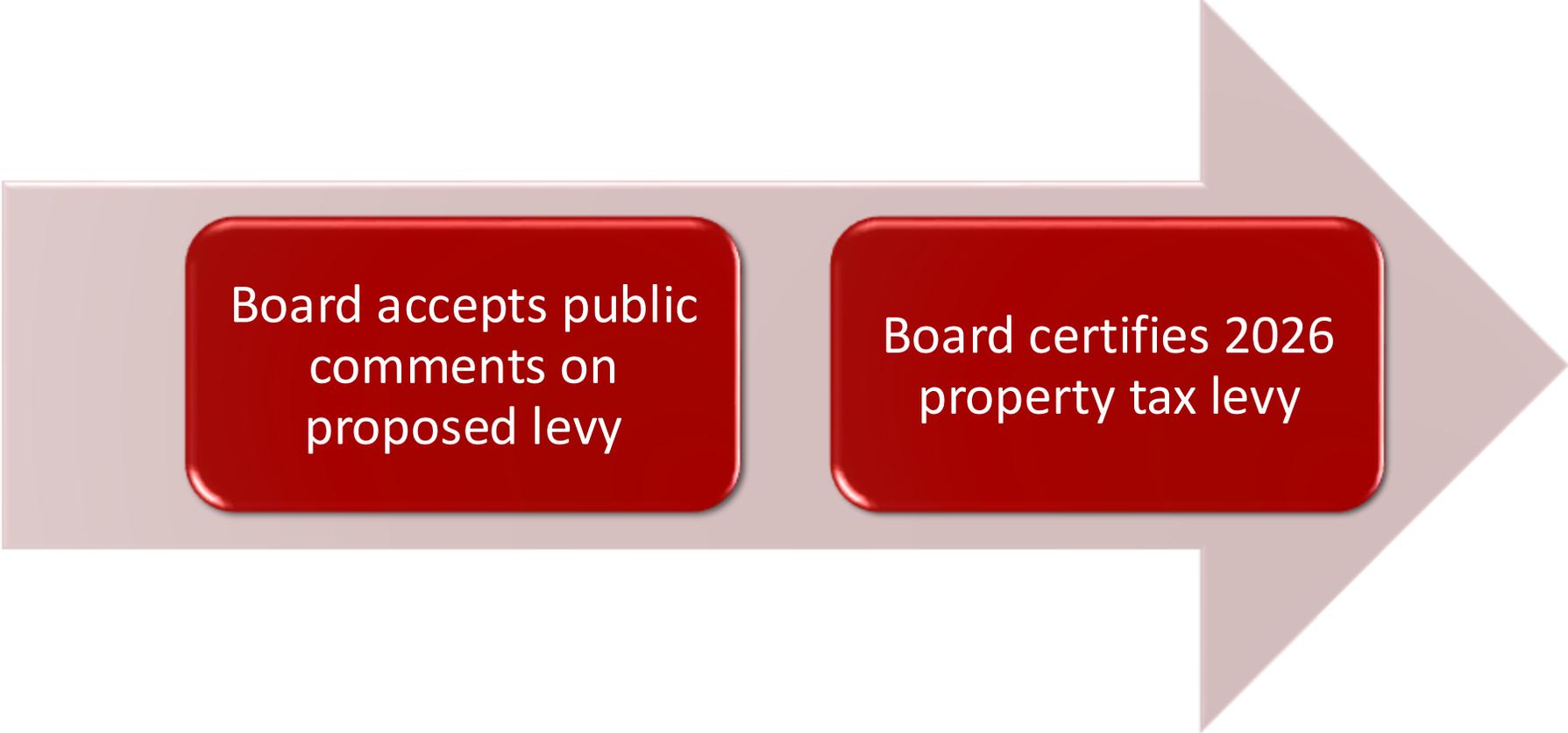
- Allows people 65 years of age or older with household income of \$96,000 or less to defer a portion of property taxes on their home
- Deferred property taxes plus accrued interest must be paid when home is sold or homeowner(s) dies

## Income Taxes

- If you itemize deductions for federal income taxes, you may deduct a portion of your taxes paid. Starting with your 2024 taxes, renters can claim the Renter's refundable credit on a Minnesota income tax return.

# Next Steps

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Board accepts public  
comments on  
proposed levy

Board certifies 2026  
property tax levy

# SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

PUBLIC COMMENTS



**TO:** School Board Members

**FROM:** Brian Schultz, Director of Finance

**DATE:** December 8, 2025

**SUBJECT:** Adoption of 2025 Payable 2026 Property Tax Levy

### **BACKGROUND**

On or before December 29, 2025, each school district must adopt its final 2025 payable 2026 property tax levy and certify it to the county auditor. The final property tax levy may be less than, but may not exceed, the proposed property tax levy, except for allowable “add-on” levies approved by voters after the proposed levy was certified.

A Truth In Taxation hearing is being held on December 8, 2025.

Attached is a summary of the final Levy Limitation & Certification for taxes payable 2026.

Administration recommends adopting the 2025 payable 2026 property tax levy for \$39,496,396.22. The 2025 levy is decreasing 0.8% over the prior year levy and is mainly attributed to fluctuations in enrollment and a larger debt excess reduction than what occurred in the prior year.

### **RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of Independent School District No. 197 that the final 2025 payable 2026 property tax levy is adopted in the amount of \$39,496,396.22 and, further, that the School Board Clerk is authorized to sign the document used to certify the levy to the county auditor.

# Proposed Levy - Payable 2026 - FY27

## Categorical Levy Detail

Fund	Levy Component	2024 Payable 2025 for FY26	2025 Payable 2026 for FY27	\$ Change	% Change
General Fund	Referendum	\$12,999,599	\$13,111,559	\$111,960	
	Local Optional	4,151,826	4,175,559	23,733	
	Equity	395,642	414,200	18,558	
	Alt Teacher Compensation	479,695	488,554	8,859	
	Achievement & Integration Levy	328,719	345,542	16,823	
	Reemployment Insurance Levy	30,000	150,000	120,000	
	Safe Schools Levy	292,537	294,209	1,672	
	Career Technical	278,465	278,465	0	
	OPEB Levy	611,143	811,837	200,694	
	Operating Capital Levy	1,256,715	1,188,461	(68,254)	
	Long Term Facilities Maintenance	1,320,861	1,384,972	64,111	
	Leased Space Levy	1,198,056	1,228,630	30,574	
	Referendum - Capital Project Levy	2,411,890	2,444,742	32,852	
	Abatements / Prior Year Adjustments	1,034,776	314,299	(720,477)	
		<b>General Fund Total</b>	<b>\$26,789,924</b>	<b>\$26,631,029</b>	<b>(\$158,895)</b>
Community Service Fund	Basic Community Education Levy	\$337,982	\$333,976	(\$4,006)	
	After School Enrichment	33,973	33,445	(528)	
	Early Childhood Family Levy	248,718	208,023	(40,695)	
	Home Visiting	9,075	8,880	(195)	
	Handicapped Adults Levy	6,594	5,873	(721)	
	School-Age Care	560,000	700,000	140,000	
	Abatements / Prior Year Adjustments	(25,515)	(125,618)	(100,103)	
	<b>Community Service Fund Total</b>	<b>\$1,170,827</b>	<b>\$1,164,579</b>	<b>(\$6,248)</b>	<b>-0.5%</b>
Debt Service Fund	Debt Service Levy Voter Approved	\$10,009,727	\$9,998,702	(\$11,025)	
	Debt Service Levy LTFM	2,058,772	2,335,936	277,164	
	Debt Excess	(251,404)	(701,060)	(449,655)	
	Abatements	33,592	67,210	33,618	
		<b>Debt Service Fund Total</b>	<b>\$11,850,687</b>	<b>\$11,700,788</b>	<b>(\$149,898)</b>
	<b>Total Property Tax Levy</b>	<b>\$39,811,438</b>	<b>\$39,496,396</b>	<b>(\$315,041)</b>	<b>-0.8%</b>

# Proposed Levy - Payable 2026 - FY27

## 5-YEAR LEVY COMPARISON-Specific Levies

Levy Description	2022	2023	2024	2025	2026
Referendum	\$7,149,972	\$7,415,535	\$11,921,961	\$12,999,599	\$13,111,559
Local Optional	4,105,911	3,904,928	4,001,220	4,151,826	4,175,559
Equity	577,329	558,922	276,400	395,642	414,200
Alt Teacher Compensation	479,740	476,221	466,644	479,695	488,554
Achievement & Integration Levy	323,752	307,999	323,936	328,719	345,542
Reemployment Insurance Levy	100,000	75,000	70,000	30,000	150,000
Safe Schools Levy	289,303	275,145	281,928	292,537	294,209
Career Technical	158,506	171,698	262,537	278,465	278,465
OPEB Levy	366,600	353,214	586,682	611,143	811,837
Operating Capital Levy	957,442	966,621	1,129,749	1,256,715	1,188,461
Long Term Facilities Maintenance	2,170,893	1,259,763	1,245,744	1,320,861	1,384,972
Leased Space Levy	985,809	1,039,569	1,082,307	1,198,056	1,228,630
Referendum - Capital Project Levy	1,904,382	1,946,882	2,200,410	2,411,890	2,444,742
Abatements / Prior Year Adjustments	(120,632)	(656,145)	513,217	1,034,776	314,299
<b>General Fund Total</b>	<b>\$19,449,007</b>	<b>\$18,095,352</b>	<b>\$24,362,735</b>	<b>\$26,789,924</b>	<b>\$26,631,029</b>
Basic Community Education Levy	\$290,993	\$290,993	\$337,982	\$337,982	\$333,976
After School Enrichment	33,690	33,690	33,973	33,973	33,445
Early Childhood Family Levy	233,408	237,196	224,406	248,718	208,023
Home Visiting	8,732	9,210	9,015	9,075	8,880
Handicapped Adults Levy	30,000	30,000	6,723	6,594	5,873
School-Age Care	500,000	500,000	500,000	560,000	700,000
Abatements / Prior Year Adjustments	3,576	7,596	52,333	(25,515)	(125,618)
<b>Community Service Fund Total</b>	<b>\$1,100,399</b>	<b>\$1,108,685</b>	<b>\$1,164,432</b>	<b>\$1,170,827</b>	<b>\$1,164,579</b>
Debt Service Levy Voter Approved	\$9,795,686	\$9,799,045	\$9,799,412	\$10,009,727	\$9,998,702
Debt Service Levy LTFM	0	909,563	912,293	2,058,772	2,335,936
Debt Excess	(355,706)	(1,137,764)	(426,880)	(251,404)	(701,060)
Abatements	18,142	20,562	38,909	33,592	67,210
<b>Debt Service Fund Total</b>	<b>\$9,458,122</b>	<b>\$9,591,406</b>	<b>\$10,323,734</b>	<b>\$11,850,687</b>	<b>\$11,700,788</b>
<b>Total Property Tax Levy</b>	<b>\$30,007,528</b>	<b>\$28,795,443</b>	<b>\$35,850,901</b>	<b>\$39,811,438</b>	<b>\$39,496,396</b>

**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** December 8, 2025

**SUBJECT:** Teamsters Local 320 Administrative Assistants 2025-2027 Contract Settlement

### **BACKGROUND**

The administration recommends approval of a tentative agreement with the Teamsters Local 320 Administrative Assistants, which includes approximately 60 employees, for the 2025-2027 contract years. The union has ratified this tentative agreement.

- Salary
  - July 1, 2025: 1.25%
  - July 1, 2026: 1.75%
- Longevity
  - Addition of \$.70 for 5 continuous years of service
    - Effective July 1, 2025
- Insurance:
  - Effective July 1, 2026, key changes for all covered employees include
    - Copays
      - \$40 (office visit)
      - \$100 (emergency room)
    - Single Coverage
      - \$1,000 deductible
      - \$2,500 maximum out-of-pocket
    - Single +1/Family
      - \$2,000 deductible
      - \$7,000 maximum out-of-pocket
    - Actuarial value: 82.5%
    - There were also increases in prescription rates
  - District contribution remains at 95% for Single coverage, and 80% for Single+1 and Family coverage.

Other minor language changes were made.

### **RESOLUTION**

***BE IT RESOLVED*** by the School Board of Independent School District 197 to approve the presented tentative agreement with the Teamsters Local 320, Administrative Assistants, for the 2025-2027 contract years.

**TO:** School District 197 School Board Members

**FROM:** Byron Schwab, Board Treasurer

**DATE:** December 8, 2025

**SUBJECT:** 2026-2029 Superintendent Contract Settlement

**BACKGROUND**

The school board's negotiating team has reached a tentative agreement with Dr. Peter Olson-Skog for the contract period of July 1, 2026, through June 30, 2029. For context, the proposed contract represents a smaller total package percentage increase than any other settled or tentative agreements.

This contract is recommended for approval by the School Board.

Highlighted changes include:

**Health Insurance Reductions**

1. Reduction in district contributions to the premium
  - a. Single coverage reduces from 95% to 85%
  - b. Single plus one coverage reduces from 80% to 70%
  - c. Family coverage district contributions reduce from 80% to 70%
2. Increased copays/deductibles/etc as follows (identically matching the agreement made with the West St. Paul Federation of Teachers). Highlights include:
  - a. Copays
    - i. \$40 (office visit)
    - ii. \$100 (emergency room)
  - b. Single Coverage
    - i. \$1,000 deductible
    - ii. \$2,500 maximum out-of-pocket
  - c. Single +1/Family
    - i. \$2,000 deductible
    - ii. \$7,000 maximum out-of-pocket
  - d. There were also increases in prescription rates

**Salary Schedule Increases**

1. 2026-27 - 1.25% increase
2. 2027-28 - 1.5% increase

3. 2028-29 - 1.5% increase

**Other Modifications**

4. Phase out of severance and transition to a longevity stipend of 1 day per year of service.
5. Language regarding the negotiation of subsequent contracts is recommended by the Minnesota School Board Association (MSBA) and the Minnesota Association of School Administrators (MASA).
6. Other minor language changes were made.

**RECOMMENDED RESOLUTION:**

***BE IT RESOLVED*** by the School Board of Independent School District 197 to approve the presented tentative agreement with Superintendent Olson-Skog covering July 1, 2026, through June 30, 2029.



**TO:** School Board Members

**FROM:** Byron Schwab, Board Member, Results Committee Chair

**DATE:** December 8, 2025

**SUBJECT:** End-of-Year Report on 2025 School Board Goals

**BACKGROUND**

The school board approved its 2025 goals on March 17, 2025. The Results Committee provided a midyear report on September 8, 2025.

At this meeting, the Results Committee will provide an end-of-year report.

**RESOLUTION**

No resolution is needed; this report is for informational purposes.

**2025 ISD 197 School Board Goals  
End of Year Update**

Beginning Date: January 2025		Ending Date: December 2025			
Board Goals	Strategic Alignment	Resource(s) Needed	Timeline(s)	Desired Outcome(s)	Mid-Year Status
<p>Engage in regular development sessions to better understand district professional development, best practices in board governance, and other topics of interest.</p> <ul style="list-style-type: none"> <li>• Topic 1: Native American Culture</li> <li>• Topic 2: Equity Training for Non-Licensed Staff</li> <li>• Topic 3: Accessible and consistent community engagement focused on communities for whom our existing opportunities are not accessible.</li> <li>• Topic 4: Discuss what non-partisanship looks like in the role of a board member, which may involve updating the Board Roles, Standards, and Expectations Document.</li> </ul>	<p>Topic 1: Strategic Framework Focus Area #2: Equitable Systems</p> <p>Topic 2: Strategic Framework Focus Area #2: Equitable Systems</p> <p>Topic 3: Standards for School Board Leadership #4: Accountability</p> <p>Topic 4: Standards for School Board Leadership #1 - Conduct &amp; Ethics; #5 Advocacy and Communication</p>	<p>Topic 1: Board Development meeting and district staff, including the Educational Equity Coordinator and American Indian Education Coordinator</p> <p>Topic 2: Board Development meeting and Superintendent</p> <p>Topic 3: Board Development meeting(s) and internal and external content experts (TBD)</p> <p>Topic 4: School Board Member(s) and Superintendent</p>	<p>Topic 1: February</p> <p>Topic 2:TBD</p> <p>Topic 3: TBD</p> <p>Topic 4: EOY</p>	<p>Topic 1: Deepen the board’s understanding of Native American Culture and the training provided to staff on the same topic.</p> <p>Topic 2: Deepen the board’s understanding of educational equity and the training provided to non-licensed staff on the same topic.</p> <p>Topic 3: Determine whether the board’s existing opportunities are accessible and inclusive for our community.</p> <p>Topic 4: Clarify the role and expectations of Board Members, including differentiating the role as a board member and rights as a community member.</p>	<p>Topic 1 is complete</p> <p>Topic 4 is currently in the works</p> <p>Topics 2 and 3 are to be scheduled.</p>

**2025 ISD 197 School Board Goals  
End of Year Update**

<b>Beginning Date: January 2025</b>		<b>Ending Date: December 2025</b>			
<b>Board Goals</b>	<b>Strategic Alignment</b>	<b>Resource(s) Needed</b>	<b>Timeline(s)</b>	<b>Desired Outcome(s)</b>	<b>Mid-Year Status</b>
Review the current Superintendent Evaluation Rubric, compare it with other existing rubrics, and determine if any changes are warranted.	Standards for School Board Leadership Standard #4: Accountability	Results Committee meeting(s) and Board Development meeting(s).	EOY	Ensure the superintendent rubric meets the needs of the board and is aligned with the Standards for School Board Leadership.	Complete-The decision was made to change the rubric/process. The work has continued beyond the goal to include piloting the MSBA rubric and process as a potential replacement. The committee is recommending a training session with the full board and the superintendent on the MSBA model.



**TO:** School Board Members

**FROM:** Byron Schwab, Chair of Board Results Committee

**DATE:** December 8, 2025

**SUBJECT:** Summary of 2025 School Board Self-Evaluation

## **BACKGROUND**

Annually, the ISD 197 School Board complete a self-evaluation. Board members completed the self-evaluation by November 6, 2025. Results were compiled and shared with the board. Tonight the board will provide a public report including a summary of the ratings and themes held by a majority of the board. The board rated themselves in five different competencies on a scale from strongly agree to strongly disagree.

Competency #1 evaluates the Board's performance in developing and maintaining a trusting relationship between the Board and the Superintendent and individual board members and the need for ongoing open and honest communication and collaboration. Ratings were 71.43% strongly agree, and 28.57% agree.

Competency #2 evaluates the Board's performance in working with the Superintendent to formulate district policy, defining mutual expectations of performance with the Superintendent, and demonstrating good school governance to all district stakeholders. Ratings were 71.43% strongly agree, 14.29% agree, and 14.29% disagree.

Competency #3 evaluates the Board's performance in understanding and the modeling of appropriate value systems, ethics, and moral leadership. Ratings were 100% strongly agree.

Competency #4 evaluates the Board's performance in developing each board member's understanding of broad educational issues, trends, and best practices. Rating were 42.86% strongly agree, and 57.14 % agree.

Competency #5 evaluates the Board's performance in thoughtfully planning for the future and regularly making necessary adjustments to ensure continuous progress toward achieving stated goals. Ratings were 85.71% strongly agree, and 14.29% agree.

Themes that were present in a majority of the board's open-ended responses regarding areas of strength include: The Board demonstrates high functionality and strong collaboration, grounded in trust and respectful communication with the Superintendent. There is strong consensus that the Board maintains high ethical standards, particularly concerning confidentiality, and practices open

and transparent communication. Furthermore, the Board is effective, evidenced by efficient, well-prepared meetings and a clear, mission-driven strategic focus. Governance practices are data-informed and centered on student outcomes and continuous improvement.

Themes that were present in a majority of the board's open-ended responses regarding areas of needed improvement/attention include: While individual comments suggest opportunities for growth in various competencies, there is no single area identified by a majority of board as needing further development or improvement. That said, the board will identify board goals for 2026 tied to the strategic framework, recognizing the board's need to continuously improve.

## **RESOLUTION**

No resolution needed. This is an update only.