

Regular Meeting and Work Session  
Monday, April 20, 2026 5:00 PM

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

## Agenda

1. Call Meeting to Order and Recite Pledge of Allegiance - 5:00 p.m.  
**Presenter:** Sarah Larsen, Board Chair
2. Approval of the Agenda  
**Presenter:** Sarah Larsen, Board Chair
3. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, Board Chair
  - 3.A. Approval of Minutes of the April 6, 2026 School Board Meeting
  - 3.B. Approval of Personnel Recommendations
  - 3.C. Approval of Garlough Elementary Odyssey of the Mind Field Trip
  - 3.D. Administrative Review of Policy 506, Student Discipline
  - 3.E. Final Reading of Policy 722, Public Data Requests
4. Comments to the School Board - 5:05 p.m.  
**Presenter:** Sarah Larsen, Board Chair
5. K-12 Math Update - 5:15 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment; Miles Lawson, Secondary Curriculum Coordinator
6. Approval of FY27 Insurance Rates - 5:45 p.m.  
**Presenter:** Tye Michaels, Director of Human Resources; Brian Schultz, Director of Finance
7. Adjournment - 6:00 p.m.  
**Presenter:** Sarah Larsen, Board Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, April 6, 2026  
Mendota Heights City Hall, Council Chambers

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

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

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

**Agenda**

*It was moved by Mr. Schwab and seconded by Mr. Aune to approve the agenda.*

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Jon Vaupel, Randi Walz*

*Nay: none*

*The motion carried (6-0)*

**Consent Agenda**

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

- Approval of the March 16, 2026 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Approval of Gifts to the District
- Approval of January 2026 Accounts Payable Report
- Approval of January 2026 Treasurer's Report
- Approval of February 2026 Accounts Payable Report
- Approval of February 2026 Treasurer's Report
- Approval of March 2026 Wire Transfers Report
- Approval of School Resource Officer (SRO) Services Agreement
- Approval of Fresh Produce Request for Proposal Award
- Second Reading of Policy 722, Public Data Requests

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Jon Vaupel, Randi Walz*

*Nay: none*

*The motion carried (6-0)*

## **Recognitions**

Several student groups were recognized for their achievements and contributions, including Two Rivers Winterguard, cast members from Moreland Arts and Health Sciences Magnet School's production of "Shrek the Musical: Kids", the Friendly Hills and Heritage middle school math teams, and members of the Two Rivers Science Olympiad team. Coach Katie Hoflock introduced the Winterguard team and shared highlights from a successful season, while Moreland staff Michelle Edlund and Katie Wiley presented students involved in the school musical, including a short video and performance. The Board also celebrated the continued success of the district's middle school math teams, noting that Friendly Hills placed first and Heritage placed second in the SE Metro Division, continuing a streak of district dominance since 2021. Finally, Coach Laura Gislason introduced members of the newly launched Science Olympiad team and spoke about the program's first season, highlighting student participation in a variety of STEM-focused competitive events.

## **Student Representatives' Report**

The Board received a comprehensive student report highlighting activities and achievements across the district's schools. Elementary schools shared updates including student performances, service projects, STEM activities, and community engagement events, while middle schools reported strong participation in reading initiatives, wellness activities, and academic competitions. Heritage and Friendly Hills highlighted notable accomplishments such as competition successes, student leadership efforts, and continued support for families in need. At the high school level, students reported on academic opportunities, fine arts performances, athletic achievements, including a first-place Winterguard finish, and postsecondary planning events. Student representatives Evangeline and Rhys emphasized student engagement, leadership, and a strong sense of community across all schools in the district.

## **Superintendent's Report**

Superintendent Olson-Skog welcomed the Board back from Spring Break and noted the transition into the final stretch of the school year, highlighting continued student growth and preparation for future opportunities. The Board recognized the 2025 Thrive With Us Scholarship recipients, a "grow your own" initiative supporting students and staff pursuing careers in education with the goal of returning to District 197. The report also highlighted real-world learning opportunities, including a new middle school employment readiness program and the TriDistrict CAPS course at Dodge Nature Center, where students engage in hands-on, career-connected experiences. Additionally, the Superintendent shared examples of student learning through events like Heritage's Showcase Nights and announced the appointment of Amy Stenson Kujawski as the next principal of Somerset Elementary School, beginning July 1.

## **College and Career Readiness (CCR) Focus Area Update**

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the Strategic Framework implementation focused on College and Career Readiness, including progress on expanding equitable opportunities for career exploration and preparation. The presentation highlighted key focus areas such as strengthening course access, enhancing direct student supports, and developing career and technical education pathways to improve student outcomes. Staff shared ongoing efforts to reduce barriers to advanced coursework, expand college credit and certification opportunities, and integrate career planning into student learning experiences. The update also included progress on new initiatives, such as the CAPS Natural Resources, Sustainability, and Food Systems course and the development of student support systems across grade levels. Overall, the report emphasized continued alignment of district programming to ensure all students are prepared for postsecondary success.

## **Site Report: Somerset Elementary**

Interim Principal Mark Quinn presented the Somerset site report, highlighting the school's focus on fostering a positive, inclusive, and student-centered environment. The presentation emphasized strong school culture initiatives, including the "Somerset STARS" expectations, student affinity groups, and recognition programs

that promote positive behavior and a sense of belonging. Staff highlighted efforts to support equity and engagement through family communication tools, implementation of the AmazeWorks curriculum, and ongoing work to ensure all students feel connected and valued. Additionally, the report outlined instructional strategies such as the use of Self-Regulated Strategy Development (SRSD) to strengthen student writing skills. Somerset's commitment to community, kindness, and continuous improvement in student learning and support systems was emphasized throughout.

### **Career and Technical Education (CTE) Advisory Committee Update**

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the Career and Technical Education (CTE) Advisory Committee, including its role in aligning district programming with current workforce needs and state requirements for Perkins V funding. The presentation outlined the committee's diverse membership, which includes representatives from business, industry, education, and the community, and noted ongoing efforts to ensure the group reflects student demographics and future workforce priorities. Staff reviewed progress toward the district's 2023-2026 CTE goals, including expanding work-based learning opportunities, developing full course pathways, and increasing access to college credit and industry-recognized certifications across program areas. The Board also heard about recent and planned course expansions at the middle and high school levels, as well as draft priorities for 2026-2029 focused on innovation, equitable access, and strengthening career-connected learning experiences for all students.

### **Curriculum Advisory Committee (CAC) Update**

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the Curriculum Advisory Committee (CAC), which supports community involvement in curriculum planning and ensures alignment with Minnesota Academic Standards. The presentation outlined the committee's diverse membership, including parents, students, staff, and community members, as well as its role in providing recommendations to ensure curriculum is rigorous, culturally responsive, and equitable. Staff reviewed key activities from the 2025-2026 school year, including curriculum reviews, implementation of the Read Act, development of artificial intelligence guidelines, and new course proposals. The update shared expanded student voice efforts through multiple advisory groups and listening sessions across grade levels. The update highlighted continued focus on equity, community engagement, and ongoing curriculum improvement aligned to district priorities.

### **Gifted and Talented Advisory Committee (GTAC) Update**

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, and Miles Lawson, Secondary Curriculum Coordinator, presented an update on the Gifted and Talented Advisory Committee (GTAC), which supports the development and continuous improvement of gifted education programming across the district. The presentation outlined the committee's mission to strengthen partnerships among staff, families, and the community while advocating for current and future programming needs. Staff reviewed the committee's work during the 2025-2026 school year, including ongoing efforts to refine identification processes, expand enrichment opportunities, and enhance programming at the middle and high school levels. The Board also heard about GTAC's role in advising on broader curriculum initiatives, such as the Read Act, district strategic framework, and curriculum reviews. The update emphasized a continued focus on equitable access, diverse representation, and alignment of gifted programming with district goals.

### **Presentation of Financial Overview and Potential Capital Project Levy**

Superintendent Olson-Skog presented an overview on the district's financial outlook and future planning, reviewing current conditions, actions underway, and potential next steps. The presentation highlighted that \$2.5 million in permanent budget reductions have been approved for 2026-27, contributing to improved financial stability and progress toward rebuilding the fund balance, which is projected to reach approximately 5% compared to the 8% board target. The ongoing structural challenge was explained, noting that revenues are

projected to grow at approximately 1% annually while expenditures increase closer to 3%, creating a persistent gap over time. The Board also reviewed a potential capital project levy as one option to shift certain existing costs outside of the general fund to reduce future budget pressures. The session served as an initial discussion, with no action requested, and additional financial updates and potential recommendations expected later this spring.

### **Adjournment**

*It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 8:37 p.m.*

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Jon Vaupel, Randi Walz*

*Nay: none*

*The motion carried (6-0)*

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, April 20, 2026 at 5:00 p.m. It will be held in the School District 197 District Office Training Room, 1897 Delaware Avenue, Mendota Heights. *Please refer to the district website for possible changes to any meeting times/locations.*

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

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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:** April 20, 2026

**SUBJECT:** Personnel Recommendations

The following personnel items are recommended for approval on April 20, 2026, at the School Board Meeting.

**Non-Licensed Employment**

- Cruz Perla, Estrella - 8 hours a day, Buildings and Grounds worker districtwide at an hourly rate of \$20.72, effective April 6, 2026.
- Grieger, Julia - 6 hours a day, Kitchen Assistant at Two Rivers High School at an hourly rate of \$18.80, effective April 1, 2026.

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

- Ferguson, Julia - Administrative Assistant at Friendly Hills Middle School, resignation effective July 1, 2026.
- Ferris, Isaiah - Buildings and Grounds worker at Heritage Middle School, resignation effective April 24, 2026.
- Mbilima, Dorica - Kitchen Assistant at Two Rivers High School, termination effective April 13, 2026.
- Saucedo, Jacqueline - Special Education Paraprofessional at Heritage Middle School, retirement effective June 4, 2026.
- Swanson, Ariana - Buildings and Grounds at Two Rivers High School, resignation effective April 10, 2026.
- Tewelde, Diana - Special Education Teacher at Friendly Hills Middle School, resignation effective April 10, 2026.
- Van Den Boogaard, Ashley - Administrative Assistant at Heritage Middle School, resignation effective June 30, 2026.

**Licensed Resignation**

- Erchul, Leah - Guidance Counselor at Two Rivers High School, resignation of 0.1 FTE effective June 5th, 2026.

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

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

Staff Member Name and school: Sheryl Kasella

Date of Trip/Destination/Who trip is for: May 27-31, 2026 Iowa State, Ames, IA  
Odyssey of the Mind University

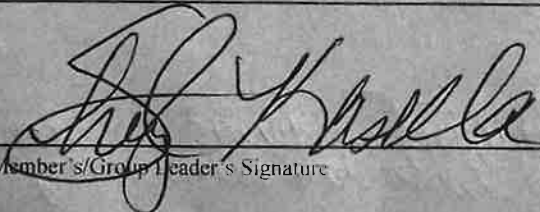
Did you complete FORM 1 for this trip and receive the required approval? yes

TOUR CHECKLIST	RESPONSE
1. Dates of travel	<u>May 27-31, 2026</u>
2. Trip destination	<u>Ames, IA Iowa State University</u>
3. <b>SUBMIT:</b> Complete roster of travelers. Include a link to your roster in the response or attach a document. Link to roster template: <b>TOUR ROSTER</b>	
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.	<u>Staying in dorms on campus at Iowa State University</u>
5. Final number of <b>student</b> travelers	<u><del>10</del> 9</u>
6. Final number of <b>adult</b> travelers who are paying their own way/fare.	<u>10</u>
7. Final number of <b>adults</b> travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]	<u>3 (coaches)</u> <u>reduction is based on total we end up raising + splitting</u>
8. Final number of <b>district employees</b> (also include in #6 and #7 counts)	<u>1</u>
9. <b>Ratio</b> of adults to students	<u>1:1</u>
10. <b>FINAL TOTAL</b> of Number of Travelers (Adults and Students)	<u><del>20</del> 19</u>
11. Have parents received detailed information about the cancellation policies and fees?	<u>Yes</u>
12. Is travel insurance through the tour company required OR optional for your travelers?	<u>We are not using a tour company</u>

# DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

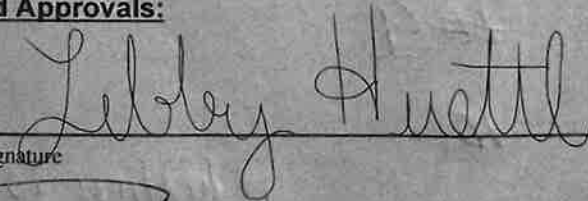
Form 1 must have been completed and approved before submitting Form 2  
Submit to Principal/Administrator and Superintendent's Office no less than two months  
prior to domestic travel and no less than 4 months prior to international travel.

13. Has the district completed background checks for <u>all</u> adults?	We are in the process of securing those, if they do not have them already
14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	Private - ISD #197 only
15. How will you communicate with travelers while on tour?	All cell numbers will be shared for adults - we will mostly stay together as a group
16. How will you communicate with families back home/not on tour?	Daily posts or messages with highlights of the day
17. What is your plan for those requiring medication?	Either I or the Coach will be in charge of that with communication from parents

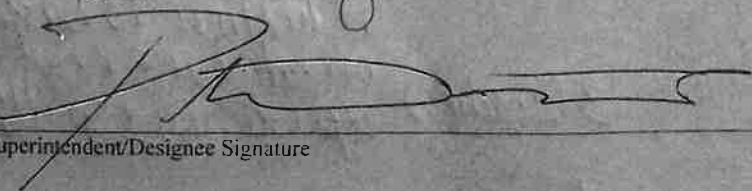
  
Staff Member's/Group Leader's Signature

4-15-26  
Date

### Required Approvals:

  
Principal Signature

4-15-26  
Date

  
Superintendent/Designee Signature

4/16/26  
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:** Peter Mau, Assistant Superintendent

**DATE:** April 20, 2026

**SUBJECT:** Administrative Review of Policy 506, Student Discipline

### **BACKGROUND**

An administrative review of Policy 506, Student Discipline, has been performed and 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 and continues to match that language other than a minor change:

- Addition of cross-reference to School District Policy 419

This is a mandatory policy for school districts and one that requires an annual review. It was last reviewed and approved in April of 2025.

School District 197 reviews its policies on a 3-year cycle unless otherwise required by law. Typically, recommended policy changes are brought to the school board for three readings, with approval at the third reading. However, when the administration is recommending minor or no changes to the policy, it is labeled as an "administrative review." Consistent changes the board has asked to be applied to policies are considered minor. One example is using more inclusive language such as using "parent/guardian" instead of just "parent."

When labeled an "administrative review" the policy is placed on the consent agenda for a single reading with a recommendation to approve the policy as presented. As a reminder, board members always have the opportunity to remove a policy from the consent agenda to discuss it as part of the main agenda.

This policy was reviewed using the district's Four-Way Equity Test. The purpose of this policy is to ensure students are aware of and comply with the school district's expectations for student conduct which will help ensure that there is no interference with the educational process. This policy provides for equitable access for all by helping to create an environment conducive to learning. In addition, by enumerating clearly the expectations for conduct, the consequences of violating the code of conduct, and the procedures required for certain types of consequences (e.g. suspension) it helps ensure fairness and due process for all students. There are specific due process procedures

outlined for students receiving Special Education services. District 197 administrators are working toward eliminating racial disproportionality in suspensions. Regular review of suspension data, implementing Restorative Practices, and culturally responsive professional development are all aimed at creating more equitable practices. Further, recognizing the need for more inclusive language, “parent(s)” has been changed to “parent(s)/guardians(s)” in a few locations throughout the policy.

**RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 506, Student Discipline, as presented.



## **OPERATIONAL EXPECTATIONS**

**ISD 197 School Board**

Students

Contact: Assistant Superintendent

### **506 STUDENT DISCIPLINE**

#### **I. PURPOSE**

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

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

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students,

Parents/guardians, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

### **III. DEFINITIONS**

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent/guardian to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent/guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
  - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
  - 3. the school district must provide to the pupil's parent/guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

## V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents/guardians

responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents/guardians. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents/guardians of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents/guardians. A principal, in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
  
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.
  
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent imminent bodily harm or death to the student or another.

For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

- F. Parents or Legal Guardians. Parents/guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are

expected to cooperate with school authorities and to participate regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and adhering to the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
  - 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent imminent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
  - 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- a. For their behavior and for knowing and adhering to all school rules, regulations, policies and procedures;
- b. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- c. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- d. To make necessary arrangements for making up work when absent from school;
- e. To assist the school staff in maintaining a safe school for all students;
- f. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- g. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- h. To be aware of and comply with federal, state and local laws;
- i. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- j. To respect and maintain the school's property and the property of others;
- k. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- l. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- m. To conduct themselves in an appropriate physical or verbal manner; and
- n. To recognize and respect the rights of others.

## **VIII. CODE OF STUDENT CONDUCT**

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. This policy also applies to a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school

district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  1. a student causes or is likely to cause serious physical harm to other students or staff;
  2. the student's parent/guardian specifically consents to the use of recess detention; or
  3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.

- E. The school district must require school staff to make a reasonable attempt to notify a parent/guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- a. Student conference with teacher, principal, counselor or other school district personnel, and verbal warning;
- b. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- c. Parent/guardian contact;
- d. Parent/guardian conference;

- e. Removal from class;
- f. In-school suspension;
- g. Suspension from extracurricular activities;
- h. Detention or restriction of privileges;
- i. Loss of school privileges;
- j. In-school monitoring or revised class schedule;
- k. Referral to in-school support services;
- l. Referral to community resources or outside agency services;
- m. Financial restitution;
- n. Referral to police, other law enforcement agencies, or other appropriate authorities;
- o. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- p. Out-of-school suspension under the Pupil Fair Dismissal Act;
- q. Preparation of an admission or readmission plan;
- r. Saturday school;
- s. Expulsion under the Pupil Fair Dismissal Act;
- t. Exclusion under the Pupil Fair Dismissal Act; and/or
- u. Other disciplinary action as deemed appropriate by the school district.

**XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive

reinforcement, assigning detention or other consequences, or contacting the student's parents/guardians. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class for up to one class or activity period pursuant to the procedures established by this discipline policy. The principal or designee shall have authority to remove the student from class for a period of time not to exceed five (5) class or activity periods pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent/guardian of the student's tenth removal from

class and make reasonable attempts to convene a meeting with the student's parent/guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student From a Class.

1. If a student is causing a disruption to the educational process, a teacher, principal, or designee may remove a student from class;
2. Documentation will vary with the severity of the incident. It may include an oral, written, or electronic report;
3. Teacher removing the student will determine where the student will go. The removal location may include another classroom, the school office, or another designated room in the school;
4. Teacher removing the student will inform school district staff in the room the student is being removed to.

D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)

1. The removal from class shall be for a period of time deemed appropriate by the principal or designee, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class.

1. Depending on the severity of the incident, the age and maturity of the student, and the student's ability to manage their emotions and behavior, the student may be directed by the teacher to the new location, or the student may be escorted to the new location by the teacher or other district employee;
2. While removed from class, the student is expected to complete assigned work and meet other conditions for readmission to class.
3. The teacher, principal, or other district employee in the room where the student was removed to has control over and responsibility for the student upon the student's arrival.

- F. Procedures for Return of a Student to a Specific Class from Which the Student was Removed.
1. Student will be directed back to class by the staff member who has control and responsibility of the student, principal, or designee;
  2. Teacher, principal, or designee may hold a conference with the student or develop a readmission plan and review it with the student prior to returning to class.
- G. Procedures for Notifying a Student and the Student's Parents/Guardians of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;
1. Student will be informed of the reason they are being removed from class at the time of removal or once they have been removed to a new location;
  2. Student's guardian will be notified of a removal from one or more class or activity periods no later than the following school day. Notification may be via a phone call or voice message, written note, or electronic communication.
- H. Students with a Disability; Special Provisions.
1. Staff members who remove a student from class may coordinate with the student's case manager if the student has an Individualized Education Plan (IEP);
  2. If a student who has an IEP is removed from a class or activity period more than five (5) times, the IEP team should consider whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP);
  3. If a student who does not have an IEP is removed from a class or activity period more than ten (10) times, the student should be referred to the school student assistance team.
- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
1. Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;

2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes section 121A.29.

## **XII. DISMISSAL**

- A. “Dismissal” means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

- a. a preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
  - b. kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

#### D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all schoolwork assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent/guardian before subsequently removing the student from school and, with the permission of the parent/guardian, arrange for a mental health screening for the student at the parent/guardian's expense. The purpose of this meeting is to attempt to

determine the student's need for assessment or other services or whether the parent/guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent/guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent/guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified

curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent/guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent/guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)

10. The school administration shall make reasonable efforts to notify the student's parent/guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent/guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent/guardian.
5. The student and parent/guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and their parent/guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to

avoid the expulsion proceedings; and inform the student and parent/guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent/guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, or parent/guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent/guardian and shall be closed, unless the student, parent/guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent/guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent/guardian, the representative must have a written authorization from the student and the parent/guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent/guardian, or authorized representative shall be given access to all school district records

pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent/guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent/guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and their parent/guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parent/guardian involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents/guardians to provide a sympathomimetic medication for their child as a condition of readmission.

### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement, within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction,

intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## **XV. STUDENT DISCIPLINE RECORDS**

It is the policy of the school district that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

## **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent/guardian shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

### **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents/guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

It is encouraged but not required to bring a concern to the school principal prior to filing a complaint.

1. Any person who believes they have received a discipline consequence that violates the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, may file a complaint and seek corrective action when it has not been implemented appropriately or has been discriminately applied.
2. The complaint must be filed in writing to the school principal (report taker). If the complaint involves a report taker, the complaint shall be filed directly with the assistant superintendent.
3. The report must include a detailed account as to how the discipline violated the requirements of:
  - i. the Minnesota Pupil Fair Dismissal Act,
  - ii. student handbook and annual notifications, and/or
  - iii. district policy.
4. The report taker shall begin to investigate complaints within three (3) school days of receipt.
5. The final report of findings, shall include a determination of whether the allegations have been substantiated as factual using a preponderance of the evidence standard

and whether there appear to be violations of PFDA and/or local behavior and discipline policies. The breadth and detail of the investigation report will depend on the circumstances of each complaint.

6. Upon completion of an investigation that determines the requirements of the PFDA and/or local behavior and discipline policies were not implemented appropriately, the final report of findings shall include a corrective action plan, that includes but is not limited to: (a) correction of the student's record; (b) training, coaching, or other accountability practices for relevant staff to ensure appropriate compliance with policies in the future.
7. All records resulting from a formal discipline complaint shall be sent to the assistant superintendent.
8. Discipline complaints are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
9. Submission of a discipline complaint will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
10. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations. However, the school district is unable to guarantee confidentiality to any individual.

The school district prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and will impose appropriate consequences for any person who engages in reprisal or retaliation.

#### **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents/guardians of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents/guardians at the commencement of each school year and to all new students and parents/guardians upon enrollment. This policy shall also be available upon request in each principal's office.

#### **XX. REVIEW OF POLICY**

The principal and representatives of parents/guardians, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students From Class)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504) 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** School District Policy 413 (Harassment and Violence)  
**School District Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)**  
School District Policy 501 (School Weapons)  
School District Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
School District Policy 503 (Student Attendance)

School District Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees) School District Policy 514 (Bullying Prohibition Policy)  
School District Policy 524 (Internet Acceptable Use and Safety Policy) School District Policy 526 (Hazing Prohibition)  
School District Policy 709 (Student Transportation Safety Policy) School District Policy 711 (Video Recording on School Buses) School District Policy 712 (Video Surveillance Other Than on Buses)

<b>POLICY ADOPTED:</b>	October 16, 2006
<b>POLICY REVIEWED/REVISED:</b>	December 14, 2009; December 21, 2015; April 17, 2017; March 19, 2018; September 17, 2018; August 19, 2019; August 17, 2020; August 16, 2021; November 28, 2022; March 18, 2024; April 21, 2025
<b>Monitoring Method:</b>	Administrative Review
<b>Monitoring Frequency:</b>	Annually

**NOTICE OF SUSPENSION**

(Date)

(Name of Parent/Guardian)

(Address)

(City, State, Zip)

Dear (Parent/Guardian)

(Name of Student) has been suspended from (name of school) for (number of days) commencing on (date).

The grounds for suspension are:

Briefly, the facts that have been determined are:

The testimony received was:

An administrative conference to determine the above was conducted before

\_\_\_\_\_, at \_\_\_\_\_ on \_\_\_\_\_  
(Name of Administrator) (Time) (Date)

pursuant to Minn. Stat. §§ 121A.40-121A.56, a copy of which is enclosed.

The plan of readmission is:

Alternative educational services in the form of homework will be available to be picked up at the school after \_\_\_\_\_ [date].

While suspended, the student may not come on any school campus except with you for the purpose of discussing conduct.

If you have any questions, please call.

Sincerely,

Administrator

Enc: Minn. Stat. §§ 121A.40-121A.56



**TO:** School Board Members  
**FROM:** Sara Blair, Director of Communications  
**DATE:** April 20, 2026  
**SUBJECT:** Final Reading of Policy 722, Public Data Requests

### **BACKGROUND**

An administrative review of Policy 722 has been performed and the current policy adheres to the district's processes and procedures currently in place. This policy requires an annual review and was last updated in April of 2025. There were updates to the MSBA model policy, as outlined below:

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

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

### **RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 722, Public Data Requests, as presented.



## OPERATIONAL EXPECTATIONS

ISD 197 School Board

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Non-Instructional Operations and Business Services

Contact: Director of Communications

### 722 PUBLIC DATA REQUESTS

#### I. PURPOSE

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

#### II. GENERAL STATEMENT OF POLICY

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

#### III. DEFINITIONS

##### A. Confidential Data on Individuals

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

##### B. Data on Individuals

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

##### C. Data Practices Compliance Officer

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

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

D. Government Data

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

E. Individual

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

F. Inspection

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

G. Not Public Data

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

H. Nonpublic Data

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

I. Private Data on Individuals

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

J. Protected Nonpublic Data

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

K. Public Data

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

L. Public Data Not on Individuals

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

M. Public Data on Individuals

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

N. Responsible Authority

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

O. Summary Data

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

#### **IV. REQUESTS FOR PUBLIC DATA**

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

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

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

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

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

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

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

## **V. REQUEST FOR SUMMARY DATA**

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

## **VI. DATA BY AN INDIVIDUAL DATA SUBJECT**

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

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

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

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

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

## VIII. COSTS

### A. Public Data

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

### B. Summary Data

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

C. Data Belonging to an Individual Subject

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

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

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

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

**IX. ANNUAL REVIEW AND POSTING**

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

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

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

### **Data Practices Contacts**

#### **Responsible Authority:**

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

#### **Data Practices Compliance Official/Designee:**

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

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

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

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

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



# **Curriculum Review Update K-12 Math Review**

**April 20, 2026  
School Board Meeting**

Presented By

Curriculum, Instruction & Assessment Team



## Background

2021 - 2022: Year 0 (Reviewing standard changes as published)

2022 - 2023: Year 1 Curriculum Review (Self-Study)

2023 - 2024: Year 2 Curriculum Review (Resource Review)

2024 - Fall 2027: Phased implementation, determined by District 197 review team

2027 - 2028: Full Implementation of 2021 K-12 MN Mathematics standards

### **K-4 Focus for 2025-2026**

Implementation with cohort of teachers in preparation for full implementation Fall 2026.

### **MS/HS Focus for 2025-2026**

Completing resource review process, updating math pathways and continuing to develop common instructional and assessment approaches.









## Elementary Partial Implementation 25-26

- **44** K-4 teachers participating from across all 5 sites (Over half of k-4 classrooms)
- Co-created **scope and sequence**
- Trial digital platforms: **MH+ digital assessments & Aleks adaptive tool**









# Teacher Feedback: Implementation Progression

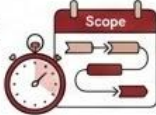



## September: Early Implementation Focus

-  Teachers learning new lesson structures and instructional routines
-  Navigating a large number of new instructional resources
-  Adjusting to new pacing expectations
-  Focus on understanding how to use the curriculum
-  Limited use of formative assessment to guide instruction
-  Students adjusting to new expectations for discourse and problem solving

## January: Instructional Progress Observed

- Teachers implementing lesson routines with increased consistency and confidence 
- Using key components strategically to support student understanding 
- Making intentional pacing adjustments to support conceptual learning 
- Focus on adapting instruction to better meet student needs 
- Exit tickets regularly informing small-group instruction and reteaching 
- Increased student engagement, participation, and mathematical reasoning 

# Teacher Feedback: Areas of Ongoing Focus

Teacher Concern	Adjustments and Considerations
<b>Pacing</b> 	Continuing to refine the scope and sequence to support deeper conceptual learning across grades K–4
<b>Reading Demands</b> 	Adjusting lesson structures, strengthening vocabulary supports, and expanding use of digital tools to increase access
<b>Differentiation</b> 	Prioritizing strong whole-group lesson implementation first, with targeted differentiation as a continued professional learning focus
<b>Digital Tools (ALEKS)</b> 	Additional training planned for the 2026–27 school year to strengthen use of digital assessments and student data



# Elementary Next Steps



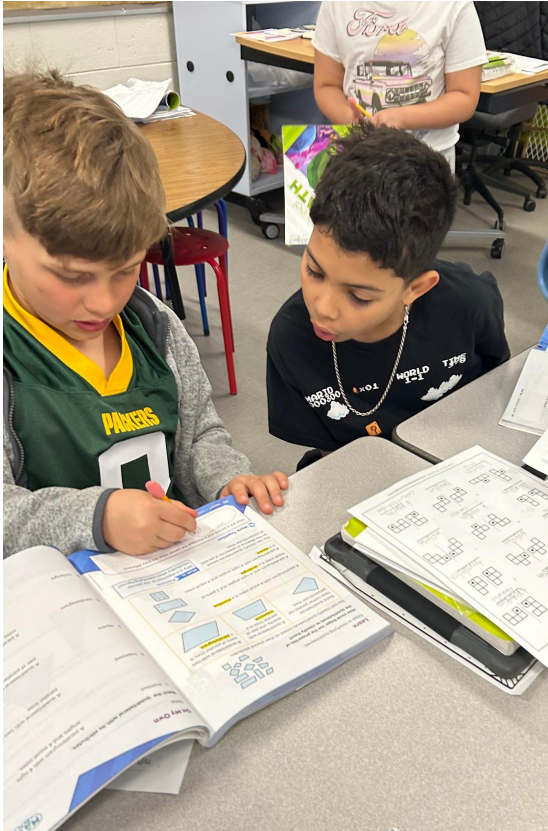
## Training Academy - Summer 2026 & school year

- Develop common **unit assessments** aligned to standards

## Across K-4

- **FULL K-4** implementation
- Continue and extend Math PD with Reveal to focus on: **Student Discourse, Promoting a Positive Math classroom, Incorporating Manipulative, Digital Assessments, tools, and Student Data.**

# Elementary Next Steps



## Beyond 2026-2027

- PD on **Small Group Instruction and Differentiation**
- Increasing **Language Supports** for Students
- Incorporate **MH+ data** into CT work
- Aligned and refine **grading rubrics**



# Secondary Review Process 2025-2026

## Summer Training Academy

8	JUL 2025, TUE	● 8:30am – 3pm	MS Math Training Academy
15	JUL 2025, TUE	● 8:30am – 3pm	MS Math Training Academy
22	JUL 2025, TUE	○ 8:30am – 3pm	HS Math Training Academy
		● 8:30am – 3pm	HS Math Training Academy
23	JUL 2025, WED	○ 8:30am – 3pm	HS Math Training Academy
		● 8:30am – 3pm	HS Math Training Academy

## MS Department Meetings

Date	Time
August 28	7:30 - 8:30AM
Oct 6	12:00 - 3:30PM
Oct 23	7:40 - 8:20AM
Nov 20	7:40 - 8:20AM
Dec 18	7:40 - 8:20AM
Jan 15	7:40 - 8:20AM
Feb 12	7:40 - 8:20AM
March 12	7:40 - 8:20AM
April 9	7:40 - 8:20AM
May 7	7:40 - 8:20AM

## Gr 8/9 Articulation Meeting

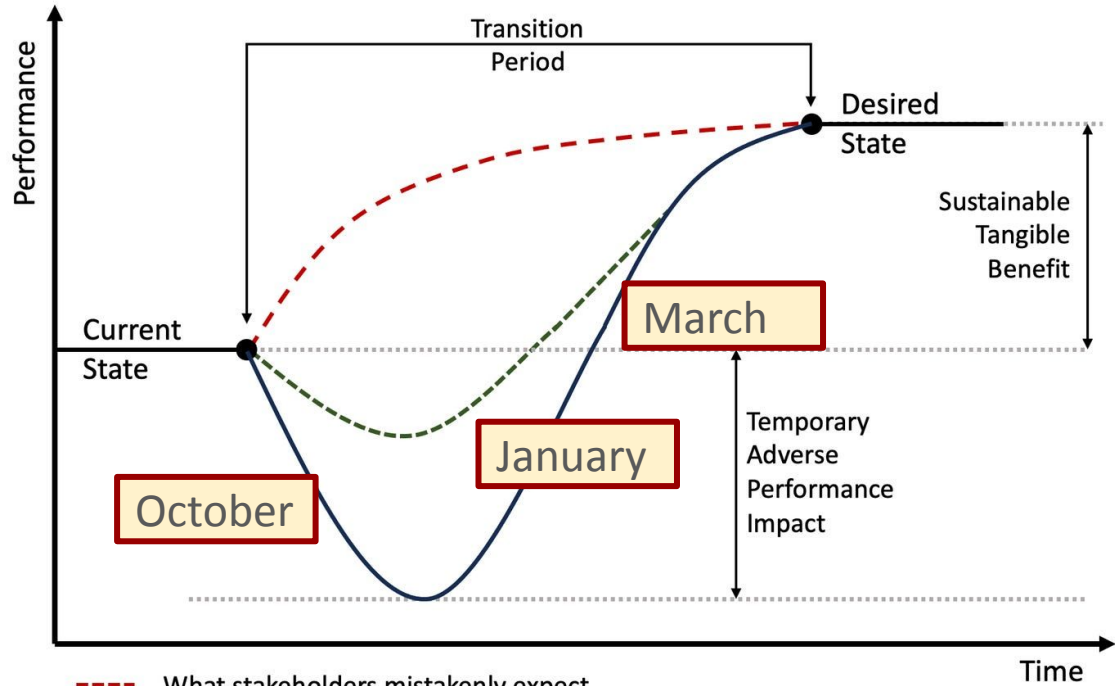
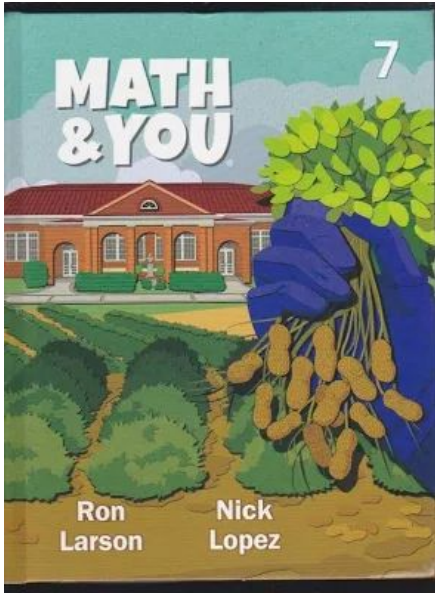
## School Year Support

29	OCT 2025, WED	● 8am – 3:30pm	5-8 Math Review
14	JAN 2026, WED	● 8am – 3:30pm	5-8 M
11	MAR 2026, WED	● 8am – 3:30pm	5-8 M

24	SEP 2025, WED	● 7:45am – 3:15pm	9-12 Math Review
12	NOV 2025, WED	● 7:45am – 3:15pm	9-12 Math Review
4	FEB 2026, WED	● 7:45am – 3:15pm	9-12 Math Review
7	APR 2026, TUE	● 7:45am – 3:15pm	9-12 Math Review



# Middle School Implementation

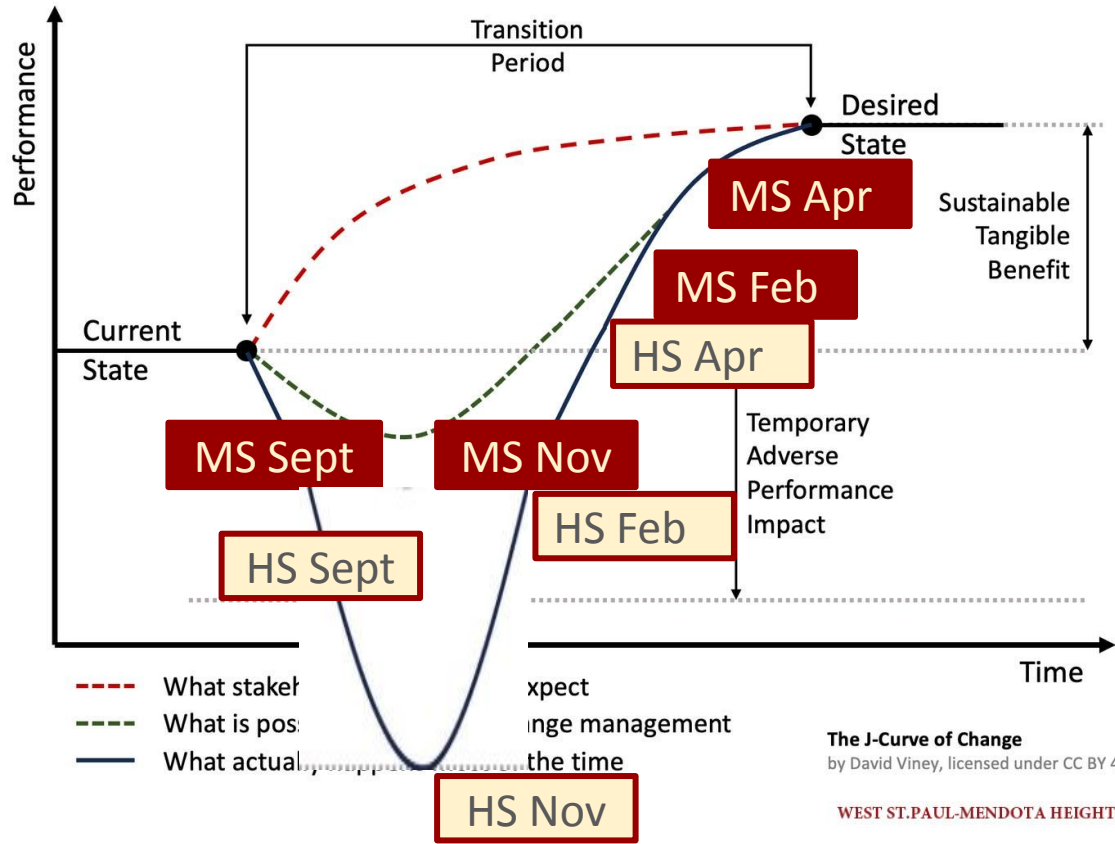
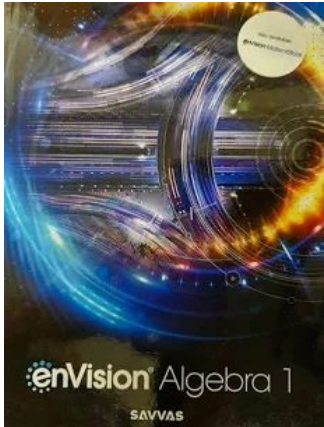


- What stakeholders mistakenly expect
- What is possible with sound change management
- What actually happens most of the time

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# High School Implementation



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# High School Implementation

	Big Ideas (Gr 5-8)	IXL (Gr 5-8)	Savvas	Math Medic	Delta Math
Summer 2025	MS Planned Install		MS/HS Full focus		
September 2025	MS Started Install	MS Started Install	MS/HS Full focus	HS Early Innovator	HS Early Innovator
November 2025	MS Continue Install	MS Continue Install	MS Full HS Some	HS Started Install	HS Early Innovator
February 2025	MS Continue Install	MS Continue Install	MS Full focus	HS Continue Install	HS Started Install
April 2025	MS Full Install	MS Full Install	MS Full focus	Continue Install	Continued Install



## Secondary Implementation

**High School scenario to overcome:** At the high school level, student engagement often drops when math feels like a series of disconnected procedures.

- Math Medic program uses the Experience First, Formalize Later (EFFL) model. Students start each lesson with a collaborative activity that requires low-floor, high-ceiling thinking. They explore the math before the teacher formalizes the definitions.
- Savvas, while also having what is called a 3-part-lesson (observe, analyze/develop, evaluate) structure, the 3-part-lesson itself is a step-by-step routine, and not as wide-open as EFFL structure.

**Middle School reality:** Middle school students are still developing the executive functioning skills needed for pure discovery. Savvas envisionmath provides the explicit scaffolding and guided Practice that younger learners need to build a stable foundation.



## Secondary Implementation

**Scenario to overcome:** Need for a smooth workflow and efficient, useful, timely feedback

Delta Math is recognized at high school level for its feedback loop and infinite problem generation.

- **Immediate Feedback and Student Agency:** High school math concepts, like Logarithms or Trigonometry, require high-volume, repetitive practice to reach procedural fluency. Delta Math provides instant, step-by-step explanations for every wrong answer, allowing students to self-correct without waiting for a teacher.

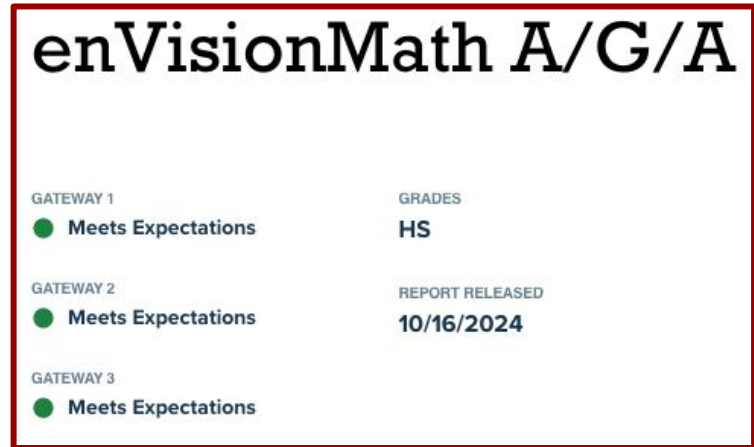
**Middle School reality:** The workflow for a student at the middle school level is different, if entirely because of the device they use (iPads instead of laptops). While the teachers are able to use the Realize digital platform (that envisionMath is on), they also use a variety of other digital tools that allow for editing and submission. Additionally, with having IXL, students already have the same immediate feedback that the high school students and staff need.



# Secondary Implementation

**Scenario to overcome:** Why middle school will not match the high school resources.

- Standards are the focus - not the resources.
- By using *Savvas* in Intermediate Algebra and Pre-AP Geometry in the middle schools, and the Math Medic/Delta Math blend beginning in 9th grade, we create a clear transition. Students move from a teacher-led environment to a student-centered environment, mirroring the shift they will experience when moving from high school to college.















## Secondary Implementation

**Scenario to overcome:** Why middle school will not match the high school resources.

- Standards are the focus - not the resources.
- Math Medic's Experience First, Formalize Later (EFFL) framework is a research-backed pedagogical model that prioritizes student inquiry and conceptual discovery.
- Students grapple with mathematical ideas using their own intuition before teachers introduce formal academic language and formulas, a process shown to improve long-term retention and productive struggle (Bjork & Bjork, 2011).
- This shift from passive consumption to active production builds deeper understanding and shifts mathematical authority to the students, fostering a more equitable classroom environment (Gresalfi & Cobb, 2006).
- Collaborative discourse further supports this learning by allowing students to refine their rough draft thinking through peer interaction, which has been linked to significant gains in standardized test proficiency and AP pass rates.



# Revised Math Pathways - High School

Grade	Courses					
	General Options		*Single Acceleration Options		*Double Acceleration Options	
7			Advanced Math 7 <small>(not a high school level course)</small>		Intermediate Algebra	
8	Linear Algebra <small>(not a high school level course)</small>		Intermediate Algebra		Pre AP Geometry	
9	Intermediate Algebra		Geometry	PreAP Geometry	Algebra 2	PreAP Algebra 2 w/ Trigonometry
10	Geometry	PreAP Geometry	Algebra 2	PreAP Algebra 2 with Trigonometry	PreAP Algebra 2 with Trigonometry	AP® Pre Calculus 
11	Algebra 2	PreAP Algebra 2 with Trigonometry	Analysis OR * PreAP Algebra 2 with Trigonometry	AP® Pre Calculus 	AP® Pre Calculus 	AP® Calculus AB 
12	Analysis OR Math for Trades OR AP® Statistics OR CIS College Algebra 	AP® Pre Calculus OR AP® Statistics 	*AP® Pre Calculus OR AP® Statistics OR CIS College Algebra 	AP® Calculus AB OR AP® Statistics 	AP® Calculus AB OR AP® Statistics 	AP® Calculus BC OR AP® Statistics 
Elective: Intro to Computer Programming, AP® Computer Science						

## What is the impetus? Standards Change

The new standards represent a significant shift, especially in upper middle school and high school.

The required level of rigor for concepts in Intermediate Algebra, Geometry, and Algebra 2 has increased substantially and there are additional standards.

Our goal is to align our pathways and placement processes to ensure students are fully prepared to meet the demands of these new, more rigorous standards, leading to better long-term outcomes.

# What is the Standards Change in Intermediate?

## **Intermediate Algebra of PAST**

Covered ALL linear algebra standards and non-linear standards

## **With NEW standards, Intermediate Algebra**

Review key concepts from Linear in unit 1, non-linear and adding new probability and stats standards

Currently 8th graders in Intermediate Alg are experiencing this change and teachers are going slower than high school to address Linear Algebra concepts.

## So What?

We want to provide a pathway that still allows students to access Intermediate Algebra in 8th grade but to do that we will start in 7th grade.

Advanced 7 Math course will cover all 7th-grade at a quicker pace (likely quarters 1 - 3) and then move into Linear Algebra content. This better prepares students for the jump to Intermediate Algebra in 8th grade, due to vast reduction in time to review in Int. Algebra.

## What changes happening in Geometry and Algebra II

The rigor in Algebra II with Trig which prepares students for AP Precalculus, has been an on-going challenge and now there are more standards with increased rigor that need to be covered.

So, we are adding a second level of Geometry with a focus on questioning and application at DOK 2 and 3 and additional standards that are otherwise covered in Algebra 2. This will better prepare students for the rigor of future classes.

The middle school course next year will be named **PreAP Geometry**.

# Math Pathways beginning in 2026-2027

Grade	Courses		
	General Options	*Single Acceleration Options	*Double Acceleration Options
5	Math 5	Math 5	Accelerated Math I
6	Math 6	Math 6	Accelerated Math II
7	Math 7	Advanced Math 7 (not a high school level course)	Intermediate Algebra
8	Linear Algebra (not a high school level course)	Intermediate Algebra	Pre AP Geometry
9	Intermediate Algebra	Geometry	Algebra 2
		PreAP Geometry	PreAP Algebra 2 w/ Trigonometry

# Math Pathways Grades 5 - 12

School District 197

Calendar Careers Enroll Meals Family Hub Staff Hub Quicklinks **Questions + Concerns**

District Academics Resources Community Kindergarten News Schools Activities

Magnet Schools | Preschool | Elementary | Middle School Academics | High School | English Language Development | Gifted & Talented | Special Services | Testing & Achievement | Title I | Attendance Matters

## Math Pathways

Students have multiple options for acceleration and support in math through their middle school and high school experience.

Support: An additional math support class is offered in Grades 5 - 9 for students that need it. Students are identified for these support classes based on their performance in their current/previous math class, standardized test scores and teacher input.

Acceleration and Challenge: Students with superior performance in math have options to accelerate their learning beginning as early as fifth grade. For specifics on how that process works, see the District's Single Subject Acceleration Process.

A second option for acceleration occurs in seventh grade. Rather than families or students opting into Advanced Math 7, placements will be based on multiple measures including student performance data and teacher input. If a family has a question about placement or would like to advocate for a different placement they should contact the associate principal at their child's school. See below for more information about Advanced Math 7.

Grade	General Options	*Single Acceleration Options	*Double Acceleration Options
5	Math 5	Math 5	Accelerated Math I
6	Math 6	Math 6	Accelerated Math II
7	Math 7	Advanced Math 7 (not a high school level course)	Intermediate Algebra
8	Linear Algebra (not a high school level course)	Intermediate Algebra	Pre AP Geometry
9	Intermediate Algebra	Geometry	PreAP Geometry
10	Geometry	PreAP Geometry	Algebra 2
11	Algebra 2	PreAP Algebra 2 with Trigonometry	Analysis OR *PreAP Algebra 2 with Trigonometry
12	Analysis OR Math for Trades OR AP® Statistics OR CIS College Algebra	AP® Pre Calculus OR AP® Statistics	*AP® Pre Calculus OR AP® Statistics OR CIS College Algebra

The table to the right shows the different pathway options from grade 5 - 12. [View the table in Spanish here.](#)

Frequently Asked Questions

Grade	Courses				
	General Options	*Single Acceleration Options	*Double Acceleration Options		
5	Math 5	Math 5	Accelerated Math I		
6	Math 6	Math 6	Accelerated Math II		
7	Math 7	Advanced Math 7 (not a high school level course)	Intermediate Algebra		
8	Linear Algebra (not a high school level course)	Intermediate Algebra	Pre AP Geometry		
9	Intermediate Algebra	Geometry	PreAP Geometry	Algebra 2	PreAP Algebra 2 w/ Trigonometry
10	Geometry	PreAP Geometry	Algebra 2	PreAP Algebra 2 with Trigonometry	PreAP Algebra 2 with Trigonometry
11	Algebra 2	PreAP Algebra 2 with Trigonometry	Analysis OR *PreAP Algebra 2 with Trigonometry	AP® Pre Calculus	AP® Pre Calculus
12	Analysis OR Math for Trades OR AP® Statistics OR CIS College Algebra	AP® Pre Calculus OR AP® Statistics	*AP® Pre Calculus OR AP® Statistics OR CIS College Algebra	AP® Calculus AB OR AP® Statistics	AP® Calculus AB OR AP® Statistics

# The Placement Process

**Placement Data for Advanced Math 7:** Placement into this course will be based on a comprehensive review of district data, including the winter FAST test results as well as teacher input.

**Timeline:** The placement process will formally begin after the winter screening to ensure the FAST test data is included.

**Additional Testing Change:** We will discontinue the 6th-grade acceleration test. Instead, we will only offer testing for acceleration to 5th-grade students moving into 6th grade.

Why? Students accelerated from Math 6 to Intermediate Algebra in grade 7, skip Math 7 AND Linear Algebra standards.

## Communication with Families

Each student going into 7th will get a letter via Parent Square indicating their math placement.

The letter will be assuming agreement with the placement unless the family opts out.

If a family is not in agreement with the decision, and would like to have the student moved into an advanced math course in 7th or 8th grade, they will work with the site's administrative team to make that decision.



# Four Way Equity Test

Does this help to provide opportunities for students who have historically been underserved, underrepresented, or disadvantaged by the current system?

Does this help to ensure equitable access for all?

Does this help to eliminate barriers based on gender, race/ethnicity, national origin, color, disability, age or other protected group?

Does this ensure the same rigorous standards for academic performance exist for all students?

Category/Role 3: Culturally Responsive						
Descriptor	Example	Observed				Notes
		Y	S	Y	N	
Student and teacher-facing materials support a wide representation of people, perspectives, and histories within the math images, names, lessons, activities, and assessments	Represent full, complex characters from marginalized groups so that students can have a more holistic understanding of themselves and others	EX	Y	S	N	
Materials support a strong home-school connection	Does it include homework/at-home practice? Does it include a parent letter? Family support	EX	Y	S	N	
Guidance is provided within the core materials on making real-life connections between academic content and the local neighborhood, culture, environment, and resources.	Is it authentic and engaging? Multiple points of student on their background knowledge					
Teacher guidance is provided on practices that support the learning, development, and engagement of students from diverse	EL support there a version of language available to support the learning, development, and engagement of students from diverse					

Grade	Courses			
	General Options	*Single Acceleration Options	*Double Acceleration Options	
7			Intermediate Algebra	
8	Linear Algebra (not a high school-level course)	Intermediate Algebra	Geometry	
9	Intermediate Algebra	Geometry	Algebra 2	Algebra 2 w/ Trigonometry
10	Geometry	Algebra 2	Algebra 2 with Trigonometry	AP Pre Calculus
11	Algebra 2	Algebra 2 with Trigonometry	Analysis OR *Algebra 2 with Trigonometry	AP Pre Calculus
			AP Pre Calculus	AP Calculus AB
			AP Calculus AB OR AP Statistics	AP Calculus AB OR AP Statistics
			AP Calculus BC OR AP Statistics	AP Calculus BC OR AP Statistics
			Programming, AP Computer Science	

Standards/Rigor	Usability	Cultural Inclusivity	K-8 Total
Big Ideas 15.95238095	Big Ideas 11	Big Ideas 11.42857143	Big Ideas 39.8875
Everyday Math 17.25	Everyday Math 8.75	Everyday Math 8.5	Everyday Math 35.83333333
Illustrative 10.91666667	Illustrative 6.58333333	Illustrative 7.25	Illustrative 25
Into Math 15.875	Into Math 9.75	Into Math 9.25	Into Math 41.5
iReady 15.23809524	iReady 9.95238095	iReady 9.80952381	iReady 33.71428571
Reveal 15.85	Reveal 9.65	Reveal 9.25	Reveal 35
<b>Grand Total 15.21428571</b>	<b>Grand Total 9.87142857</b>	<b>Grand Total 9.539612245</b>	<b>Grand Total 36.68253968</b>

Grade 5-8	Rigor	Usability	Culturally Responsive	Total
Big Ideas	16.8	10.2	11.3	38.3
	10.7	5.9	7.0	23.6
	5.0	1.0	4.0	10.0

✦ **MINNESOTA TRIBAL NATIONS CONTEXTS:** Connect mathematical problem solving experiences and contributions to place, story, cultural practices, language and perspectives relevant to historical and contemporary Dakota and Anishinaabe communities. The four directions symbol (✦) represents Minnesota Tribal Nations Contexts.



## Secondary Next Steps



**MS** - Installation in 2025-2026, further refinement in 2026-2027 within regularly structured department time.

**MS/HS Math Pathways:** Continue to monitor the changes in placement and process, and refine as needed.

**HS Training Academy - Summer 2026 & school year**

- Continue reviewing scope and sequence and alignment to 2022 math standards
- Continue participating in professional development related to resources
- Develop common unit assessments aligned to standards

**School District 197**

WEST ST. PAUL-MENDOTA HEIGHTS-EAGAN





**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources  
Brian Schultz, Director of Finance

**DATE:** April 20, 2026

**SUBJECT:** Approval of FY27 Insurance Rates

### **BACKGROUND**

The Labor-Management Committee (LMC), which includes union leadership, a School Board representative, and district administration, meets throughout the school year with support from the district's benefits consultant, One Digital, to review health and dental insurance.

As of last month, the medical plan claims are running at 107% of expected year-to-date, up from 90% at this time last year. Per-member claims have increased 15% over this time last year. Due to inflationary increases and past COVID-related costs, our fund balance has been depleted and is projected to reach zero or a negative balance once all expected claims are paid. The LMC recommends a 8% premium increase next year to cover plan costs and rebuild the fund balance.

The administration agrees with the LMC and recommends that the board approve an 8% increase to medical premiums.

Dental claims are running at 122% of funding year-to-date. Total paid claims are up 6% compared to this time last year. The LMC recommends a 5% premium increase next year to cover plan costs and stabilize the fund balance.

The administration agrees with the LMC and is recommending that the board approve a 5% increase to dental premiums.

### **RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of Independent School District 197 to approve an 8% increase to medical premiums and a 5% increase to dental premiums.