

Regular Meeting
Monday, October 6, 2025 6:00 PM

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

Agenda

1. Listening Session - 5:00 p.m.
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.
Presenter: Sarah Larsen, Chair
3. Approval of the Agenda
Presenter: Sarah Larsen, Chair
4. Approval of the Consent Agenda
Presenter: Sarah Larsen, Chair
 - 4.A. Approval of Minutes of the September 22, 2025 School Board Meeting
 - 4.B. Approval of Personnel Recommendations
 - 4.C. Approval of September 2025 Wire Transfers Report
 - 4.D. Second Reading of Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse
5. Listening Session Report - 6:05 p.m.
6. Recognitions - 6:10 p.m.
Warrior Hall of Fame Inductees & National Merit Commended Students
Presenter: Superintendent Peter Olson-Skog
7. Student Representatives' Report - 6:20 p.m.
Presenter: Evangeline Fuentes and Rhys Walsh
8. Superintendent's Report - 6:30 p.m.
Presenter: Superintendent Peter Olson-Skog
9. Site Report from Branch Out - 6:40 p.m.
Presenter: Rachel Johnston, Special Education Supervisor
10. Site Report from Early Learning Center - 7:00 p.m.
Presenter: Laurie Hume, Assistant Director of Early Learning
11. Action Item - Approval of the 2024-2025 World's Best Workforce Annual Report and 2025-2026 World's Best Workforce Annual Plan - 7:20 p.m.
Presenter: Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
12. Action Item - Close Open Enrollment for Grades 7-12 for the 2025-2026 School Year - 7:40 p.m.
Presenter: Peter Mau, Assistant Superintendent
13. Action Item - Approval of 2025-2027 Agreement Between ISD 197 and the West St. Paul Federation of Teachers Local #1148 - 7:50 p.m.
Presenter: Tye Michaels, Director of Human Resources
14. Adjournment - 8:00 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, September 22, 2025
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, September 22, 2025 beginning at 5:00 p.m. pursuant to due notice.

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

Also present for the meeting were: Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment; Sara Lein, Director of Special Programs; Tye Michaels, Director of Human Resources; Dave Sandum, Director of Technology; Mark Fortman, Director of Operations; Lisa Grathen, Director of Community Education; and Scott LeSage, Director of Finance.

Agenda

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

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

The motion carried (7-0)

Consent Agenda

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

- Approval of the September 8, 2025 School Board Regular Meeting Minutes
- Approval of Personnel Recommendations
- Approval of Two Rivers High School Girls' Hockey Field Trip
- Approval of Gifts to the District
- Administrative Review of Policy 701, Establishment and Adoption of School District Budget
- Administrative Review of Policy 701.1, Modification of School District Budget
- Final Reading of Policy 527, Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
- Final Reading of Policy 534, Unpaid Meal Charges
- Approval of June 2025 Accounts Payable Report
- Approval of June 2025 Treasurer's Report
- Approval of July 2025 Wire Transfers Report
- Approval of August 2025 Wire Transfers Report

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

The motion carried (7-0)

Comments to the School Board

There were no comments to the School Board.

Approval of Preliminary 2025 Payable 2026 Property Tax Levy

The Board reviewed detailed information regarding the proposed 2025 Payable 2026 Property Tax Levy, which must be certified in preliminary form by September 30 under state law. Presentations from the Finance Department outlined how levy amounts are determined, noting that changes in state legislation, property market values, pupil counts, and district expenditures all contribute to annual increases or decreases. The materials also provided an overview of the district's funding sources and tax base definitions, including Referendum Market Value (RMV) and Net Tax Capacity (NTC), which are used in different portions of the levy. Comparisons with neighboring districts highlighted that School District 197 maintains one of the stronger commercial-industrial tax bases in the region, contributing significantly to levy capacity and reducing the overall burden on residential taxpayers. While the district has one of the higher voter-approved operating and capital project authorities, it remains a comparatively lower-taxing district due to this strong tax base.

The administration recommended that the Board adopt the preliminary levy at the "Maximum" amount to allow flexibility as the Department of Education finalizes figures. The Truth in Taxation hearing is scheduled for December 8, 2025, at 6:00 p.m. at Mendota Heights City Hall, where the final levy will be considered.

It was moved by Ms. Steele and seconded by Mr. Schwab to approve the Preliminary 2025 Payable 2026 Property Tax Levy to the Maximum.

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

The motion carried (7-0)

2024-2025 World's Best Workforce Annual Report

The 2024-2025 Annual Report highlights strong progress across School District 197 in academic achievement, equity, and student engagement. Notable gains were reported in reading proficiency, particularly following the implementation of the Minnesota READ Act, with more kindergarten students reaching grade-level benchmarks and third-grade literacy rates improving. Math achievement also had some gains and there are plans to implement a new curriculum. The district ranked first among comparable districts in reading, and second in math. Graduation rates reached 90%, surpassing the state average, with achievement gaps by race showing signs of narrowing. Beyond academics, participation in athletics, activities, and clubs remained high, reinforcing the positive connection between involvement and student success.

The district's strategic goals continue to focus on readiness from early childhood through postsecondary pathways. Early childhood programs expanded screenings and family education, while secondary initiatives increased access to rigorous coursework (courses where students earn college credit for a course taken at the high school) and industry certifications such as ServSafe. Social-emotional learning and equity remain central priorities, supported by new curriculum and staff training. District leadership emphasized that success goes beyond standardized tests, centering on curiosity, resilience, and community partnerships that prepare every student for future careers and college. Collectively, these outcomes reflect a district-wide commitment to equitable opportunities, high expectations, and strong support systems for all learners.

2025-2026 World's Best Workforce Annual Plan

The 2025-2026 Strategic Implementation Plan was presented, which continues to focus on three key areas: social-emotional learning (SEL), equity, and career and college readiness. SEL efforts include expanding the Character Strong curriculum, developing tools to support executive functioning, and integrating wellness into programs across grade levels. Additional initiatives will strengthen practices, provide direct instruction on emotional well-being, and engage families through a new SEL guide. These strategies are designed to create supportive, culturally responsive school environments, and ensure that students develop essential skills for well-being, relationships, and academic achievement.

Equity and college readiness remain central priorities. Planned actions include launching an Ojibwe language course, increasing staff training on culturally responsive teaching, implementing sliding-scale student parking fees, and enhancing opportunities for historically marginalized students in internships, certifications, and leadership roles. The district also aims to broaden access to rigorous coursework, expand middle school electives, implement direct admissions, and strengthen career pathways through CAPS programs and technical certifications. Together, these initiatives reinforce the district's commitment to equitable systems, closing achievement gaps, and preparing all students for postsecondary success.

First Reading of Policy 414, Mandated Reporting of Child Neglect or Physical or Sexual Abuse

The policy, last reviewed in October 2022, was updated to align with the MSBA model policy, including adjustments to definitions, reporting procedures, and legal references. Notable updates include revisions to the definition of “threatened injury” to reflect Minnesota statute, relocation and clarification of other definitions, and language changes to ensure inclusivity by replacing “he” and “she” with “their.” The policy also underwent review using the District’s Four-Way Equity Test to ensure consistency and fairness in application.

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

First Reading of Policy 503, Student Attendance

Policy 503 was reviewed and updated to align with the Minnesota School Board Association (MSBA) Model Policy. Changes include minor wording adjustments, clarification regarding excused absences to explicitly include religious holidays, and retention of district-specific language emphasizing collaboration with families and county agencies to support attendance rather than focusing on grade reductions. The updates were informed by recent legislation, the MSBA model, and application of the Four-Way Equity Test.

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

Adjournment

It was moved by Mr. Vaupel and seconded by Mr. Schwab to adjourn the meeting at 7:32 p.m.

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

The motion carried (7-0)

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

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

Sarah Larsen
School Board Chair

Jon Vaupel
School Board Clerk

TO: School District 197 School Board Members
FROM: Tye Michaels, Director of Human Resources
DATE: October 6, 2025
SUBJECT: Personnel Recommendations

The following personnel items are recommended for approval on October 6, 2025, at the School Board Meeting.

Non-Licensed Employment

- Charno, Jennifer, 3.75 hours a day Kitchen Assistant at Somerset Elementary, at an hourly rate of \$18.48 effective September 29, 2025.
- Goers, Sarah, 3.75 hours a day Kitchen Assistant at Friendly Hills Middle School, at an hourly rate of \$18.68 effective September 29, 2025.
- Hall, Ian, 5.5 hours a day Special Education Paraprofessional at Garlough Elementary School, at an hourly rate of \$23.21 effective September 29, 2025.
- Jacobs, Camilla, 3.5 hours a day Support Para at Garlough Elementary School, at an hourly rate of \$16.89 effective September 22, 2025.
- Khaling, Marcy, 2.5 hours a day Supervisory Paraprofessional at Pilot Knob STEM Magnet School, at an hourly rate of \$21.19 effective September 29, 2025.
- Lee, Eric, 8 hours a day Special Education Paraprofessional at Moreland Elementary, at an hourly rate of \$23.21 effective September 30, 2025.
- Legon, Geidy, 5.5 hours a day ESL Instructional Paraprofessional at Garlough Elementary School, at an hourly rate of \$23.16 effective September 29, 2025.
- Meggit, Christopher, 6.25 hours a day Special Education Paraprofessional at Moreland Elementary School, at an hourly rate of \$23.21 effective September 22, 2025.
- Ponce, Ana, 2.5 hours a day Supervisory Paraprofessional at Pilot Knob STEM Magnet School, at an hourly rate of \$21.19 effective September 23, 2025.

Non-Licensed Resignation, Retirement, Termination

- Xiong, Tue - Building and Grounds Worker 1 at Pilot Knob STEM School, resignation effective September 15, 2025.

Licensed Resignation, Retirement, Termination

- Davies, Carlie Jo - Special Education Teacher at Somerset Elementary, resignation effective September 19, 2025.

ISD 197 WEST ST. PAUL SCHOOLS
Wire Transfers
9/1/25 thru 9/30/25

| <u>Date</u> | <u>From</u> | <u>To</u> | <u>Amount</u> | <u>Reason</u> |
|-------------|--------------------|------------------|---------------------|---------------|
| 9/12/25 | MSDLAF - General | MSDLAF - Payroll | 1,586,159.06 | A/P - P/R* |
| 9/12/25 | MSDLAF _ - Payroll | State of MN | 91,684.74 | Payroll taxes |
| 9/12/25 | MSDLAF - Payroll | IRS | 541,855.90 | Payroll taxes |
| 9/12/25 | MSDLAF - Payroll | PERA | 81,196.80 | Pension |
| 9/12/25 | MSDLAF - Payroll | TRA | 323,090.85 | TRA contrib. |
| 9/12/25 | MSDLAF - Payroll | EBC | 111,751.14 | 403B |
| 9/12/25 | MSDLAF - Payroll | Health Equity | 15,752.04 | Flex |
| 9/26/25 | MSDLAF - General | MSDLAF - Payroll | 1,553,870.23 | A/P - P/R* |
| 9/26/25 | MSDLAF _ - Payroll | State of MN | 86,523.41 | Payroll taxes |
| 9/26/25 | MSDLAF - Payroll | IRS | 519,189.80 | Payroll taxes |
| 9/26/25 | MSDLAF - Payroll | PERA | 90,582.79 | Pension |
| 9/26/25 | MSDLAF - Payroll | TRA | 307,371.94 | TRA contrib. |
| 9/26/25 | MSDLAF - Payroll | EBC | 120,512.94 | 403B |
| 9/26/25 | MSDLAF - Payroll | Health Equity | 17,310.48 | Flex |
| | | Total | <u>5,446,852.12</u> | |

* To cover accounts payable or payroll checks.



TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: October 6, 2025

SUBJECT: First Reading of Policy 414, Mandated Reporting of Child Neglect Or Physical Or Sexual Abuse

BACKGROUND:

A review of Policy 414, Mandated Reporting of Child Neglect Or Physical Or Sexual Abuse, is complete. The policy was last reviewed in October of 2022. The current policy adheres to district processes and procedures currently in place. The current policy was reviewed against the MSBA model policy. As a result of that review, several changes are recommended:

Under III, Definitions, minor changes were made throughout the section to align with the model policy. The definition for “Growth Delay was moved to F2 from F1. Under F8, a redefinition was provided for that section. Under M, “threatened injury”, additional language was added to align with Minnesota statute.

Under IV, Reporting Procedures, minor changes were made throughout the section to align with the model policy.

Updates were made to the legal references.

This policy underwent administrative review using the District's Four-Way Equity Test. Without a clear policy governing the rules and regulations around mandated reporting of neglect or abuse, unconscious or implicit bias could disadvantage some groups over others. This policy provides consistent guidelines under statute(s) for reporting neglect or sexual abuse. Inclusivity of policy applied to all students required changes of "he" and "she" to "their."

RECOMMENDED RESOLUTION:

This is a second reading. No resolution is needed at this time.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~ **that**:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (~~Child~~

~~Protection~~ **Juvenile Safety and Placement**) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated Reporter” means any school personnel who knows or has reason to believe a child is being ~~neglected or physically or sexually abused, or has been neglected or physically or sexually abused~~ **maltreated or has been maltreated** within the preceding three years.
- E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
 - 1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child’s physical or mental health when reasonably able to do so, ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
 - 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, **including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;**
 - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for their own basic needs or safety or the basic needs or safety of another child in their care;
 - 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide their child with sympathomimetic medications;
 - 5. prenatal exposure to a controlled substance **as defined by state law** used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on

the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;

6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

~~Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.~~ **Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.**

- G. "Nonmaltreatment mistake" ~~means~~ **occurs when**: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether

paid or unpaid, counseling, teaching, and coaching.

- I. “Physical Abuse” means any physical injury, mental injury (**under subdivision 13**), or threatened injury (**under subdivision 23**), inflicted by a person responsible for the child’s care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child’s care that is a violation under Minn. Stat. § 121A.58.

- J. “Report” means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- K. “School Personnel” means professional employee or professional’s delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- L. “Sexual Abuse” means the subjection of a child by a person responsible for the child’s care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position

of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b).

- M. “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child’s care who has (1) subjected the child to, or failed to protect a child from egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another **an overt act or condition that constitutes egregious harm under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction; (2) been found to be palpably unfit under Minnesota Statutes, section 260C.301, subdivision 1, paragraph (b), clause 3, or a similar law of another jurisdiction; (3) committed an act that resulted in an involuntary termination of parental rights under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction; or (4) committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction.**

IV. REPORTING PROCEDURES

- A. A mandated reporter ~~as defined herein~~ shall immediately report the **information neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years** to the local welfare agency, **agency responsible for assessing or investigating the report**, police department, county sheriff, tribal social services, or tribal police department. The reporter will include their name and address in the report.
- B. ~~If the immediate report has been made orally,~~ **An oral report shall be made immediately** by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating ~~maltreatment~~ **the report**. ~~The written report shall~~ **Any report shall be of sufficient content to** identify the child, any person believed to be responsible for the ~~abuse or neglect~~ **maltreatment** of the

child if the person is known, the nature and extent of the ~~abuse or neglect~~ **maltreatment**, and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. ~~Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.~~ **An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.**
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, ~~and the reckless making of a false report may result in discipline. The court may also award attorney's fees~~ **plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.**

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected ~~neglect or physical or sexual abuse~~ **maltreatment** rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports

of ~~child~~ maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged ~~perpetrator~~ **offender**, and any other person with knowledge of the ~~abuse or neglect~~ **maltreatment** for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of **the alleged offender or parent, legal guardian, or** school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property ~~will~~ **must** be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd.6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.301 (Termination of Parental Rights)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
~~Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)~~
~~Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)~~
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

| | |
|---------------------------------|--|
| POLICY ADOPTED: | December 14, 2009 |
| POLICY REVIEWED/REVISED: | June 19, 2017; May 21, 2018; April 22, 2019; April 20, 2020; May 17, 2021; October 17, 2022 |
| Monitoring Method: | Administrative Review |
| Monitoring Frequency: | Annually |



SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

Superintendent **REPORT TO THE BOARD**

OCTOBER 6, 2025



A Strong Start to the School Year

HIGHLIGHTS FROM THE START OF SCHOOL



Warrior 5K & Family Mile

RAISING FUNDS FOR TEACHERS AND STUDENTS

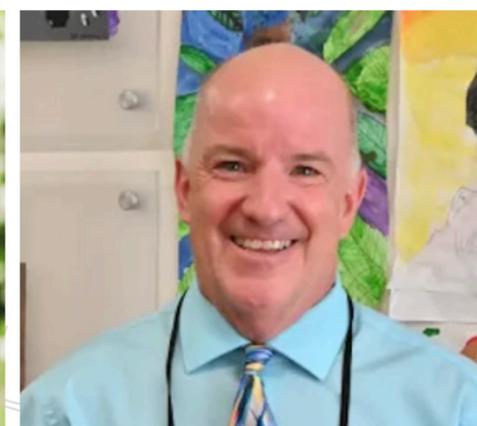


Future Warrior Day

WARRIORS INSPIRING FUTURE WARRIORS



National Principals Month



Two Rivers Named Top High School

RANKED IN MINNESOTA'S TOP 5%



Somerset Shares Messages of Kindness

CELEBRATING NATIONAL BULLYING PREVENTION MONTH



Hispanic Heritage Month

PILOT KNOB HONORS FRIDA KAHLO WITH STEM CREATIVITY





Thank You!





SITE REPORT: BRANCH OUT

**Presented by: By Rachel Johnston, Special Education Supervisor
October 6, 2025 School Board Meeting**



WHO WE ARE



OUR MISSION

Branch Out is a Special Education Transition Program for students up to age 22 who have finished high school programming but need extra support as they transition into independence and adulthood. We focus on the three areas of Transition as defined by MDE:

- Independent Living
- Jobs / Job Training
- Post-Secondary Education



INDEPENDENT LIVING

It is our goal to get our learners into the community for recreation and leisure activities at least once per month. Other independent living skills we work on include cooking and completing household chores.



WORKFORCE TRAINING



Current work experiences include Thompson Park Activity Center, Coffee Cart, Sanctuary, Bobby & Steve's, Moreland IMC, Garlough Park Frisbee Golf

POST-SECONDARY EDUCATION

Our students continue to experience post-secondary education opportunities at Dakota County Technical College.





POINTS OF PRIDE



TWO NEW TEACHERS

When you only have two teachers in a program, having two new ones in the same year is kind of a big deal!



Karen Bird (left) and Lauren Meyer (right)

PROGRAM FLEXIBILITY

Changing programming at DCTC led to a new partnership with Two Rivers High School



STUDENT LEADERSHIP OPPORTUNITIES

- Clubs
- Committees
- Site managers
- REAL Program Talent Show
- Holiday Boutique





LOOKING AHEAD



NEW JOB SITES

**New Work-Based Learning
Coordinator Carrie Garcia**



New Job Sites for 2025-2026

- Gallagher's Bar and Grill
- **Amore Coffee**
- **The Clothes Line laundromat**
- **El Destino Market (Spanish speakers)**
- Angelo's Pizza - South St. Paul
- Knowlan's Supermarket - South St. Paul
- **Oxendale's Market**

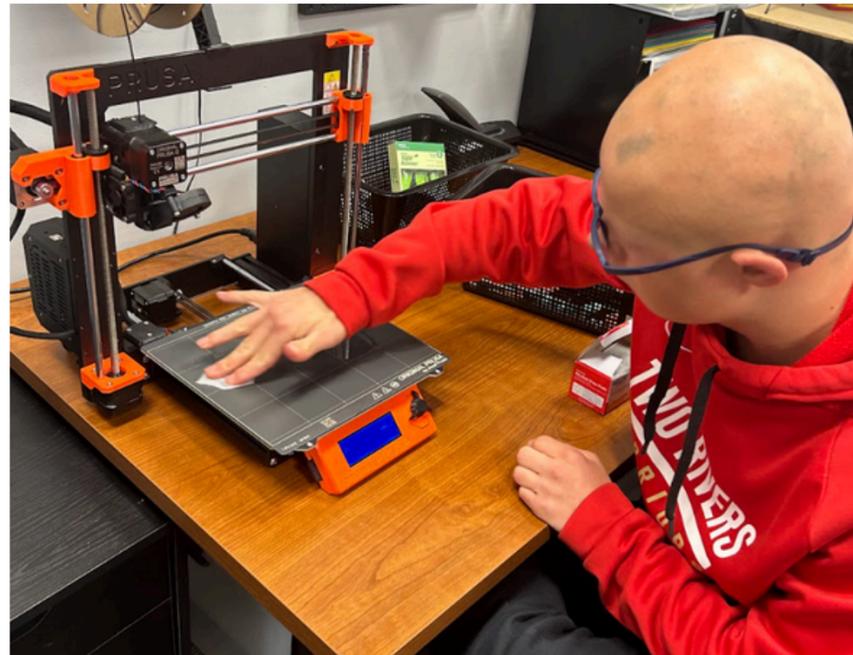
*Sites confirmed are bolded, and will start in October.
Others are in the works.*

ASSISTIVE TECHNOLOGY RESOURCE CENTER



Enableworks

Where skill and purpose come together

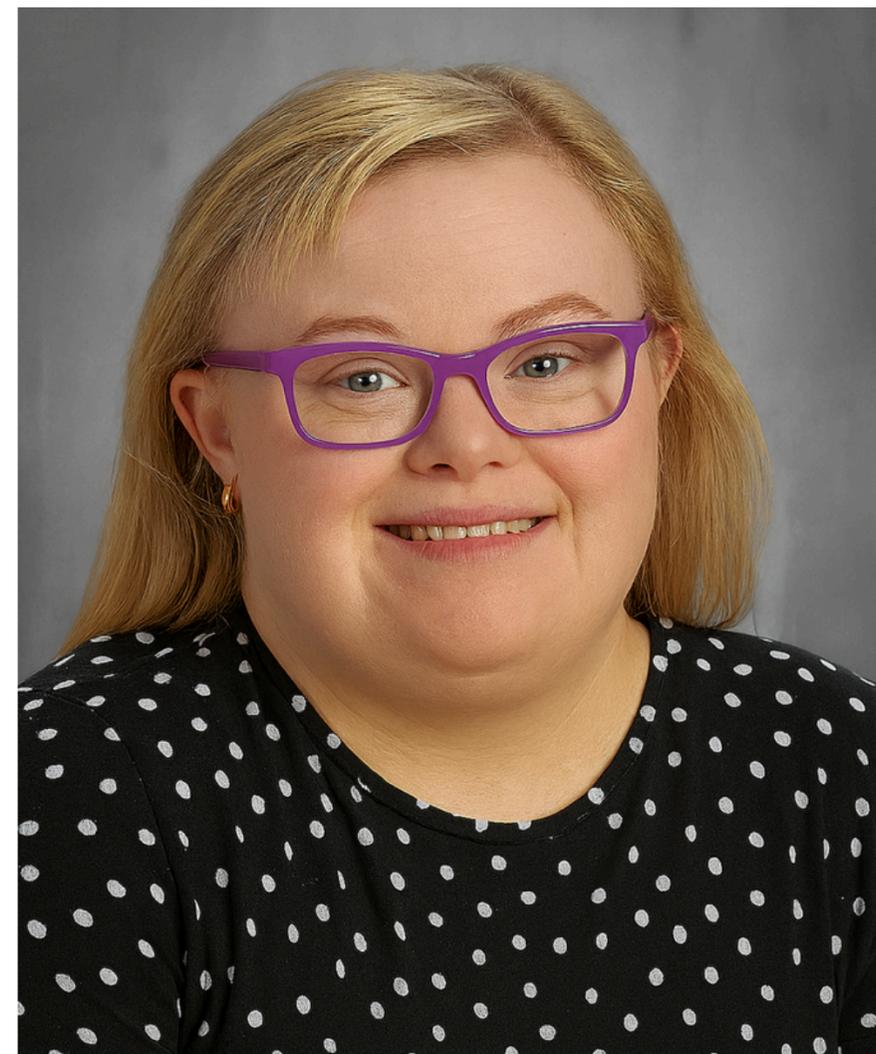


Dr. Jennifer Veenendall
Assistive Technology Specialist and
Occupational Therapy Lead



STUDENT VOICE

**Class of 2026 graduate
Emily Waters**





THANK YOU!





SITE REPORT: EARLY LEARNING

**Presented by: Laurie Hume, Assistant Director of
Early Learning
October 6, 2025 School Board Meeting**



WHO WE ARE



OUR MISSION

Our mission is to provide every child and family with a high quality, holistic early childhood experience. We strive to create a collaborative, safe, nurturing, and developmentally appropriate environment, which fosters individual needs. It is our goal that children will possess confidence in their abilities and establish lasting relations with adults and peers, which will prepare them to become responsible citizens in their community.



OUR PROGRAMS & SERVICES

Community Preschool/School Readiness

- Children 3 years to pre-kindergarten

Early Childhood Family Education

- Families with children birth to 6 years

Early Child Special Education

- Families and children birth to 6 years

Early Childhood Screening

- Children 3 years to pre-kindergarten



LOCATIONS

Early Learning and Family Resource Center

- Screening
- Community Preschool, Voluntary Pre-K, ECFE and ECSE

Pilot Knob STEM Magnet

- Community Preschool, ECFE and ECSE







POINTS OF PRIDE



THREE SECTIONS OF VPK

We increased our Voluntary Pre-K scholarship spots from 18 to 40. We have two VPK classrooms at the ELC and one VPK classroom at Pilot Knob.



AMAZEWORKS

Every classroom used AmazeWorks picture books to give students windows and mirrors so students could see themselves in the curriculum.



SCIENCE OF READING TRAINING

All teachers were training in the science of reading using LETRS for Early Childhood.





LOOKING AHEAD



ALL DAY PRESCHOOL AT PK

This year, we have a new all-day preschool class at Pilot Knob. Students get breakfast and lunch and are able to ride the big bus home with their siblings.



LACTATION/MEDITATION ROOM

Through a wellness grant we created a lactation/meditation room for staff at the ELC.



STAFF SERVICE LEARNING

Prior to ELC programs starting this fall all staff participated in a day of service learning and community building.





THANK YOU!



TO: School District 197 School Board Members

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

DATE: October 6, 2025

SUBJECT: 2024-2025 Annual Report and 2025-2025 Strategic Implementation Plan

BACKGROUND:

Per Minnesota Statute 120B.11, “a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.” The school board meets this requirement (and others detailed in 120B.11), primarily through three actions.

1. The adoption of a long-term **Strategic Framework**. The board adopted its current framework in the spring of 2020.
2. The adoption of the **Annual Report** which analyzes progress toward the goals of the Strategic Framework in the prior school year. This was presented to the board in detail at the September 22nd work session. A few changes have been made to the Annual Report since the work session based on feedback from the Board’s results committee as well as new data being available.
 - a. Page 2 of the report, key statements in the superintendent’s letter were bolded.
 - b. Page 7 of the report, the goal “All students are lifelong learners” was removed since it was not part of the goals approved in the strategic implementation plan for 2024-2025.
 - c. Page 13 of the report, science results were added. MCA Science results became available on October 1, 2025. The district continues to rank first amongst our comparables; however, overall science performance is down within the district and statewide. We continue to provide high quality hands-on experiences in science and are proud of the work taking place in our classrooms.
 - d. Page 14 of the report, the length of the bars for “Students of Color Results in Math” were adjusted to better reflect the percentage being displayed.
 - e. Page 16 of the report, the color of the bars for “Students of Color Enrolled in Rigorous Courses” was changed to both be red as they represent district results.

The administration is seeking formal approval of the 2024-2025 Annual Report from the board at this meeting.

3. The adoption of an annual **Strategic Implementation Plan** including specific actions intended to continue advancing the goals of the Strategic Framework. This, too, was presented to the board in detail at the September 22nd, work session. Here again, the administration is seeking formal approval from the board at this meeting.

RECOMMENDATION:

BE IT RESOLVED, by the School Board of School District 197, to approve the School District 197 Annual Report (2024-25) and the School District 197 Strategic Implementation Plan (2025-26) as presented.



SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

isd197.org



2024-2025

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share this year's Annual Report, which reflects the progress of our students and the strengths of our schools. The 2024–2025 school year was filled with growth, promise, and celebration, and I'm proud of the work happening across our district.

Our standardized test results continue to show that School District 197 outperforms many of our peer districts. While we value this progress, we also recognize that standardized tests reflect only part of a child's learning. They cannot capture the qualities our community consistently tells us matter most: curiosity, resilience, empathy, critical thinking, and the relationships that help every student feel supported. Guided by our commitment to caring relationships, equitable practices, and high achievement for all, we remain focused on nurturing the whole child.

One highlight of this year has been the implementation of Minnesota's READ Act, which emphasizes the science of reading. Last year, our elementary teachers completed extensive training in this structured approach to literacy. Even while still learning, they began applying these strategies in their classrooms. **The early results are promising: more kindergarten students finished the year reading at grade level,** and we anticipate even stronger outcomes as these practices deepen and expand in our Pre K-4 settings, and with our secondary staff receiving training in the near future.

We are also looking forward with anticipation to the implementation of a new math curriculum in the coming year. Much like the science of reading, this approach promises to transform how we teach and support students in building the strong mathematical foundations they need for future success. **Beyond literacy and math, we saw continued growth in graduation rates, with gaps by race narrowing and, in some cases, closing.** These gains remind us of what is possible when staff, families, and community come together to support every student.

As we look ahead, we do so with pride and gratitude. **Success in School District 197 is about much more than a test score; it is about creating learning environments that nurture, inspire, and prepare every child for the future.**

Sincerely,
Peter Olson-Skog, Ph.D., Superintendent
School District 197 - West St. Paul, Mendota Heights, Eagan



About School District 197

Our district is comprised of 10 close-knit schools serving over 5,000 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake, and West St. Paul.

Our vibrant school community is filled with a variety of academic, athletic, and artistic opportunities for students at every age. The district is committed to working with parents and families to improve learning and achievement for all students.



2024-25 DISTRICT PROFILE

NUMBER OF SCHOOLS



K-12 STUDENT ENROLLMENT



BY GRADE LEVEL

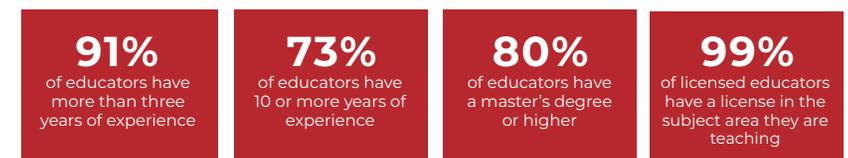


ETHNICITY INFORMATION



OUR EDUCATORS

For reporting purposes, the district reported the following information about equitable access to excellent teachers: less than 1% ineffective teachers, 11% inexperienced (less than 3 years) teachers, and less than 1% out of field.



Our Mission

School District 197 is committed to caring relationships, equitable practices, and high expectations for all.

We Believe:

■ Relationships

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

■ Equity

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

■ Achievement

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually



Strategic Plan Goals and Results

The state of Minnesota requires an annual report and plan, which we are pleased to complete and present to the public each year. This 2024-2025 annual report provides our community members with the opportunity to learn about and provide feedback on the district and school goals for instruction and achievement for all students.

All students are academically and socially ready for school

All 3rd graders can read at grade level

All racial and economic achievement gaps are closed

All students graduate from high school

All students are ready for career and college

SCHOOL DISTRICT
197
GOALS

Curriculum Advisory Committee

The committee addresses continuous improvement, community involvement, and annual public reporting on curriculum, instruction, and student achievement. This committee is comprised of parents, community members, teachers, administrators, and district office staff to ensure a range of issues and viewpoints are examined and discussed. The 2024-2025 committee members are listed below.

Name

Cari Jo Drewitz
Katie Quinlin
Miles Lawson
Randi Walz
Scott Schwister
Jason Laux
Logan Reisig
Abby Hendricks
Matthew Schempp
Haley Holtan
Sue Powell
Jessica Nelson
Mario Watson Sr
Laura Blanks
Brenda Corbett
Andrea Heymans
Amelia Berry
Al Johnson
Ali Karon
Nicole McMahon
McKinley Cherrier
Anne Miller
Stacy Danov

Role

Director
Coordinator
Coordinator
School Board
Parent
Teacher
Student
Parent
Parent
Parent
Principal
Teacher
Parent
Parent
Community Member
Parent
Principal
Student
American Indian Parent Rep
Student
Parent
Parent

Strategic Plan Goals and Results

(At a Glance) *The following chart outlines School District 197 goals, strategies to achieve goals, and results*

| District Strategic Goals | 2024-2025 School District 197 Goals | 2024-2025 School District 197 Results | 2024-2025 School District 197 Strategies to Achieve Goals |
|--|--|--|---|
| <p>1. All Children are Ready for School</p> | <p>The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social-emotional development will increase by 2% in each area by spring 2025.</p> | <p>76% - Social emotional 80% - Literacy Goal Not Met</p> | <p>Social Emotional</p> <ul style="list-style-type: none"> Implemented AmazeWorks curriculum to allow students to see themselves in our curriculum. Used Conscious Discipline strategies to help understand emotions, identify emotions and regulate emotions. <p>Literacy</p> <ul style="list-style-type: none"> Staff were trained in the science of reading using the LETRS program. Teachers gained understanding of language development and how it impacts reading. The utilized strategies of word segmentation, syllabication and rhyming. |
| <p>2. All students read well by third grade</p> | <p>The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 62% spring 2024 to 64% in spring 2025.</p> | <p>67%; Goal Met</p> | <ul style="list-style-type: none"> Grade 3 teachers completed the science of reading training and looked for ways to implement their learning. Continued implementation of whole-class and small-group interventions based on FASTbridge data in 3rd grade classrooms. |
| <p>3. All racial and economic gaps between students are closed.</p> | <ul style="list-style-type: none"> The gap between students of color and white students in grades 1-8 will decrease 2% from 29% in fall 2024 to 27% in spring 2025 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows: <ul style="list-style-type: none"> White students will increase 2% from 75% in fall 2024 to 77% in spring 2025 Students of color will increase 4% from 46% in fall 2024 to 50% in spring 2025 The gap between students of color and white students in grades 1-8 will decrease by 2% from 34% in fall 2024 to 32% in spring 2024 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows: <ul style="list-style-type: none"> White students will increase 2% from 79% in fall 2024 to 81% in spring 2025 Students of color will increase 4% from 45% in fall 2024 to 49% in spring 2025 | <p>Reading: White students Fall: 75%; Spring: 77%; Met</p> <p>Reading: Students of color Fall: 46%; Spring: 48%; Not Met</p> <p>Reading: GAP Fall: 29%; Spring: 29%; Not Met</p> <p>Math: White students Fall: 79%; Spring: 81%; Met</p> <p>Math: Students of color Fall: 45%; Spring: 48%; Not met, but in progress</p> <p>Math: GAP Fall: 34%; Spring: 33%; Not Met</p> | <ul style="list-style-type: none"> 245 staff completed the science of reading training and looked for ways to implement their learning. K-2 foundational curriculum product explorations. K - 12 math product explorations with a focus on the new standards Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms. Implementation of full year grade 5 and 6 writing class. MS EL Programming; Year 1 installation of their new 3D English curriculum from HMH within EL pull out program MS Social Studies: Year 1 implementation of new resources and common assessments. Site-based continuous improvement plans included targeted strategies in reading and/or math based on site data. |

Strategic Plan Goals and Results

(At a Glance) *The following chart outlines School District 197 goals, strategies to achieve goals, and results*

| District Strategic Goals | 2024-2025 School District 197 Goals | 2024-2025 School District 197 Results | 2024-2025 School District 197 Strategies to Achieve Goals |
|--|--|--|---|
| <p>4. All students graduate from high school</p> | <p>The four-year graduation rate at Two Rivers High School will increase from 85% in 2023 to 87% in 2024.</p> <p>The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 70% in 23-24 school year to 72% in 24-25 school year.</p> | <p>Graduation rate 90%; Met</p> <p>Course passing 72%; Met</p> | <ul style="list-style-type: none"> • Year 2 of implementation and refinement of Building Assets Reducing Risks (BARR) in 9th grade. • TRHS teachers learned about, discussed, and experienced the 5 domains of SEL • TRHS Teachers implemented strategies related to each domain in their classroom and discussed implementation with their collaborative team. • TRHS teachers created their own learning experience that was connected to one of the high school CIP goals, involves new learning or application of learning, and results in a product or outcome. • TRHS expanded work-based learning opportunities, which allows students to earn credits for graduation in alternative ways - and this expansion is expected to continue into and beyond 25-26 and 26-27. • The addition of five new courses (non CE-credit bearing) to be installed in 25-26 that will create additional opportunities for students to earn credit in coursework aligned to their interests and skills. |
| <p>5. All students are ready for career and college</p> | <p>The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 19% in spring 2024 to 21% in spring 2025.</p> <p>The percentage of students with a cumulative GPA of 2.7 will increase from 60% in spring 2024 to 62% in spring of 2025.</p> | <p>College-level course completion 21%; Met</p> <p>Cumulative GPA 62%; Met</p> | <ul style="list-style-type: none"> • Expanded work based learning program. • Implemented 3 new concurrent enrollment courses. • Implemented new elective options aligned to career and high school pathways for students in grades 7 and 8. • Expanding Work-based learning opportunities for students of color and students with an IEP, with the potential to earn college credit. • Converting three courses from AP-credit eligible to CE/CIS-credit eligible, which provides a stronger support system for students to earn the college credit attached to those courses. • Developing five or more additional CE, AP or CIS opportunities, with intentions to implement in 26-27. |

District Goal #1: All Children Are Ready for School

Parents are a child's first and most important teacher. Strong, school-based early learning environments and programs are intended to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high-quality early learning experiences close achievement gaps for children before they begin their K-12 education.

Early Childhood Screening

Early Childhood Screening is a free service of School District 197 for children between the ages of three and five and is best completed at age 3. During screening, a nurse checks a child's vision, hearing, and speech as well as cognitive, social/emotional, and muscle development. Immunization records and general health and nutrition practices are also reviewed. Screening helps ensure that children are ready for school success.

The total number of children screened increased. Referrals were made to help identify children who may have concerns in the areas of vision, hearing, cognition, communication, motor skills, or social skills



Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to prekindergarten opportunities to grow and learn together in a supportive and stimulating environment. The program continues to grow, as student and adult participation increased in 2024-2025.

228
children
participated

234
adults
participated

45
classes
offered

District Goal #1: All Children Are Ready for School

School District 197 Preschool provides a bridge to school through half-day and full-day classes that offer rich learning experiences in well-equipped classrooms. All staff are trained in early childhood education. Preschool programming in School District 197 has a strong focus on pre-academic skills.

Our programs lay the foundation for future school success by encouraging:

- Emotional, social, and physical development
- Language development
- Pre-reading skills
- Pre-writing skills
- Mathematical and scientific thinking (including math curriculum used with the children in the district from age 3 through grade 5)
- Enthusiasm for social studies, music, and art



Meets/Exceeds Expectations

All children were assessed at entry to the program in the fall, with a final assessment in the spring.

Fall 2024 Spring 2025

| | Fall 2024 | Spring 2025 |
|-------------------|-----------|-------------|
| Social/Emotional: | 15% | 76% |
| Physical: | 47% | 87% |
| Language: | 36% | 70% |
| Cognitive: | 47% | 74% |
| Literacy: | 34% | 80% |
| Math: | 44% | 70% |

57%

of kindergarten students were reading at grade-level in spring 2025



Kindergarten

Kindergarten provides an essential bridge between pre-kindergarten and the primary grades. It enables children to develop academic, social, and emotional skills they need to be successful. Students in Kindergarten move through out leveled book sets that systematically teach reading skills. Students are assessed on these skills every four weeks through out the year. The end of year placement determines whether or not a student is reading at their expected grade level.

60

students age 3



134

students age 4

District Goal #2: All 3rd Graders Can Read at Grade Level

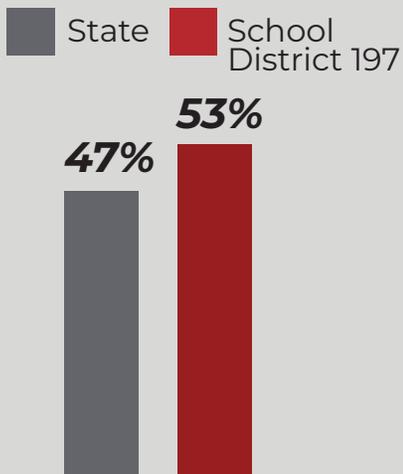
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership, and strengthen family partnerships.

With the 2023 READ Act (Minnesota Reading to Ensure Academic Development Act), we're enhancing these efforts. The READ Act requires science of reading training for teachers to help all students achieve gradelevel reading. School District 197 began adopting these practices in 2020 and continues to refine strategies, including adding professional development days to support staff.

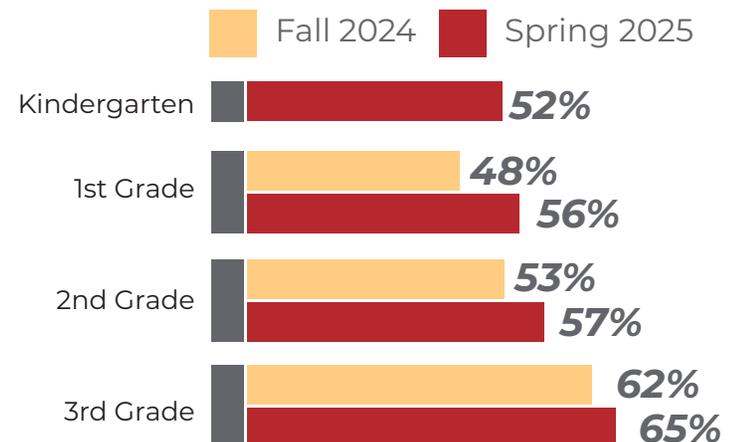
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



2025 Grade 3 MCA Test Scores



School District 197 uses FastBridge assessments at each grade level to screen all students in literacy and math. This data helps teachers determine which students may need intervention support. The data below shows the percentage of students meeting the low-risk target in literacy.



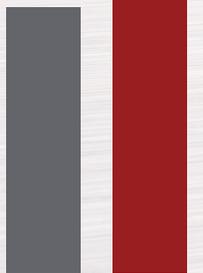
District Mission: High Achievement for All in READING

*In order to evaluate progress, School District 197 compares its performance on the MCAs against nine “comparable” school districts, which are determined by comparable free and reduced lunch populations. The comparable school districts are Bloomington, Burnsville, Hopkins, Inver Grove Heights, Osseo, Roseville, South St. Paul, Spring Lake Park, and St. Louis Park.



State
School District 197

50% 55%

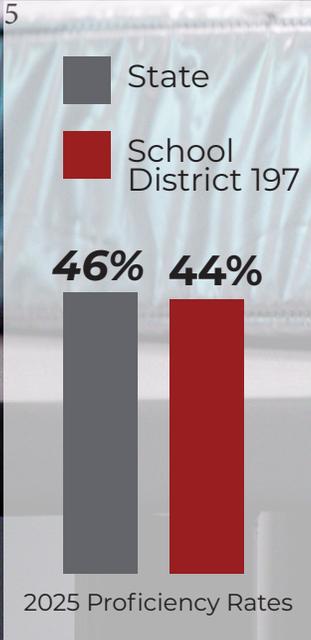


2025 Proficiency Rates

#1
Proficient in reading on MCAs out of 10 comparison districts*



District Mission: High Achievement for All in MATH



#2
Proficient in math on MCAs out of 10 comparison districts*

GRADE 3
58%
Proficient

GRADE 4
60%
Proficient

GRADE 5
33%
Proficient

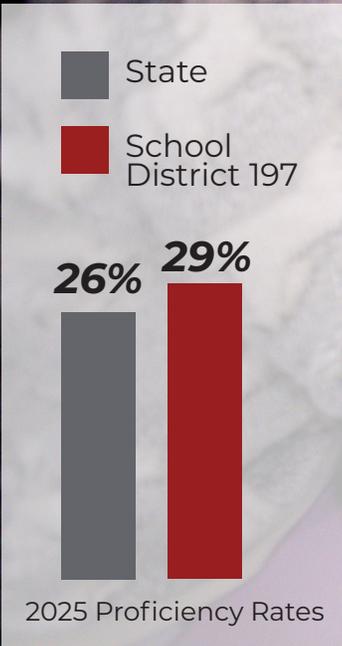
GRADE 6
37%
Proficient

GRADE 7
45%
Proficient

GRADE 8
37%
Proficient

HIGH SCHOOL
38%
Proficient

District Mission: High Achievement for All in SCIENCE



#1
Proficient in science on MCAs out of 10 comparison districts*

GRADE 5
24%
Proficient

GRADE 8
17%
Proficient

HIGH SCHOOL
44%
Proficient

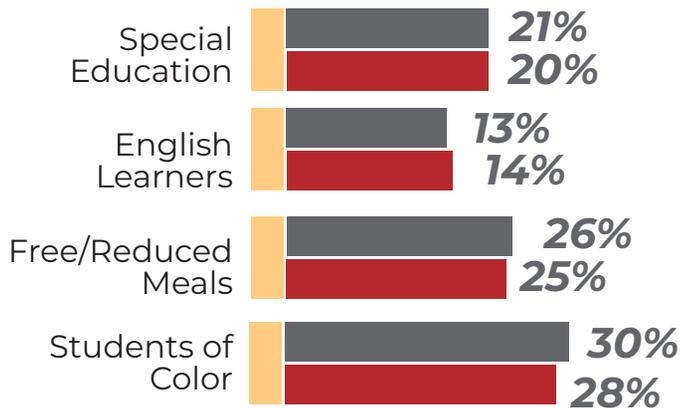
District Goal #3: Narrow the Achievement Gap

The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Students in School District 197 tend to have proficiency rates higher than each demographic group at the state level. Despite this, the achievement gap persists and widens in some cases. The closing of the achievement gap remains a high priority for the district.



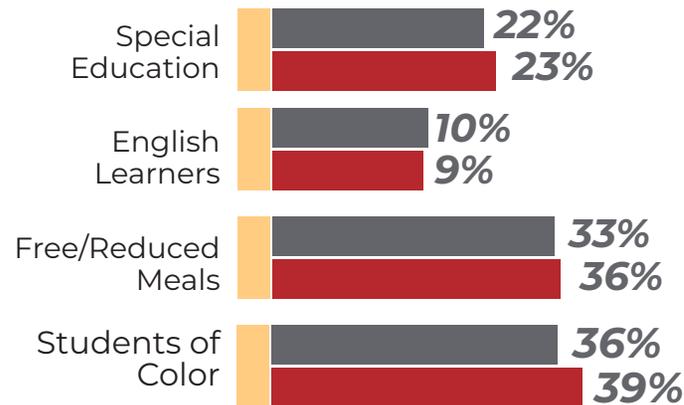
2025 Proficiency Rates in Math for Grades 3-8 & 11

■ State ■ School District 197



2025 Proficiency Rates in Reading for Grades 3-8 & 11

■ State ■ School District 197



Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading tests. For more information, see the School District 197 Achievement & Integration plan at isd197.org.

District Goal #4: All Students Graduate from High School



82%
OF HISPANIC STUDENTS
in the Class of 2024 graduated.



Ensuring all students graduate on time is imperative to both School District 197 and the state of Minnesota. We are proud of the many initiatives and programs in place to support student success.

Students who graduate in four years

School
District 197

90%

State
Average

84%

The Power of Participation

Participation in athletics, activities and clubs is strongly associated with better attendance, higher levels of achievement, and aspirations to higher levels of education.



Athletics, Activities & Clubs

69
Offered

2,243
Registrations

*A student may be counted more than once if registered for more than one activity.

District Goal #5: All Students Ready for Career and College



Advanced Placement Courses

16
Offered

451
Students Enrolled

Concurrent Enrollment Courses

19
Offered

372
Students Enrolled

Centers for Advanced Professional Studies (CAPS)

4
Offered

35
Students Enrolled

Post-Secondary Enrollment Options (PSEO)

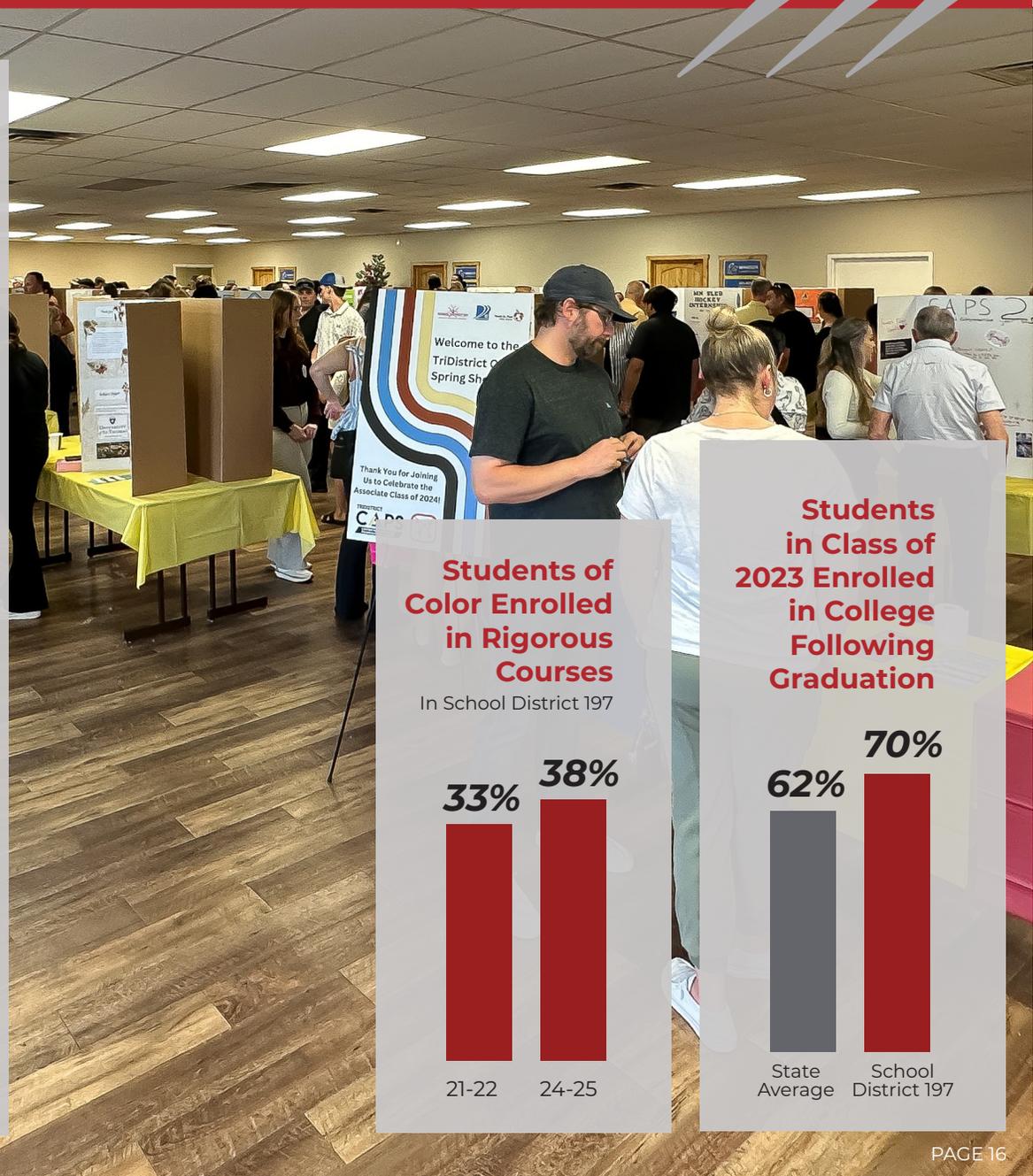
8
Institutions

43
Students Enrolled

Industry Certifications

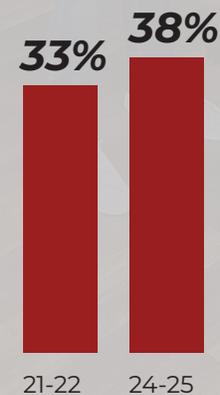
11
Courses

565
student certifications earned

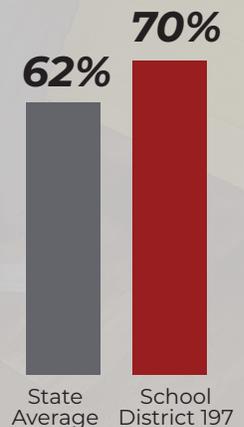


Students of Color Enrolled in Rigorous Courses

In School District 197



Students in Class of 2023 Enrolled in College Following Graduation



District Strategic Framework

Implemented 2024-2025 Strategic Actions

1

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

Explicit SEL Instruction

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

Integrated SEL with Academic Instruction

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

Youth Voice and Engagement

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

Supportive School and Classroom Climates

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

Focus on Adult SEL

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

Supportive Discipline

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

District Strategic Framework

Implemented 2024-2025 Strategic Actions

7

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

Continuum of Integrated Supports

- Continue piloting a multi-tiered system of support (MTSS) team process at Somerset and plan for expansion to other sites.
- Develop and implement explicit instruction for small groups needing additional social, emotional, and behavioral support from elementary counselors.
- Continue and refine the Building Assets Reducing Risks (BARR) team meeting structure to identify support for 9th-grade students.

Authentic Family Partnerships

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

Aligned Community Partnerships

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

Systems for Continuous Improvement

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



District Strategic Framework

Implemented 2024-2025 Strategic Actions

2 Build equitable systems and support throughout the district

Diverse Classrooms and Schools

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

Teacher and Leader Quality and Diversity

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

Equitable Resource Allocation

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

Equitable Curriculum, Instruction and Assessment

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



District Strategic Framework

Implemented 2024-2025 Strategic Actions

2 Build equitable systems and support throughout the district

Equitable School and Classroom Environments

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

Equitable Student Leadership and Voice

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

Equitable Family Partnerships

- Increase family representatives on Equity Advisory.
- Increase Parent Academy (or similar) opportunities.
- Increase the number of Cultural Liaisons in the district.



District Strategic Framework

Implemented 2024-2025 Strategic Actions

3 Increase E-12 opportunities for career exploration and preparation

Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements. At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

- Every student takes a course (research suggests it should be 2 courses) that bears college credit or certifications.
- All students have some sort of community service/volunteer hours.
- Provide immersive experiences for students.

Course, School and Structural Support

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

Direct Student Supports

- Explore ways to expand student tutors.
- Explore expansion of Building Assets Reducing Risks (BARR) to at least one cohort in grade 10.
- Explore and implement ways to support FLEX at MS (vitals checks, collaborative study groups, tutors, etc)
- Widen and diversify student focus groups for feedback
- Sustain and expand strategies for providing immersive experiences for students (internship, career/college related field trip, job shadowing, mentoring, etc)
- Refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

District Strategic Framework

Implemented 2024-2025 Strategic Actions

3 Increase E-12 opportunities for career exploration and preparation

Career and College Readiness

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

Career and Technical Education Pathways

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



Together, We Thrive.

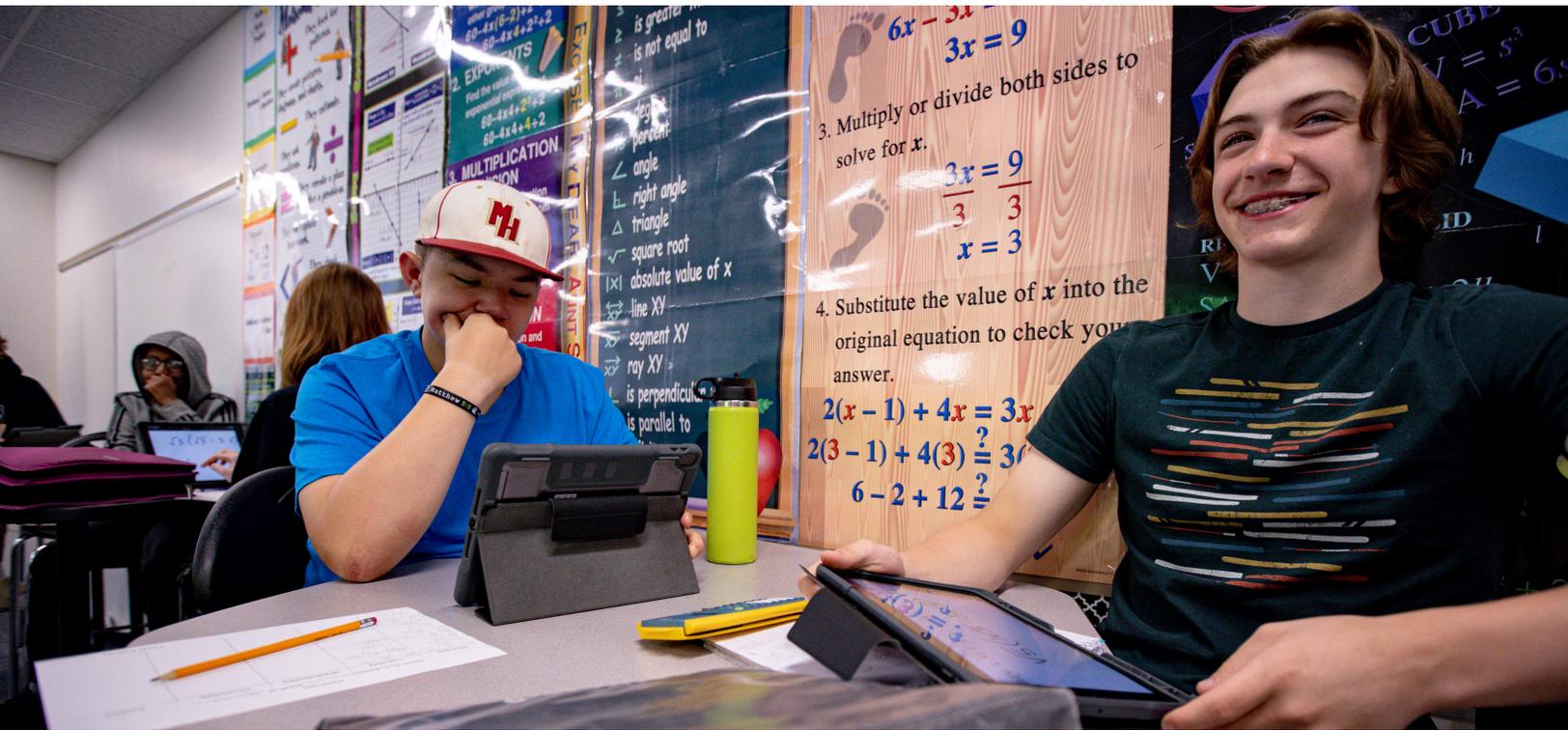


SCHOOL DISTRICT 197

STRATEGIC

IMPLEMENTATION

PLAN



2025-2026

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INTRODUCTION

In fall 2019, School District 197 hosted community-wide input sessions to gather input into the creation of a revised strategic plan. Hundreds of community members, students, and staff responded to the following prompts:

- What do our students need to learn so they are ready for their future?
- What do you value most about our schools?
- What are some new opportunities we should explore?
- How can you and our community connect with and support our schools?

A representative group was convened in December 2019 to digest all of the input and create a new strategic framework to guide our new and long-term work. The framework they drafted included a mission statement, belief statements, and focus areas for improvement. After an initial review by the

school board, additional input was sought through a variety of focus groups. This input was used to revise the initial draft of the strategic framework. The final draft was approved by the school board in June 2020.

The strategic framework provides the district with a direction for our work. For example, one focus area for improvement is to, “Establish a district-wide system of social-emotional learning and support.” Each year we determine the specific strategies the district needs to implement to move us towards our desired improvement. These strategies, which we will call implementation targets, will be described in more detail later on in this report.

We are excited about the work our Strategic Framework will continue to direct this year.

*Nurture, Inspire, Prepare
Together, we thrive!*

STRATEGIC FRAMEWORK (adopted June 2020)

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

FOCUS AREAS

1

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

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

4

FOCUS AREAS & IMPLEMENTATION TARGETS

As you saw on the previous page, we have three focus areas. They are:

- Establish a district-wide system of social-emotional learning and support.
- Build equitable systems and support through the district
- Increase E-12 opportunities for career exploration and preparation.

The intent of focus areas are not to capture all we do as a school system. Rather, they are to identify the specific areas in which we want to target our improvement efforts in order to live out our mission (School District 197 is committed to caring relationships, equitable practices, and high achievement for all)

...and to achieve our goals.

School District 197's goals are:

- All students are academically and socially ready for school
- All 3rd graders can read at grade level
- All students are prepared to be lifelong learners. (NEW)
- All racially and economic achievement gaps are closed
- All students graduate from high school
- All students are college and career ready.

In the pages that follow, you will find the specific strategies (aka Implementation Targets) we have selected for the 2025-26 school year. They are grounded in research and based on the ongoing feedback we receive from students, staff, families and our community.



FOCUS AREAS OVERVIEW: SOCIAL-EMOTIONAL LEARNING

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

Social and emotional learning or SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

According to the Collaborative for Academic, Social, and Emotional Learning, there are a number of benefits that students derive from SEL.

- An improvement in social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- A decline in anxiety, behavior problems, and substance abuse
- Long-term improvements in skills, attitudes, prosocial behavior, and academic performance

Social and emotional learning is also aligned in our equity work by creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential. Implementing SEL across our district both fosters and depends upon an equitable learning environment, where all students and adults feel respected, valued and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds.

Our SEL vision states “Through an equitable system of social and emotional learning support, all students and staff will grow in the following capacities:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

The district is using the 10 indicators from CASEL (shown below) to establish, review and monitor SEL implementation.



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

Explicit SEL Instruction

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

Objectives:

- Design and develop the proposed high school personal finance course to intentionally integrate SEL competencies—such as self-management, responsible decision-making, and self-awareness—through planned units on budgeting, saving, goal setting, and financial planning, in preparation for 2026 implementation.
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.

Integrated SEL with Academic Instruction

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

Objectives:

- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)

Youth Voice and Engagement

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

Objective:

- Expand data review sessions with students at the middle and high school levels using survey data.
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.

Supportive School and Classroom Climates

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

Objectives:

- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets)
- Provide kindergarten teachers with calming strategy resources developed by the Pre-K team, using Conscious Discipline techniques.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

Focus on Adult SEL

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

Objective:

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

Supportive Discipline

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

Objectives:

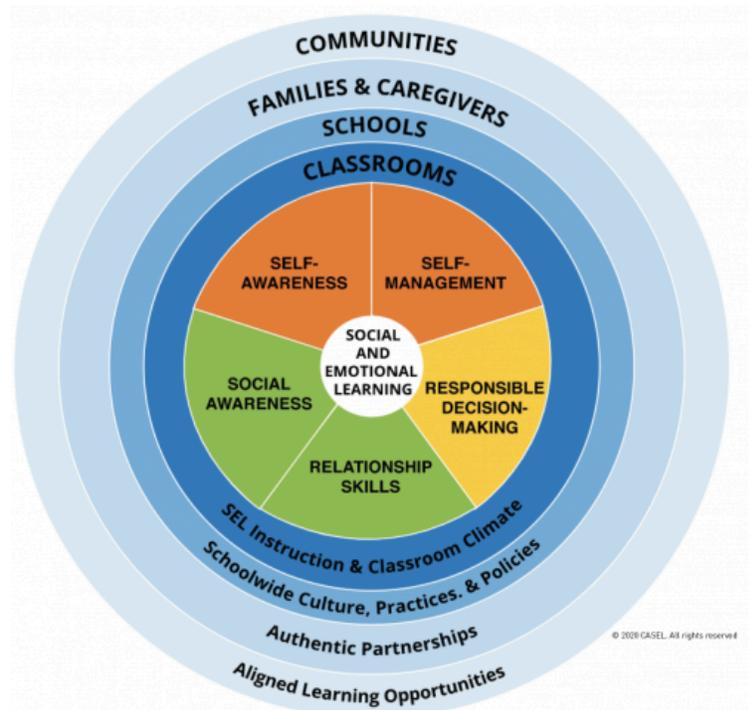
- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

Continuum of Integrated Supports

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

Objectives:

- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)



FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

Authentic Family Partnerships

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

Objective:

- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.

Aligned Community Partnerships

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

Objective:

- Provide SEL training on trauma-informed practices and “safe space” strategies to School Age Care staff.
- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.

Systems for Continuous Improvement

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

Objectives:

- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.

FOCUS AREAS OVERVIEW: EQUITY

“Build equitable systems and support throughout the district”

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

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

In August 2023, the School Board adopted Policy 106 Equity. It outlines the seven commitment areas described below.

Diverse Classrooms and Schools

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

Teacher and Leader Quality and Diversity

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

Equitable Resource Allocation

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

FOCUS AREA OVERVIEW: EQUITY (continued)

Equitable Curriculum, Instruction and Assessment

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

Equitable Learning in Classroom and Other School Environments

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

Equitable Student Leadership and Voice

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

Equitable Family and Community Partnerships

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

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY

**“Build equitable systems and support
throughout the district”**

Diverse Classrooms and Schools

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

Objectives:

- Increase Unified programming/opportunities for middle school students.
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation. Examples include:
 - in paid internships
 - earning industry-relevant certifications
 - enrolled in work-based learning at TRHS

Teacher and Leader Quality and Diversity

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

Objectives:

- Create a required virtual staff training for licensed staff on our Equity Policy.
- Provide training on supporting Native American students to new teachers.
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
- Provide 40+ school board members, district leaders, site administrators, teachers, and AIPAC members the opportunity to attend an immersive learning experience called Learning from Place: Bdote.
- Offer sites the opportunity to develop specific staff experiences to learn a new language
- Implement the updated School District 197 Teacher Evaluation Rubric (including cultural competence) and train administrators to observe and provide actionable feedback on indicators. (also in SEL)

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

Equitable Resource Allocation

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

Objectives:

- Implement a sliding scale fee for student parking passes at the high school

Equitable Curriculum, Instruction and Assessment

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

Objectives:

- Implement an Ojibwe course offering at the high school.
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
- Explore equitable grading practices with secondary school leaders.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

Equitable Learning in Classroom and Other School Environments

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

Objectives:

- Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.
- Provide professional development to general education staff on accommodations and modifications for students with Individualized Education Plans (IEPs) and 504 plans.
- Develop a 2SLGBTQ+ Inclusive School self-reflection tool for sites to use.
- Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.

Equitable Student Leadership and Voice

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

Objectives:

- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least seven.
- Create a student advisory group to meet with Nutrition Services to provide input and feedback on menu offerings.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

Equitable Family Partnerships

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

Objectives:

- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.
- Provide non-English speaking families with opportunities to give feedback on our language access services.
- Develop a Language Access Plan to document and promote our district's commitment and strategies to ensure equitable access to families who are non-English speaking.



FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS

“Increase E-12 opportunities for career exploration and preparation”

This work is not new to the strategic framework but rather an expansion of the work we have been focused on for the last nine years. As part of our previous strategic framework, we were striving toward two specific strategies: Developing an electronic college and career portfolio beginning in 7th grade and expanding options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students “job ready” upon graduation.

Over the last decade, School District 197 has worked with the intention to expand its high school offerings and organize its courses by career fields and show the alignment to career pathways. Students at Two Rivers High School now have over 30 rigorous courses to select from which can provide them with college-credit bearing opportunities and several courses that provide industry-recognized certificates, on-the-job training, and internships.

Warrior Seminar, a required course for all incoming 9th-grade students, has been another important cornerstone of our career and college readiness approach.

Warrior Seminar provides opportunities for students to transition to high school, explore career and post-secondary options and develop themselves as individuals. Through Warrior Seminar, students have the opportunity to meet and talk with dozens of community-based businesses, organizations, and post-secondary institutions, as well as work in small group settings with adult mentors, who discuss topics such as resume building, professional conduct, and how to participate effectively in interviews.

In the new strategic framework, you will notice that the work now intentionally includes all our learners, from the youngest students in our early learning programs to our graduating seniors at Two Rivers High School.

In the spring of 2022 the district was awarded a \$700,000 grant that aided in the expansion of rigorous course opportunities and experiences at Two Rivers High School over the 2022-2023 and 2023-2024 school years. These efforts were centered on increasing the enrollment of under-represented student groups in rigorous courses while also provided supports and immersive experiences. As part of that grant, we identified work that would be sustained beyond the grant funding.

FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS (continued)

“Increase E-12 opportunities for career exploration and preparation”

Grounding our work is a graphic organizer developed by the Minnesota Department of Education in collaboration with Minnesota State Universities and Colleges.

The graphic (see page 18) provides a framework for organizing Minnesota Career Fields, Clusters & Pathways. It depicts the foundational knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education.

Courses at Two Rivers have been reviewed and those that provide career exploration, exposure or opportunities in a specific career field have been identified in the academic planning guide for students. Students that have an interest in a specific pathway are encouraged to take a course or sequence of courses in the specific pathway.



Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.

At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

As we continue work in this area, our goal is to expose students in early learning through middle school to a wide variety of careers in these career fields, clusters, and pathways.



A newly updated graphic organizer, developed by Advance Career and Technical Education (CTE) is in the graphic below. This framework is aligned with the modernized National Career Clusters® Framework, is used to organize career fields, clusters, and pathways. The updated national framework re-organizes the previous 16 clusters into 14 clusters and 72 sub-clusters to better reflect the modern world of work.

In the 2025-2026 school year, courses at Two Rivers will be reviewed. The academic planning guide will be updated in the future to reflect this new organization for their career and college planning.



FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR

“Increase E-12 opportunities for career exploration and preparation”

Course, School and Structural Support

Expanding and sustaining opportunities to improve student outcomes

Objectives:

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Develop a group of staff and students to discuss and explore end of course evaluations.
- Conduct a 5-12 counseling program review. (also in SEL)
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Implement the direct admissions process.
- Implement foundational literacy curriculum
- Integrate college and career planning into personal finance courses.
- Align and refine the Warrior Seminar curriculum.
- Implement the Ojibwe language course in 2025-2026
- Develop a sustainable approach to maintaining an annual native language experience.

Direct Student Supports

Reducing barriers to improve students outcomes for underrepresented student groups.

Objectives:

- Establish formal middle school student focus groups for feedback
- Establish an American Indian student focus group related to curriculum
- Continue to refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR (CONTINUED)

“Increase E-12 opportunities for career exploration and preparation”

Career and College Readiness

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

Objectives:

- Prepare, implement, monitor and adjust new middle school electives.
- Expand and diversify the college visits at Two Rivers.
- Develop training for families on Naviance.
- Complete installation of technology student help desk at Two Rivers by spring 2026.
- Complete installation of the tech warrior repair workshop.

Career and Technical Education Pathways

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

Objectives:

- Implement Natural Resources, Sustainability & Food Systems CAPS class.
- Create a career and college center in the work based learning classroom.
- Identify an advanced computer science course for implementation in 26-27.

ANNUAL REPORT & OTHER PERFORMANCE MEASURES

Each fall, the annual report shows progress towards attaining our strategic goals. The report identifies performance measures that indicate both a desired outcome and degree to which the district is making progress towards those outcomes. The report is available on the district website. In addition, the results are reported in an annual meeting in which key messages are prioritized and highlighted. Other reports are tailored to relevant audiences as deemed appropriate.

Annual Achievement and Program Targets are set based on the previous year's performance.

The Annual Targets measure the degree to which individual schools and the district are accomplishing the five goals established through the strategic framework:

- All students are academically and socially ready for school
- All third graders can read at grade level
- All students are prepared to be lifelong learners. (NEW)
- All racial and economic achievement gaps are closed
- All students graduate from high school
- All students are ready for career and college

Measurements used to assess progress minimally include those listed below.

- Student performance on the Minnesota Comprehensive Assessments (MCAs)
- Student performance on FASTBridge assessments in area of literacy and math
- Rigorous course enrollment
- High school graduation rates
- High school cumulative GPA
- Results from each assessment will be broken down by student group to measure the achievement/opportunity gap



ANNUAL REPORT & OTHER PERFORMANCE MEASURES (continued)

The following, in support of the district plans, are reported annually to the Minnesota Department of Education as part of Minnesota's World's Best Workforce Initiative:

- District Strategic Implementation Plan and World's Best Workforce Initiative
- Alternative Delivery of Specialized Instructional Services (ADSIS) Plan
- Alternative Teachers Performance Pay System (ATPPS) Plan
- District American Indian Education Plan
- District Achievement and Integration Plan
- District Staff Development Plan
- Local Literacy Plan
- Early Childhood Special Education Outcomes Report

District and school goal setting follows. A Continuous Improvement Plan (CIP) is then developed. After district and site goals have been established, teachers develop goals in their Collaborative Teams (CTs).

Every teacher in the district participates in a CT. As part of the district, site, and team goal-setting and action-planning process, staff examine strategies for improving instruction, as well as considering and selecting best practices.

PLAN FOR PROGRAM IMPROVEMENT

Schools and departments set annual continuous improvement goals aligned to the District Strategic Framework Goals. A needs assessment occurs each year by reviewing achievement trends. This assists schools and the district in identifying the strengths and weaknesses of instruction in pursuit of student and school success.

Schools complete their assessment by reviewing student achievement data that is disaggregated by subgroup, and site, in annual data retreats in July and August.

SCHOOL DISTRICT 197 CONTINUOUS IMPROVEMENT MODEL



2025-2026 ANNUAL ACADEMIC ACHIEVEMENT TARGETS

The strategic framework establishes five goal areas. The district uses a variety of formative (along the way) and summative (at the end) measures to assess our progress towards achieving each goal. Among those measures, key progress indicators have been selected to use for our annual district targets.

DISTRICT GOALS

All students are academically and socially ready for school.

- The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2026.

All third graders can read at grade level.

- The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from XX% spring 2025 to XX% in spring 2026.

All racial and economic achievement gaps are closed.

- The gap between students of color and white students in grades 1-8 will decrease 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:
 - White students will increase 2% from XX% in fall 2025 to XX% in spring 2026
 - Students of color will increase 4% from XX% in fall 2025 to XX% in spring 2026
- The gap between students of color and white students in grades 1-8 will decrease by 2% from XX% in fall 2025 to XX% in spring 2026 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:
 - White students will increase 2% from XX% in fall 2025 to XX% in spring 2026
 - Students of color will increase 4% from XX% in fall 2025 to XX% in spring 2026

All students graduate from high school.

Our improvement efforts will be focused on providing equitable supports for students of color in order to meet the goals below:

- The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 89.5% in 2024 to 91.5% in 2025.
- The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 72% in 24-25 school year to 74% in 25-26 school year.

2025-2026 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

All students are prepared to be lifelong learners.

- By the 2025-2026 school year, at least 30% of Black, American Indian and Hispanic students will be enrolled in at least one rigorous course (AP, CIS and concurrent enrollment).

All students are ready for career and college.

- The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2025 to 23% in spring 2026.
- The percentage of students with a cumulative GPA of 2.7 will increase from 62% in spring 2025 to 64% in spring of 2026.

Please note: All targets under other goals areas will be disaggregated by race and socio-economic status to ensure gaps in those measures are closing as well.

SITE GOALS

Pre-K Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in the district's four-year-old preschool program who are meeting developmental expectations in the areas of literacy and social/ emotional development in each area.
- The largest race-based achievement gap in literacy and/or math.

Elementary School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 1-4 who will meet the low risk or lowest risk target on aReading.
- The achievement gap for students of color in reading and/or math.

Middle School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 5-8 who will meet the low risk or lowest risk target on aReading.
- The achievement gap for students of color in reading and/or math.

High School Goals: The high school will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 9-12 who pass all of their courses.
- The percent of student earning a 2.7 GPA.
- The achievement or opportunity gap for students of color in alignment to district goals.

MULTI-TIERED INTERVENTION MODEL

Annually, each student's progress toward meeting state and local academic standards is assessed. The assessment measures vary by grade level. In kindergarten through grade 4, Curriculum Based Measures through the Formative Assessment System for Teachers (FASTBridge) are used in reading. In grades 1-9, computer adaptive tests through FASTBridge are used for reading and math.

When data indicate a student is not making progress toward meeting standards, a student is referred to the school's Problem-Solving Team (PST). The PST is a general education initiative that provides support for teachers in meeting the unique learning and behavioral needs of students. The goal of the PST is to assist students needing differentiated instruction or other interventions to ensure their success in the general education setting.

The PST model should not be confused or combined with Special Education Child Study. PST focuses on problem solving by intervening early and providing effective instructional, social, and behavioral interventions. Through this process, assigned staff collect data to determine whether the student has shown improvement following consistent implementation and evaluation of targeted interventions.

The array of interventions available to students needing additional support varies somewhat by grade level, but several key supports are used in the district:

- Intervention services funded by Alternative Delivery of Specialized Instructional Services (ADSIS)
- Basic Skills Instruction
- Title I Services
- Targeted Services (after school and summer school, grades K-8)
- Credit Recovery (grades 9-12)
- Alternative Learning Center (ALC) Services (high school)
- Family Support Program

REQUIRED NOTICES

ACCESS TO DIVERSE TEACHERS

Annually, the Human Resources Department provides data on effective teachers, which includes demographic information including race. The data is reviewed at each site prior to the spring hiring season to assess the degree to which licensed teachers in district and/or school reflect the diversity of students enrolled.

GIFTED AND TALENTED IDENTIFICATION PROCESS

Each school year, the academic performance of students in grades 2-6 is evaluated to identify children who should receive Gifted and Talented (GT) services or be placed on School District 197's Talent Development and Watch list for the following year. Performance measures include, but are not limited to, the Cognitive Abilities Test (CogAT), reading and math assessments from the Formative Assessment System for Teachers (FAST).

Alternate Identification is an additional option for students who may be very high academic performers but do not qualify for GT services using the standard measures. Please contact the program coordinator for more information regarding Alternative Identification. See the district website for specific identification criteria, <https://www.isd197.org/academics/gifted-talented>.

ACCELERATION

School District 197 recognizes MN State Statute 120B.15 and supports the need for academically gifted students to receive appropriate accelerated instruction. Whole Grade Acceleration or Single Subject Acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in the next grade level/subject/course. The goal of acceleration is to match the curriculum with the readiness and motivation of the learner.

The district uses the processes outlined on the district website if there is evidence to support acceleration. However, final determination to accelerate resides with the parent(s)/guardian(s). See the district website for the specific process, <https://www.isd197.org/academics/gifted-talented>.

REQUIRED NOTICES (continued)

EARLY ENTRANCE TO KINDERGARTEN

State of Minnesota regulations mandate that children reaching the age of five on or before September 1 of the school year are eligible for kindergarten. Children reaching the age of five after that date are not eligible for kindergarten until the following September. Exceptions will be considered when a child demonstrates, through assessments, above average social, emotional, physical, and intellectual maturity and the child will be five on or before November 1. Please see the district website for the application procedures, <https://www.isd197.org/academics/gifted-talented>.

SCHOOL READINESS

The district's school readiness programs provide partial and full-day options that include a comprehensive curriculum aligned with state early childhood guidelines and kindergarten standards. The curriculum includes cognitive, social, emotional, physical, and academic skills that prepare students for success in kindergarten. Students participate in assessments three times a year that measure their progress and growth in academic content as well as social/emotional skills. The Early Learning Advisory Committee (ELAC) provides input on programs, curriculum, and transition practices into kindergarten. All early learning teachers participate in ongoing professional development throughout the school year including specific strategies for working with students whose native language is not English.

ADVISORY COMMITTEES & FEEDBACK

PARENT, COMMUNITY, STUDENT & STAFF ADVISORY COMMITTEES

A number of parent and staff advisory committees engage stakeholders in the process of reviewing programs and making recommendations for improvement, as well as general communication and advice. Membership is generally open to anyone who has an interest in promoting and supporting the program or initiative.

The standing advisory committees for School District 197 are listed below:

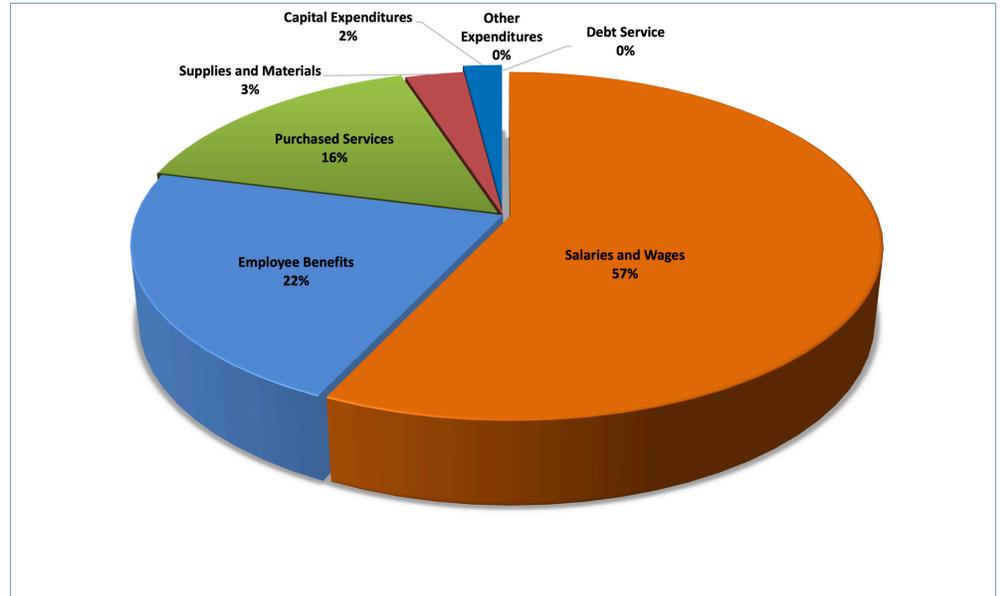
- District Curriculum Advisory Committee (CAC)
- Student Curriculum Advisory Committee
- District Special Education Advisory Committee (SEAC)
- District Gifted and Talented Advisory Committee (GTAC)
- District Equity Advisory Committee
- Tri-District Community Education Advisory Council
- Early Learning Advisory Council (ELAC)
- District Staff Development Committee (DSDAC)
- District Wellness Committee
- American Indian Parent Advisory Committee
- Padres Latinos en Acción
- Title I Parent Advisory
- Parent Ambassador Network (PAN)
- Career and Technical Education Committee (CTE)
- Superintendent Student Advisory Committee

CONSTITUENT FEEDBACK

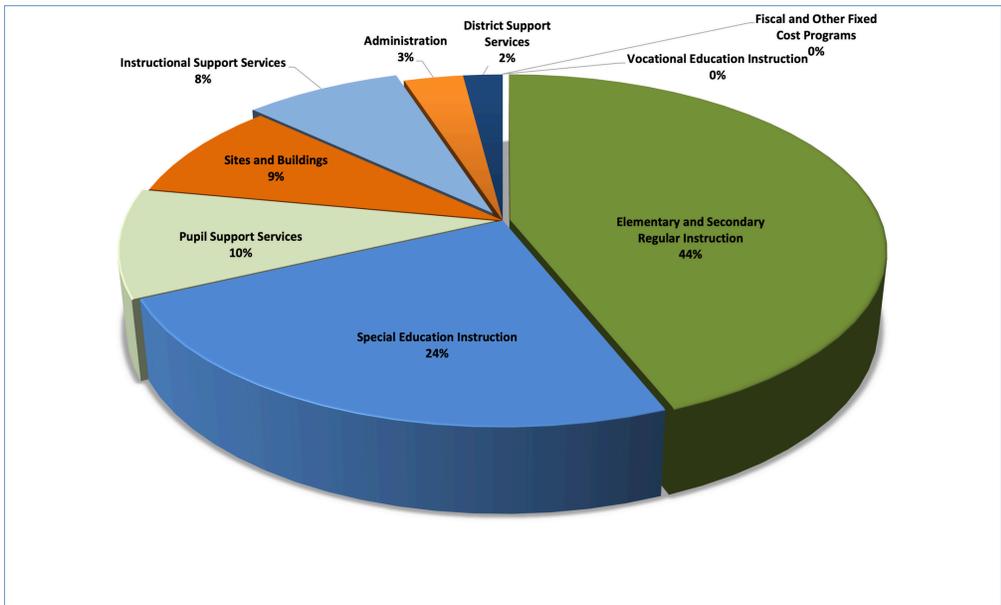
Bi-annually the district hires an external evaluator to do a random phone survey of a minimum of 400 district constituents. The survey provides a longitudinal look at how well residents feel the school district is educating our students, how well we are managing our resources, and how well the school board is performing in its role. The results are reported at a school board meeting, and the entire report is available for the public to access online.

ANNUAL BUDGET

School District 197 reviews its budget annually to determine how existing funds will be used to support the plan and whether additional resources are needed. Requests for additional resources are considered in the context of the regular budgeting process, which begins annually in January and ends in June.



To the right you will find two graphs outlining how our budget is used. The top graph shows how our budget is used when looking at the type of expenditures. The bottom graph shows how our budget is used when looking at the percent spent on different types of programs. Within these budgets, we have allocated sufficient funds to accomplish the implementation targets for the 2025-26 school year.





TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: October 6, 2025

SUBJECT: Resolution to close to open enrollment for grades 7-12 for the 2025-2026 school year

BACKGROUND

Two Rivers High School is currently approximately 25 students over projected enrollment in 9th and 10th grades.

We are fortunate to have experienced increasing enrollment in the last few years. The current 2025-2026 Two Rivers enrollment is 1,667. We are at or above projected enrollment at each grade level, except for 11th. Administration has already had to adjust lunch schedules to accommodate the number of students we have. While we could potentially accommodate some additional students this year, we have a large 8th-grade class coming in next year and anticipate Two Rivers enrollment to grow next year as a result and 7th grade is nearing class size max parameters.

Beyond the space issues at TRHS and overall enrollment growth, closing to open-enrollment once the school year has started helps administration at our secondary sites manage section sizes within the parameters set by the School Board. At this point space is very limited in many of our core, required classes across our secondary buildings.

Proposal

While we will continue to welcome resident students, to help manage enrollment, the administration recommends closing to open enrollment in grades 7-12. This is a regular practice among several Minnesota school districts permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.

Rationale

- This is a regular practice among several Minnesota school districts.
- It is permissible under Minnesota Statute 124D.03. A school district may close open enrollment at a grade level if the number of open enrollments at that grade level is more than 1% of the total enrollment.

- For each grade, we meet the criteria under MN Statute 124D.03.
 - Grade 7 - approximately 20% of the total enrollment is from open enrollment.
 - Grade 8 - approximately 20% of the total enrollment is from open enrollment.
 - Grade 9 - approximately 24% of the total enrollment is from open enrollment.
 - Grade 10 - approximately 24% of the total enrollment is from open enrollment.
 - Grade 11 - approximately 25% of the total enrollment is from open enrollment.
 - Grade 12 - approximately 28% of the total enrollment is from open enrollment.

Additional Information

- This proposal does not limit District 197 residents from enrolling in Grades 7-12.

RESOLUTION

Please see the attached resolution.

RESOLUTION LIMITING OPEN ENROLLMENT

Member _____ introduced the following Resolution and moved its adoption:

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

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

1. For the 2025-2026 school year, the number of nonresident students who may enroll under the Enrollment Options Program may not exceed one percent of the total enrollment at grades 7-12 in District 197, or the number of District 197 residents in grades 7-12 who are enrolled in a nonresident district under the Enrollment Options Act, whichever is less.
2. In accordance with Minnesota Statutes section 124D.03, subdivision 2(b), the Superintendent or his designee must report to the Minnesota Department of Education (MDE) on the number of nonresident students who are denied admission as a result of the limitations established in the second paragraph of this Resolution. The report must be submitted to the MDE by July 15, 2026.

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.



West St. Paul + Mendota Heights + Eagan Area

TO: School District 197 School Board Members
FROM: Tye Michaels, Director of Human Resources
DATE: October 6, 2025
SUBJECT: West St. Paul Federation of Teachers. Local 1148 2025-2027 Contract Settlement

BACKGROUND

The administration recommends approval of a tentative agreement with the West St. Paul Federation of Teachers, Local 1148, which includes approximately 450 employees, for the 2025-2027 contract years. The union has ratified this tentative agreement.

- Salary Schedule
 - Schedule A (K-12 and ECFE Licensed Staff)
 - Year 1: 1.25% increase per cell
 - Year 2: \$1250 increase per cell
 - Schedule B (Pre-K Licensed Staff)
 - Year 1: 1.25% increase per cell
 - Year 2: \$1250 increase per cell
 - Added 2 steps
- Longevity
 - Beginning year 2 of the contract:
 - Years 16-19 of Licensed ISD 197 Service: \$1500
 - Years 20-24 of Licensed ISD 197 Service: \$2000
 - Years 25+ of Licensed ISD 197 Service: \$2500
- Insurance:
 - Effective July 1, 2026, key changes for all covered employees include
 - Copays
 - \$40.00 (office visit)
 - \$100 (emergency room)
 - Single Coverage
 - \$1000 deductible
 - \$2500 maximum out-of-pocket
 - Single +1/Family
 - \$2000 deductible
 - \$7000 maximum out-of-pocket
 - Actuarial value: 82.5%
 - There were also increases in prescription rates
 - District contribution remains at 95% Single and 80% Single plus one and Family
- 403B
 - Increase by \$200

Other minor language changes were made.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of Independent School District 197 to approve the presented tentative agreement with the West St. Paul Federation of Teachers, Local 1148 for the 2025-2027 contract years.