

Regular Meeting and Work Session  
Monday, May 18, 2026 5:00 PM

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

## **Agenda**

1. Call Meeting to Order and Recite Pledge of Allegiance - 5:00 p.m.  
**Presenter:** Sarah Larsen, School Board Chair
2. Approval of the Agenda  
**Presenter:** Sarah Larsen, School Board Chair
3. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, School Board Chair
  - 3.A. Approval of Minutes of the May 6, 2026 School Board Meeting
  - 3.B. Approval of Personnel Recommendations
  - 3.C. Approval of April 2026 Wire Transfers Report
4. Comments to the School Board - 5:05 p.m.  
**Presenter:** Sarah Larsen, School Board Chair
5. Presentation of Leatherman Survey Results - 5:10 p.m.  
**Presenter:** Peter Olson-Skog, Superintendent
6. Approval of FY26 Revised Budget - 5:40 p.m.  
**Presenter:** Brian Schultz, Director of Finance
7. Approval of Agreement between School District 197 and Non-Affiliated Employees - 5:50 p.m.  
**Presenter:** Tye Michaels, Director of Human Resources
8. Presentation of 2025-2026 Student, Family, Staff, and SEL Survey Results - 5:55 p.m.  
**Presenter:** Peter Olson-Skog, Superintendent
9. Presentation of Superintendent End-of-Year Report on Goal/Implementation Target Attainment - 6:15 p.m.  
**Presenter:** Peter Olson-Skog, Superintendent
10. Adjournment - 6:35 p.m.  
**Presenter:** Sarah Larsen, School Board Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, May 4, 2026  
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, May 4, 2026 beginning at 6:00 p.m. pursuant to due notice.

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

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

**Agenda**

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

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel*

*Nay: none*

*The motion carried (6-0).*

**Consent Agenda**

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

- Approval of the April 20, 2026 School Board Regular Meeting Minutes
- Approval of Termination and Non-Renewal of Probationary Teaching Contracts
- Approval of Personnel Recommendations
- Administrative Review of 200 Series Policies
- Administrative Review of 300 Series Policies
- Approval of Branch Out Camp Field Trip
- Approval of TRHS Speech & Debate Field Trip
- Approval of March 2026 Accounts Payable Report
- Approval of March 2026 Treasurer's Report
- Approval of Identified Official with Authority (IOwA) Annual Designation

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel*

*Nay: none*

*The motion carried (6-0).*

**Listening Session Report**

One Two Rivers High School student asked questions of the board and expressed interest in the future Student School Board Representative role. Somerset Elementary families expressed concerns regarding consistency in staffing due to budget cuts in the 2026-2027 school year.

### **Recognitions**

Fourth grade contributors to the literary publication *Confluence* were honored, along with Curriculum and Gifted and Talented Coordinator Miles Lawson and elementary principals in attendance. Two Rivers students who earned state-recognized Bilingual and Multilingual Seals were also recognized, noting a record year for participation and certificates earned, with all participating students achieving gold or platinum recognition. Winter season student-athletes and activity participants were celebrated, including state tournament qualifiers in wrestling, speech, dance, adapted floor hockey, and Nordic skiing. Recognition was also given to basketball players Sophia Amundson and Lamont Michaels for surpassing 1,000 career points.

### **Student Representatives' Report**

Elementary schools shared celebrations including recognition of administrative professionals, student learning experiences such as art residencies, STEM and project fairs, and community-building events like kindness initiatives and recycling drives. Notable accomplishments included Odyssey of the Mind state placements and a district teacher finalist for Minnesota Teacher of the Year. Middle school updates included enriching field trips, completion of MCA testing, and student engagement in academic and service activities, such as fundraising for the American Heart Association and immersive learning experiences. At the high school level, students reported on academic milestones, leadership activities, and extracurricular success, including speech team state participation, athletic achievements, and statewide honors in music and dance. The report also reflected on the approaching end of the school year, with students focused on final exams, graduation, and transitioning leadership roles.

### **Superintendent's Report**

Superintendent Olson-Skog shared reflections on the final month of the school year, noting ongoing end-of-year activities, student recognitions, and preparations for the upcoming year. The Board, led by Chair Larsen, recognized student representatives Evangeline Fuentes and Rhys Walsh for their leadership and service, awarding each a \$500 scholarship in appreciation of their contributions. The Superintendent also expressed gratitude to all district staff, acknowledging the important roles they play and highlighting recent staff appreciation recognitions. The report included updates on professional development, specifically a staff learning experience through the Minnesota Humanities Center's *Learning from Place: Bdote* program, which deepened understanding of Dakota history and culture. Additional highlights included a student-supported environmental project at Two Rivers High School involving the construction of a bioretention basin to improve water quality. The report concluded with a video honoring teachers in celebration of Teacher Appreciation Week.

### **Equity Focus Area Update**

Assistant Superintendent Peter Mau and Educational Equity Coordinator Kevin Sheridan presented an update on the work of the District 197 Equity Advisory and progress toward the Strategic Framework's equity implementation targets. The Equity Advisory continues to serve in an advisory role to district leadership, providing input on equity goals, action plans, and progress, while also elevating site-based work and challenges. Updates included ongoing professional development efforts, expansion of student voice opportunities, development of a Language Access Plan, and increased access to internships and certifications for students of color. The presentation also outlined the district's equity focus areas and implementation targets, including efforts to strengthen diverse classrooms, improve staff diversity and training, ensure equitable resource allocation, and advance culturally responsive curriculum and instruction. Additional priorities include fostering inclusive school environments, expanding student leadership opportunities, and building stronger family and community partnerships through language access and engagement strategies. It was emphasized that advancing

equity is a shared responsibility across all levels of the district, including staff, students, families, and leadership.

### **Special Education Advisory Committee (SEAC) Update**

Rachel Johnston, Special Education Supervisor, presented an update on the work of the Special Education Advisory Committee (SEAC), which is required to support parent involvement in district policy and decision-making related to special education. The committee includes parent, staff, administrator, and school board representatives from across grade levels and meets throughout the year to address topics impacting students with disabilities. During the 2025-2026 school year, SEAC meetings focused on key topics including inclusive community initiatives such as Communities for All, supported decision-making and guardianship, and navigating Dakota County services and supports through partnerships with local agencies. The committee also highlighted an upcoming session on technology and screen addiction and shared future meeting dates for the 2026-2027 school year. The update emphasized SEAC's role in fostering inclusive practices, connecting families with resources, and strengthening collaboration between the district and community partners.

### **Early Learning Advisory Committee (ELAC) Update**

Laurie Hume, Assistant Director of Early Learning, presented an update on the Early Learning Advisory Committee, which supports the district in developing, planning, and monitoring early childhood family education programs in alignment with Minnesota statute. The committee includes parents, staff, and a school board representative, with a majority of members being participating parents to ensure community representation and input. During the 2025-2026 school year, the committee met regularly to review topics such as curriculum, registration, technology use among young children, community resources, and planning for the upcoming year. The committee emphasized increasing family engagement by expanding opportunities for feedback, including parent-led listening sessions and creating intentional spaces for family voice. Looking ahead, future goals include offering more flexible meeting times to increase participation and creating events that celebrate the diversity of district families.

### **Approval of Language Access Plan**

Peter Mau, Assistant Superintendent, and Kevin Sheridan, Educational Equity Coordinator, presented the District's Language Access Plan, which establishes a framework to ensure families and community members have equitable access to information and services in languages they understand. The plan was developed in response to new state legislation and aligns with Minnesota Statute 123B.32 and Title VI of the Civil Rights Act, outlining expectations for the use of trained interpreters and translation services in key educational interactions. The presentation highlighted current language access supports, including Language Line for on-demand interpretation in over 240 languages, TalkingPoints for two-way multilingual communication, ParentSquare for mass notifications with auto-translation, and district translators providing written and in-person interpretation services. The proposed plan organizes these services into a more coherent system and includes enhancements such as training multilingual staff as on-call interpreters and formalizing procedures to ensure compliance with state requirements.

*It was moved by Ms. Steele and seconded by Mr. Hill to approve the Language Access Plan as presented.*

*Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel*

*Nay: none*

*The motion carried (6-0).*

### **Presentation of FY26 Revised Budget**

Brian Schultz, Director of Finance, presented proposed revisions to the Fiscal Year 2025-2026 budget for the General and Construction Funds. Revenues and expenditures were both adjusted based on updated information,

with increases in key areas such as special education aid, general education aid, and compensatory funding, as well as expenditures related to transportation, special education services, and employee benefits. The revised budget projects an increase of approximately \$370,154 to the unassigned fund balance, bringing the total to an estimated \$1.6-\$1.7 million. The presentation also highlighted how budget resources are aligned to support the district's Strategic Framework and equity commitments, including funding for intervention programs, English learner services, and achievement and integration initiatives. Adjustments were also made to the construction fund based on updated project costs.

### **Adjournment**

***It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 8:20 p.m.***

***Aye: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel***

***Nay: none***

***The motion carried (6-0).***

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, May 18, 2026 at 5:00 p.m. It will be held in the School District 197 District Office Training Room, 1897 Delaware Avenue, Mendota Heights. *Please refer to the district website for possible changes to any meeting times/locations.*

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

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk



**TO:** School Board Members

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

**DATE:** May 18, 2026

**SUBJECT:** Personnel Recommendations

The following personnel items are recommended for approval on May 18, 2026, at the School Board Meeting.

**Non-Licensed Employment**

- Kane, Daniel - 4.5 hours a day Districtwide Type III Driver at an hourly rate of \$21.81, effective May 11, 2026.
- McPhillips, Kam - 3.75 hours a day, Kitchen Assistant at Somerset Elementary at an hourly rate of \$18.80, effective May 13, 2026.

**Licensed Employment**

- Ley, Stephanie - 1.0 FTE Occupational Therapist at Two Rivers High School and Heritage Middle School at an annual salary of \$55,020.84, effective 2026-27 school year.

**Licensed Resignation**

- Olson, Erynn - Special Education Teacher at Heritage Middle School, resignation effective June 9, 2026.
- Ronquillo, Ronadel - Special Education Teacher at Moreland Elementary School, resignation effective June 9, 2026.
- Ruetten, Nicole - Special Education Teacher at Heritage Middle School, resignation effective June 9, 2026.

**ISD 197 WEST ST. PAUL SCHOOLS**

**Wire Transfers  
4/1/26 thru 4/30/26**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
4/10/26	MSDLAF - General	MSDLAF - Payroll	1,503,456.71	A/P - P/R*
4/10/26	MSDLAF _ - Payroll	State of MN	85,017.19	Payroll taxes
4/10/26	MSDLAF - Payroll	IRS	508,243.18	Payroll taxes
4/10/26	MSDLAF - Payroll	PERA	90,580.11	Pension
4/10/26	MSDLAF - Payroll	TRA	303,840.10	TRA contrib.
4/10/26	MSDLAF - Payroll	EBC	117,190.16	403B
4/10/26	MSDLAF - Payroll	Health Equity	15,855.75	Flex
4/24/26	MSDLAF - General	MSDLAF - Payroll	1,535,786.94	A/P - P/R*
4/24/26	MSDLAF _ - Payroll	State of MN	86,226.15	Payroll taxes
4/24/26	MSDLAF - Payroll	IRS	513,968.69	Payroll taxes
4/24/26	MSDLAF - Payroll	PERA	96,404.11	Pension
4/24/26	MSDLAF - Payroll	TRA	301,866.35	TRA contrib.
4/24/26	MSDLAF - Payroll	EBC	117,253.03	403B
4/24/26	MSDLAF - Payroll	Health Equity	15,955.75	Flex
		Total	<u>5,291,644.22</u>	

\* To cover accounts payable or payroll checks.



**TO:** School Board Members

**FROM:** Peter Olson-Skog, Superintendent

**DATE:** May 18, 2026

**SUBJECT:** 2026 Morris Leatherman Residential Survey Results

**BACKGROUND**

Peter Leatherman, from The Morris Leatherman Company, will present the results from the 2026 Residential Survey. This survey is given to our community every other year. It uses a random sampling approach where 500 residents and 500 parents/guardians (with some overlap) are contacted by home or cell phone. The survey provides the district feedback on a wide variety of topics.

**RECOMMENDED RESOLUTION**

No action needed.



**TO:** School Board Members

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

**DATE:** May 18, 2026

**SUBJECT:** Approval of Fiscal Year 2025-2026 Budget Revisions

### **BACKGROUND**

A copy of the 2025-2026 budget revisions for the General and Construction funds are included below. This was presented to the board during their meeting on May 4, 2026.

The general fund unassigned fund balance is being revised and will result in an increase of \$370,154 more than we anticipated adding to the fund balance as a result of last year's reductions. As such, we will add ~\$1.6 to \$1.7 million to our unassigned fund balance.

Revenues are projected to increase due to updated estimates based on better information than was available when the original budget was adopted. The largest revenue changes occurred in special education aid, general education aid, Compensatory/English learner aid, and medical assistance funding.

Expenditures are projected to increase as well. Here again a result of having better information in hand than was available in June before the budget year began. Increased expenditures were concentrated in contracted transportation, contracted services for special education programming, costs for the new Minnesota paid family medical leave program, post-employment benefits and curriculum textbooks.

The construction fund restricted reserve was adjusted based on updated project costs after the budget was adopted.

The administration is not recommending any revisions to the original adopted budgets in the Community Education, Food Service, or Debt Service Funds.

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

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

Independent School District No. 197  
 Budget Summary  
 General Fund

	2025-26 Original			2025-26 Revised		% of Overall 2025-26
	Budget	Change \$	Change %	Budget	Revised Budget	
<b>Revenues</b>						
Local Property Taxes	\$ 26,914,924	\$ (26,225)	-0.1%	\$ 26,888,699		24.3%
State Aid	74,856,101	3,784,430	5.1%	78,640,531		70.9%
Federal Aid	2,632,726	16,945	0.6%	2,649,671		2.4%
Other Local Revenues	1,709,492	983,723	57.5%	2,693,215		2.4%
<b>Total Revenues</b>	<b>\$ 106,113,243</b>	<b>\$ 4,758,873</b>	<b>4.5%</b>	<b>\$ 110,872,116</b>		<b>100.0%</b>
<b>Expenditures</b>						
Salaries and Wages	\$ 59,024,533	\$ (130,006)	-0.2%	\$ 58,894,527		53.9%
Employee Benefits	23,223,415	1,334,084	5.7%	24,557,499		22.5%
Purchased Services	16,701,758	1,016,791	6.1%	17,718,549		16.2%
Supplies and Materials	3,470,721	524,916	15.1%	3,995,637		3.7%
Capital Expenditures	1,998,277	1,056,581	52.9%	3,054,858		2.8%
Other Expense	437,712	586,353	134.0%	1,024,065		0.9%
<b>Total Expenditures</b>	<b>\$ 104,856,416</b>	<b>\$ 4,388,719</b>	<b>4.2%</b>	<b>\$ 109,245,135</b>		<b>100.0%</b>
<b>Budget Surplus/(Deficit)</b>	<b>\$ 1,256,827</b>			<b>\$ 1,626,981</b>		
<b>Net Revised Budget Change</b>				<b>370,154</b>		
<b>Projected Restricted Fund Balance</b>				<b>3,091,676.00</b>		
<b>Projected Unassigned Fund Balance</b>				<b>3,961,046.00</b>		
<b>Total Projected Fund Balance</b>				<b>7,052,722.00</b>		

Independent School District No. 197  
 Budget Summary  
 Construction Fund

	2025-26 Original			2025-26 Revised	
	Budget	Change \$	Change %	Budget	
<b>Revenues</b>					
Interest Earnings	\$ 20,000	\$ 239,000	1195.0%	\$ 259,000	
Bonds Issued	-	-	0.0%	-	
<b>Total Revenues</b>	<b>\$ 20,000</b>	<b>\$ 239,000</b>	<b>1195.0%</b>	<b>\$ 259,000</b>	
<b>Expenditures</b>					
Salaries and Wages	\$ 330,000	\$ (143,415)	-43.5%	\$ 186,585	
Employee Benefits	90,079	(24,573)	-27.3%	65,506	
Purchased Services	-	-	0.0%	-	
Supplies and Materials	-	-	0.0%	-	
Capital Expenditures	8,558,758	(4,851,851)	-56.7%	3,706,907	
Other Expense	-	-	0.0%	-	
<b>Total Expenditures</b>	<b>\$ 8,978,837</b>	<b>\$ (5,019,839)</b>	<b>-55.9%</b>	<b>\$ 3,958,998</b>	
<b>Budget Surplus/(Deficit)</b>	<b>\$ (8,958,837)</b>			<b>\$ (3,699,998)</b>	
<b>Net Revised Budget Change</b>				<b>5,258,839</b>	
<b>Projected Restricted Fund Balance</b>				<b>7,313,868</b>	

**RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of Independent School District No. 197 to approve the Fiscal Year 2025-2026 Budget Revisions as presented.



**TO:** School Board Members

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

**DATE:** May 18, 2026

**SUBJECT:** Approval of 2025-2027 Agreement between School District 197 and Non-Affiliated employee group

### **BACKGROUND**

The administration recommends approval of an agreement with the School District 197 Non-Affiliated employee unit, which consists of approximately 45 employees, for the 2025-2027 fiscal years.

This agreement includes an increase in salary for both years of the contract as well as other items outlined below:

- Salary Schedule
  - 2% - Year 1
  - 1% - Year 2
- 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
- TSA
  - Increase of \$200
- Performance Incentive
  - Increase cap from \$1,500 to \$1,750 for employees who are employed for 10 years or more with the district.

Other minor language changes were made.

**RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** that the School Board of Independent School District 197 approve the tentative agreement between School District 197 and the School District Non-Affiliated employee group for the 2025-2027 contract years as presented.



**TO:** School Board Members

**FROM:** Peter Olson-Skog, Superintendent

**DATE:** May 18, 2026

**SUBJECT:** Presentation of 2025-2026 Student, Family, Staff, and SEL Survey Results

## **BACKGROUND**

Each year, School District 197 gathers feedback from students, families, and staff to better understand the experience people are having in our schools. These surveys provide important information about what is working well, what people value most, and where we should continue to strengthen our practices.

At the May 18th board meeting, administration will provide a presentation summarizing key themes from the 2025-2026 family, staff, student, and student social-emotional learning survey data. The presentation will focus on high-level findings across respondent groups, including areas of strength and areas for continued improvement.

Because the presentation will be shared during the meeting rather than included in the advance packet, this background document is intended to provide board members with a brief overview of the topic and the major themes that will be discussed.

## **Survey Sources Included**

The presentation will draw from the following survey sources:

- Family survey data
- Staff survey data
- Main student survey data
- Student social-emotional learning survey data

The survey instruments vary by respondent group and grade level, so the presentation will focus on broad themes and carefully selected metrics rather than attempting to compare every item directly across surveys.

## **Overall Message**

The survey results show a strong foundation across the district. Families, students, and staff point to caring relationships, student support, belonging, learning, and opportunity as important strengths. The data also provide direction for continued improvement, especially around consistency of student support, student engagement, useful feedback for staff, and support for staff in meeting individual student needs.

A central theme across the data is that relationships are a clear district strength. Families highlight caring staff and student support. Students name belonging, friendship, adult support, and learning as important parts of their school experience. Staff identify collaboration, student-centered purpose, and professional growth as strengths.

### **High-Level Takeaways**

- **Families report strong and improving experiences.**

Family survey results show high levels of welcome, safety, happiness, support, and challenge. Families also identified caring staff, individual student support, academic learning, and future readiness as major strengths in their open-ended comments.

At the same time, families asked the district to keep strengthening many of those same areas, including academic challenge, individual student support, future readiness, and communication. This is best understood as a consistency message: families value the district's core work and want those strengths to be experienced consistently across schools, classrooms, and levels.

- **Students highlight support, belonging, learning, and opportunity.**

Student survey results show that students value relationships, belonging, adult support, and opportunities to connect with school. Elementary students reported strong positive responses around teacher support, care, and expectations. In grades 6-12, students identified belonging, inclusion, activities and future opportunity, and class engagement as important parts of their experience.

A key area for continued attention is student engagement. Student feedback suggests that learning is strongest when it feels interesting, relevant, appropriately challenging, and connected to students' lives and futures.

- **Staff are centered on students and connected to one another.**

Staff survey results show strong positive responses around respectful relationships between staff and students, belonging, school climate, and inclusive practices. In open-ended responses, staff most often highlighted relationships, collaboration, collegial support, student-centered purpose, and professional growth.

Staff also identified areas where continued support would help them do their best work. Two themes will be highlighted in the presentation: strengthening useful feedback for staff and supporting staff in meeting individual student needs. These themes connect directly to the district's broader goals around instruction, student support, and continuous improvement.

- **SEL data adds a student support lens.**

The student SEL survey provides additional insight into student skills, support, and classroom experience. The results suggest that many students report a strong base of social-emotional skills and support, while also continuing to build consistency and confidence.

When students described what helps them feel supported, their responses formed a practical picture of what strong classroom support looks like: adults explain clearly, help is available when students are stuck, students experience flexibility when needed, and classrooms feel respectful, manageable, and supportive.

## **Strengths to Celebrate**

The presentation will highlight several strengths that emerged across the survey results:

**1. Strong relationships across the district**

Families, students, and staff all point to relationships as a key strength. Families highlight caring staff and student support. Students name adult support, belonging, and friendship as important parts of school. Staff identify collaboration, collegial support, and student-centered purpose as strengths.

**2. Positive and improving family experience**

Family survey results show strong levels of welcome, safety, happiness, support, and challenge, with improvement across comparable scaled items from the prior year.

**3. Student support and belonging**

Students identify adult support, peer connection, belonging, and opportunities as important parts of their school experience. Elementary students report especially strong teacher support, care, and expectations.

**4. Staff commitment to students and colleagues**

Staff responses show strong relationships with students and colleagues, along with a clear sense of student-centered purpose and professional commitment.

**5. A strong foundation for continued growth**

Across the surveys, the district has a strong foundation to build from. The most consistent message is not that the district needs to start over, but that we should continue making the best parts of the District 197 experience more consistent for every student, family, and staff member.

## **Areas to Keep Strengthening**

The presentation will also identify several areas for continued growth:

**1. Make student support more consistent**

Continue strengthening adult connections, academic support, and follow-through, so more students experience strong support every day.

**2. Make learning more engaging and relevant**

Continue building classrooms that students find interesting, appropriately challenging, and connected to their lives and futures.

**3. Strengthen useful feedback for staff**

Continue improving feedback systems, so staff receive timely, actionable information that supports reflection, growth, and instructional improvement.

**4. Support staff in meeting individual student needs**

Continue strengthening systems, collaboration, and support practices that help staff respond well to the range of student needs.

Additional details, data highlights, and commentary will be shared during the board presentation on May 18th. The presentation will include selected metrics, high-level themes from open-ended responses, and a summary of what the district is celebrating and what it will continue to strengthen.

## **RECOMMENDED RESOLUTION**

For informational purposes only. No resolution needed.



**TO:** School Board Members

**FROM:** Peter Olson-Skog, Superintendent

**DATE:** May 18, 2026

**SUBJECT:** End of Year Update on the 2025-2026 Superintendent Goals

## **BACKGROUND**

This report provides an end-of-year update on the Superintendent’s goals for the 2025-2026 school year. Each goal is aligned to one or more related Minnesota School Boards Association (MSBA) Standards for Superintendent Evaluations. While the rubrics include four levels, only the highest level, *Highly Effective*, is included in the report below. The goals, approved by the board at their October 10, 2025 meeting, are as follows:

### **Goal 1**

The superintendent will oversee the implementation of operational plans in support of the strategic plan’s focus areas of social and emotional learning, equitable systems and support, and career exploration and preparation.

#### **Goal 1 Related MSBA Rubric:**

Standard 1: School District Leadership, Element A, Vision and Planning

*Highly Effective Descriptor: Facilitates development of the school district’s short and long-term measurable goals and aligns available resources with the school district’s budget to accomplish goals.*

Progress toward Goal 1 was monitored through the district’s implementation targets aligned to the Strategic Framework focus areas of social and emotional learning, equitable systems and support, and career exploration and preparation. A full implementation target update is included as a companion document in the Board packet and provides detailed information by focus area, target, objective, and status.

Across the three strategic focus areas, 62 objectives were identified for implementation during the 2025-26 school year. Of those, 58 were completed or completed for the 2025-26 phase of work. Four objectives were intentionally held over, partially held over, or reconsidered for 2026-27.

The objectives carried forward reflect implementation timing, staff capacity, scheduling realities, and alignment with other major district initiatives. These decisions supported stronger implementation and helped ensure that the work remained connected to student, staff, and system needs.

Specifically, the items held over for next year or under reconsideration include:

- The expanded use of CharacterStrong resources across classrooms and specialist areas, along with the creation and distribution of informational SEL resources for community partners, including coaches, activity advisors, and external collaborators, was held over to 2026-27. This timing allowed the district to prioritize immediate student, family, and staff support needs connected to Operation Metro Surge while maintaining staff capacity for direct support.
- The implementation of evidence-based curriculum and resources aligned to the Science of Reading in special education services was completed for grades K-4, while grades 5-8 will continue into 2026-27. This timing allows the middle school special education work to align with the broader Science of Reading rollout and related implementation work occurring across the district.
- The objective to increase Unified programming and opportunities for middle school students is being reconsidered due to scheduling constraints. The district will continue to assess how best to expand inclusive student opportunities within the middle school schedule structure.

Several objectives also represent annual or ongoing work rather than one-time accomplishments. For example, the review of course sequences for barriers to college credit and industry certification opportunities was completed for this year, while similar review and refinement will continue annually. Likewise, transition planning from Pre-K through postsecondary pathways remains an ongoing area of focus, even though this year's implementation target was completed.

Taken together, the implementation target results demonstrate that the operational plans supporting Goal 1 were completed as intended. As part of the superintendent's year-end goal review, the Board is asked to recognize the implementation targets as completed as intended, including the intentional carry-forward of the items noted above.

In summary, Goal 1 was achieved. The district completed the overwhelming majority of its identified implementation targets, made strategic decisions about the few items that should continue into the following year, and maintained strong alignment between operational work and the Strategic Framework priorities of social and emotional learning, equitable systems and support, and career exploration and preparation.

## **Goal 2**

The superintendent will continue to put in place budget procedures and policies that will enhance long-term fiscal stability, further implementing the cost containment strategy design in FY25.

**Goal 2 Related MSBA Rubrics:**

Standard 2: School District Finances, Element A, Budget Development and Maintenance

Standard 3: Communication and Community Relationships, Element C, Inform the Community as a Whole

*Highly Effective Descriptor, Standard 2: Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives.*

During the 2025-26 school year, the superintendent continued moving the district from short-term budget response toward a more structured, transparent, and long-range financial planning process. This included implementing a cost-containment process for the 2026-27 budget cycle grounded in current financial data, updated enrollment projections, staffing patterns, fund balance targets, and anticipated expenditure growth.

A major focus of this work was helping the organization understand the district's structural budget challenge. Through board updates and public-facing communication, the superintendent connected the need for reductions to the larger reality that district revenues are projected to grow more slowly than expenditures. This included ongoing communication about inflationary pressures, health insurance costs, compensation costs, softening enrollment, a declining fund balance, and the limits of state funding increases.

This work is beginning to show measurable progress toward the Board's stated fund balance target of 8 percent. The district ended the previous fiscal year with an unassigned fund balance of approximately 2 percent. Current projections show the district ending the year at approximately 4 percent, with the 2026-27 budget projected to increase the fund balance again to approximately 5 percent, or higher depending largely on the outcome of pending legislative advocacy. While this remains below the Board's target, it reflects positive movement after several years of fiscal pressure and demonstrates that cost containment, budget reductions, close monitoring, and advocacy are helping stabilize the district's financial position.

In partnership with the finance director and district leaders, the superintendent monitored budget assumptions, prepared for the FY25 audit, developed revised and proposed budgets, and built a clearer understanding of how current-year decisions affect future-year stability. Regular department budget meetings, director check-ins, and cabinet-level conversations supported shared ownership for fiscal stewardship.

The superintendent also led a budget reduction process that balanced fiscal responsibility with the district's commitment to students, staff, and strategic priorities. The district's planned \$2.5 million in reductions represents a significant organizational adjustment, particularly in a people-centered system where most expenditures are connected to staffing and services. These reductions were necessary because expenditure growth continues to outpace revenue growth. In that context, reductions were part of a broader effort to slow the structural gap, preserve essential services, and move the district back toward the Board's fund balance target over time.

The process included targeted conversations with cabinet members, principals, directors, and staff across the district, allowing reduction planning to be informed by role-specific knowledge, school-level context, and districtwide priorities. Principals and department leaders reviewed

structures, staffing, programming, and potential efficiencies. Staff input sessions across multiple buildings and departments provided additional insight into what should be protected for students.

This approach helped ensure that budget decisions were connected to actual implementation realities in schools and departments. It also identified opportunities for savings while seeking to preserve the core student experience, essential services, and strategic priorities.

In addition to the district's formal reduction process, the superintendent continued exploring other strategies to reduce long-term pressure on the general fund, including work related to insurance costs, liability coverage, staffing structures, transportation efficiencies, technology leadership restructuring, and department-level spending patterns.

Throughout the year, fiscal planning remained connected to the district's Strategic Framework and the Board's long-term expectations for financial stability. Budget conversations were framed not only as reductions, but as right-sizing and realignment work necessary to sustain programs and services over time. This included analyzing enrollment trends, reviewing program structures, and considering how to align staffing and resources with the number of students being served.

The superintendent also monitored potential fiscal implications of external developments, including the Mendota Heights municipal campus project, state legislative proposals, health insurance trends, compensatory revenue changes, special education funding, and potential levy planning.

*Highly Effective Descriptor, Standard 3: Actively keeps community informed with appropriate, regular communication on a variety of school district topics, issues, and/or concerns, allowing the school board to meet its responsibilities.*

A major component of Goal 2 was communication with the Board, staff, families, community members, and legislators. The superintendent regularly updated the Board on enrollment trends, fund balance, budget assumptions, reduction planning, state legislative developments, and potential referendum planning.

Budget communication also occurred through PTA and PTO visits, Parent Ambassador Network meetings, Coffee with the Superintendent, Rotary presentations, the ISD 197 Educational Foundation luncheon, and conversations with community partners. These opportunities helped build shared understanding of the district's financial position and the reasons behind difficult decisions.

Legislative advocacy was also a significant part of this work. The superintendent advocated for the district's fund transfer request, compensatory revenue hold harmless funding, special education cross-subsidy support, school safety funding, and broader education finance priorities. This included testifying, meeting with legislators, coordinating with AMSD, working with other districts pursuing similar authority, and keeping the Board informed as legislative conditions changed.

Taken together, the actions connected to Goal 2 demonstrate sustained, timely, and strategic leadership around long-term financial stability. The superintendent strengthened budget processes, expanded staff and community engagement, supported informed governance, and maintained advocacy for both immediate and long-term fiscal needs.

### **Goal 3**

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

### **Goal 3 Related MSBA Rubric:**

Standard 6: Teaching and Learning, Element E, Culture of Cooperation

*Highly Effective Descriptor: Develops and supports open, productive, caring, and trusting relationships among staff; encourages open, productive, caring, and trusting environment among staff; supports open, productive, caring, and trusting environment among staff.*

The superintendent completed 139 one-on-one staff interviews during the 2025-26 school year as part of the multi-year commitment to meet individually with all district staff within four to six years. While this total is slightly below the annual target range of 150-200 interviews, it represents substantial progress toward the long-term goal and reflects meaningful direct engagement across the organization.

This progress is especially significant given the broader demands of the year, including budget reduction planning, staff and family support needs, and other leadership responsibilities connected to the same rubric area of building open, productive, caring, and trusting relationships. During the middle portion of the year, time that may otherwise have been used for additional formal interviews was often redirected toward supporting staff, students, and families as the district responded to increased food, housing, transportation, safety, and school attendance needs. That work remained closely aligned to the purpose of Goal 3, even when it did not take the form of a scheduled one-on-one interview.

The interviews included staff from every district site and a wide range of roles, departments, and employee groups. One strategy for sequencing this work was to connect interviews with staff milestone recognition cycles. Because the district recognizes staff in five-year increments, this approach provides a natural structure for completing interviews over time while also adding deeper personal and professional context to staff recognition efforts.

The purpose of these conversations was to build relationships, better understand staff experiences, identify themes across the organization, and create direct communication between the superintendent and employees closest to the daily work of serving students and families. The conversations were designed to help staff feel seen, heard, and valued while also giving the superintendent direct insight into the strengths, needs, and experiences of staff across roles and sites.

This engagement work extended beyond the formal interview process. Staff voice was also gathered through building visits, staff input sessions, Coffee with the Superintendent, budget listening sessions, District Office CARES customer service training, recognition events, and informal conversations. During periods of heightened stress, including the expanded student and family support needs described above and budget reduction planning, the superintendent prioritized direct presence with staff most affected by the work.

Staff feedback informed broader organizational improvements. Themes from interviews and listening sessions helped shape District Office CARES training, service expectations, communication practices, and leadership conversations about responsiveness and follow-through. Feedback was shared with principals and department leaders in ways that focused on themes rather

than individual comments, supporting reflection and improvement while preserving trust and confidentiality.

The superintendent also created new communication loops in response to emerging staff needs. As student and family support needs increased, direct communication with cultural liaisons and staff supporting affected students and families expanded. Cabinet liaisons were connected to buildings to provide support and ensure that frontline staff had a clearer path to district-level problem-solving.

Overall, Goal 3 remained a significant and visible part of the superintendent's leadership during the 2025-26 school year. Although the final interview count was slightly below the annual target range, the superintendent completed 139 formal interviews while also engaging in extensive additional staff support, listening, and relationship-building work. Taken together, this represents adequate and meaningful movement toward the long-term goal and strengthened trust, communication, and organizational responsiveness across the district.

### **OVERALL SUMMARY**

The 2025-26 school year reflected meaningful progress across all three Superintendent goals.

For Goal 1, the district completed 58 of 62 identified implementation objectives aligned to the Strategic Framework focus areas of social and emotional learning, equitable systems and support, and career exploration and preparation. The four items carried forward reflect intentional implementation decisions related to timing, capacity, scheduling, and alignment with other major district initiatives.

For Goal 2, the superintendent continued to strengthen long-term fiscal stability through structured budget procedures, cost-containment planning, department-level budget monitoring, staff and community engagement, legislative advocacy, and transparent communication with the Board and community. This work contributed to projected progress toward the Board's stated fund balance target, moving from approximately 2 percent at the end of the previous fiscal year to a projected 4 percent at the end of the current year, with additional improvement projected for 2026-27.

For Goal 3, the superintendent completed 139 one-on-one staff interviews and continued building direct relationships with staff through a broader set of listening, support, and engagement strategies. This work strengthened trust, elevated staff voice, and informed improvements in district communication, responsiveness, and support.

Together, the work demonstrates strong progress toward the superintendent goals approved by the Board and reflects continued alignment with the district's mission, Strategic Framework, and commitment to caring relationships, equitable practices, and high achievement for all.



# Social-Emotional Learning Actions in 2025-2026

## **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.

*Target Summary: Intended Progress Achieved*

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

## **Integrated SEL with Academic Instruction**

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

*Target Summary: Intended Progress Achieved*

### *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).
  - Status-Holding over to 2026-27
- Develop an “Executive Functioning Skills Toolbox” to support students’ self-regulation, planning, and task completion.
  - Status-Complete
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)
  - Status-Complete

## **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

*Target Summary: **Intended Progress Achieved***

*Objectives:*

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

## **Supportive School and Classroom Climates**

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

*Target Summary: **Intended Progress Achieved***

*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)
  - Status-Complete
- 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)
  - Status-Complete

## **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.

*Target Summary: **Intended Progress Achieved***

*Objective:*

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

### **Supportive Discipline**

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

*Target Summary: **Intended Progress Achieved***

*Objectives:*

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

### **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.

*Target Summary: **Intended Progress Achieved***

*Objective:*

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

### **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.

*Target Summary: **Intended Progress Achieved***

*Objective:*

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

### **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.

*Target Summary: **Intended Progress Achieved***

*Objective:*

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

- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
  - Status-Complete
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.
  - Status-Holding over to 2026-27

### **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.

*Target Summary: **Intended Progress Achieved***

*Objective:*

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



## Equity Implementation Targets for 25-26

**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.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Increase Unified programming/opportunities for middle school students.
  - Status-Reconsidering, scheduling challenges
- 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
    - Status-Complete

**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.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Create a required virtual staff training for licensed staff on our Equity Policy.
  - Status-Complete
- Provide training on supporting Native American students to new teachers.
  - Status-Complete
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
  - Status-Complete

- 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.
  - Status-Complete
- Offer sites the opportunity to develop specific staff experiences to learn a new language
  - Status-Complete
- 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)
  - Status-Complete

### **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.

*Target Summary: **Intended Progress Achieved***

Objectives:

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

### **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.

*Target Summary: **Intended Progress Achieved***

Objectives:

- Implement an Ojibwe course offering at the high school.
  - Status-Complete
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
  - Status-Complete

- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
  - Status-Complete
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
  - Status-Complete
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
  - Status-Complete (K-4)
  - Status-Holding over to 26-27 (Grades 5-8)
- Explore equitable grading practices with secondary school leaders.
  - Status-Complete

### **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.

#### ***Target Summary: Intended Progress Achieved***

##### Objectives:

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

### **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.

#### ***Target Summary: Intended Progress Achieved***

##### Objectives:

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

## **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.

### ***Target Summary: Intended Progress Achieved***

#### **Objectives:**

- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.
  - Status-Complete
- Provide non-English speaking families with opportunities to give feedback on our language access services.
  - Status-Complete
- 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.
  - Status-Complete

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Increase E-12 opportunities for career exploration and preparation

## College and Career Preparation Actions in 2025-2026

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**

Reducing barriers to improve student outcomes for underrepresented student groups.

*Target Summary: **Intended Progress Achieve***

#### *Objectives:*

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
  - Status: Complete
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
  - Status: Complete
- Develop a group of staff and students to discuss and explore end of course evaluations.
  - Status: Complete
- Conduct a 5-12 counseling program review. (also in SEL)
  - Status: Complete
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
  - Status; Complete
- Implement the direct admissions process.

- Status: Complete
- Implement foundational literacy curriculum
  - Status: Complete
- Integrate college and career planning into personal finance courses.
  - Status: Complete
- Align and refine the Warrior Seminar curriculum.
  - Status: Complete
- Implement the Ojibwe language course in 2025-2026
  - Status: Complete
- Develop a sustainable approach to maintaining an annual native language experience.
  - Status: Complete

### **Direct Student Supports**

Reducing barriers to improve students outcomes for underrepresented student groups.

#### *Objectives:*

- Establish formal middle school student focus groups for feedback
  - Status: Complete
- Establish an American Indian student focus group related to curriculum
  - Status: Complete
- 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.
  - Status: Complete

### **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.
  - Status: Complete
- Expand and diversify the college visits at Two Rivers.
  - Status: Complete
- Develop training for families on Naviance.
  - Status: Complete
- Complete installation of technology student help desk at Two Rivers by spring 2026.
  - Status: Complete
- Complete installation of the tech warrior repair workshop.
  - Status: Complete

## **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.
  - Status: Complete
- Create a career and college center in the work based learning classroom.
  - Status: Complete
- Identify an advanced computer science course for implementation in 26-27
  - Status: Complete