

Regular Meeting
Monday, February 3, 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.
Presenter: Randi Walz, Facilitator; Morgan Steele, Recorder
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 January 21, 2025 Regular School Board Meeting
 - 4.B. Approval of Personnel Recommendations
 - 4.C. Approval of FY 2025-2026 School Board Meeting Dates
 - 4.D. Second Reading of Policy 601, School District Curriculum and Instruction Goals
 - 4.E. Second Reading of Policy 604, Instructional Curriculum
 - 4.F. Approval of Field Trip for Two Rivers High School Robotics Students
 - 4.G. Approval of Letter of Support of the Minnesota Department of Transportation's Application for Funding
5. Listening Session Report - 6:05 p.m.
Presenter: Board Member Morgan Steele
6. Recognitions - 6:10 p.m.
Mendota Elementary Black History Month Choir
Middle School Math Teams
Presenter: Superintendent Peter Olson-Skog
7. Student Representative's Report - 6:25 p.m.
Presenter: Patrick Bohmbach and Nawal Hassan
8. Superintendent's Report - 6:30 p.m.
Presenter: Superintendent Peter Olson-Skog
9. Site Report from Mendota Elementary School - 6:35 p.m.
Presenter: Principal Steve Goldade
10. Site Report from Heritage E-STEM Magnet School - 6:50 p.m.
Presenter: Principal Heidi Koury
11. Action Item - Approval of Resolution and Transition Plan for School District 197 School Board General Elections Held After 2023 to be Moved to Even-Numbered Years - 7:05 p.m.
Presenter: Superintendent Peter Olson-Skog
12. Adjournment - 7:15 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Meeting and Work Session
Tuesday, January 21, 2025
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held Tuesday, January 21, 2025, at the ISD 197 District Office, 1897 Delaware Avenue, Mendota Heights, MN, beginning at 5:00 p.m. pursuant to due notice.

Chair Larsen called the meeting to order at 5:00 p.m. The following School Board members were present: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, and Randi Walz. Board members Morgan Steele and Jon Vaupel were absent. Superintendent Peter Olson-Skog was present. Student Representatives Patrick Bohmbach and Nawal Hassan were present.

Also present for the meeting was Peter Mau, Assistant Superintendent; Sara Lein, Director of Special Services; Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment; Jason Stegeman, Director of Finance; Mark Fortman, Director of Operations; Sara Blair, Director of Communications; and Lisa Grathen, Director of Community Education.

Agenda

The first reading of Policy 416, Drug and Alcohol Testing, and the first reading of Policy 418, Drug Free Workplace/Drug Free School, were removed from the main agenda.

It was moved by Mr. Schwab and seconded by Mr. Hill to approve the main agenda as amended.

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

The motion carried (5-0).

Consent Agenda

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

- Approval of Minutes of the January 6, 2025 Regular School Board Meeting
- Approval of Personnel Recommendations
- Approval of November 2024 Accounts Payable Report
- Approval of November 2024 Treasurer's Report
- Approval of December 2024 Wire Transfers Report
- Approval to Submit Pay Equity Implementation Report
- Approval of Gifts to the District
- Approval of Field Trip for Two Rivers High School Girls Wrestling Team
- Approval of Field Trip for Two Rivers High School Chamber Choir
- Approval of Joint Powers Agreement between Dakota County and School District 197 for School Wellness

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

The motion carried (5-0).

Comments to the School Board

No one was in attendance to provide comments to the School Board.

First Reading of Policy 601, School District Curriculum and Instruction Goals

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented a first reading of Policy 601, School District Curriculum and Instruction Goals. The district's current policy was reviewed against MSBA's model policy. Based on this review, several changes were recommended. Throughout the policy, "world's best workforce" has been changed to "comprehensive achievement and civic readiness" per changes in Minnesota Statutes. All references to a "read well by grade 3" have been removed based on statute change. The legal references were updated. This policy will be brought back to the February 3 board meeting for a second reading via the consent agenda.

First Reading of Policy 604, Instructional Curriculum

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented a first reading of Policy 604, Instructional Curriculum. Administration recommended adopting MSBA's model policy as is. Per the MSBA model policy, much of the content has been rearranged and is not actually new language. One area was updated per new Minnesota statute language. The district, in alignment with the strategic implementation targets, is currently reviewing the college and career planning scope and sequence at Two Rivers High School. The new middle school schedule provides opportunities for students to meet the new fine arts requirements. This policy will be brought back to the February 3 board meeting for a second reading via the consent agenda.

Alternative Teacher Professional Pay System Update

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented an update on the Alternative Teacher Professional Pay System (ATPPS) program. New state statutes, no later than the 2025-2026 school year, require that school districts include a rubric of performance standards for teacher practice that is based on professional teaching standards established in rule, includes culturally responsive methodologies, and provides common descriptions of effectiveness using at least three levels of performance. Staff have connected with other districts about their approach and reviewed other rubrics. In June of 2024, the ATPPS Oversight Committee decided to take the following approach to meet the new requirement.

- In domains 1b, 2a and 4e add the "attributes" that make up those components as they exemplify the district's work and commitment to equity
- Review the rubric descriptions and compare them to the suggested language in the revised Danielson and make updates as necessary
- Danielson is only providing a single rubric, we recommend we create a general non-classroom rubric and get feedback from staff in those positions (i.e. counselor, media specialist, psych, TOSA)

Next steps include: February 2025 Federation vote on ATPPS/TDE and School Board approval of ATPPS/TDE; spring and summer 2025 build new forms and process in *Perform* to match new rubrics; August 2025 submit plan changes to MDE.

Mid-Year Update on 2024-2025 Superintendent Goals

Superintendent Olson-Skog and Associate Principal Dr. Jess Cabak presented a mid-year update on the 2024-2025 Superintendent goals.

- Goal 1: The superintendent will oversee the implementation of operational plans in support of the strategic plan.
 - Goal 1a: The superintendent will oversee the implementation of operational plans in support of the social and emotional learning focus area. A presentation on progress made in this focus area was

provided to the board on December 9, 2024. Objectives highlighted during the presentation included: SEL standards in health classes for grades 5, 6, 7, 8, and 10; integration of SEL learning targets into high school classrooms; training Academy Offerings; and implementation and refinement of the BARR (Building Assets Reducing Risks) program.

- Goal 1b: The superintendent will oversee the implementation of operational plans in support of the equitable systems and support focus area. A presentation on the progress made in this focus area was provided to the board on January 6, 2025. Objectives highlighted during the presentation included: increase in activities fairs and advertising designed to increase inclusion in high school activities; Native American training for all licensed staff; new college credit course in the Ojibwe language under development for 25-26 school year; each site engaging with a DEI tool to identify areas of strength and opportunities for growth; addition of two full-time Spanish-speaking cultural liaisons; and expansion of Parent Academy offerings.
- Goal 1c: The superintendent will oversee the implementation of operational plans in support of the career exploration and preparation focus area. A presentation on progress made in this focus area was provided to the board on November 4, 2024. Objectives highlighted during the presentation included: provide support for the implementation of the new middle school schedule; refine and develop sustainable procedures for students making transitions; prepare, implement, monitor, and adjust new middle school electives.
- Goal 2: 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. Completed/scheduled 65 staff members during semester one. The focus has been on new staff to the district. During the second semester, approximately 100 staff will be interviewed, focusing on those celebrating a milestone in their years of service and those who have announced upcoming retirements.
- Goal 3: The superintendent will increase alignment and coordination among and between district and site leaders. Specific strategies include implementing the Principal Support Framework and increasing feedback cycles for district and site leaders. The Principal Support Framework (PSF) Team continues to lead the development of systems that increase strategic partnerships between principals and the district office along with leadership development initiatives to increase principals' skills as equity-driven instructional leaders. The team meets regularly both internally and with similar teams from other metro districts, supported by faculty from the University of Minnesota and the University of Washington. This work has led to a variety of initiatives that are intentionally co-created and/or co-selected with site and district leaders working collaboratively. Examples of those initiatives include: a new rubric for principals, embedding cultural competence into their instructional leadership; a refined Principal PLC/CT; summer day-long Professional Development events; Minnesota Instructional Leadership Academy; co-created plans to support the most critical principal tasks; designated trusted leads for on-demand feedback; "Speed Dating" feedback rounds; time studies; and increased presence of district leaders in buildings

Proposed FY 2025-2026 School Board Meeting Dates

Superintendent Olson-Skog presented the proposed School Board meeting dates for FY 2025-2026. Scheduling these meetings early is beneficial to reserving meeting space and television scheduling. Generally, school board meetings will be on the 1st and 3rd Monday of the month, with some exceptions. The first regular meeting of each month will begin at 6:00 pm, preceded by a 45-minute listening session from 5:00 to 5:45 pm at the Mendota Heights City Hall. The regular meeting will be televised and live-streamed. The second meeting of each month will begin at 5:00 pm. It will be held on the Two Rivers High School campus. It will typically be held in the District Office training room and is not recorded. Proposed meeting dates are: August 4 and 18, 2025; September 8 and 22, 2025; October 6 and 20, 2025. November 10 and 24, 2025; December 8, 2025; January 12 and 26, 2026; February 9 and 23, 2026; March 2 and 16, 2026; April 6 and 20, 2026; May 4 and 18, 2026; and June 1 and 15,

2026. This item will be brought back to the February 3 board meeting for approval via the consent agenda.

Preliminary Discussion about Election Cycles

Superintendent Olson-Skog stated that some local school districts have begun the process of switching their odd-year school district elections to the even-year cycle, mostly due to cost and voter confusion. Only 27 out of 331 Minnesota school districts still conduct elections on odd years. Of the 27, 4 are currently in the process of considering a move to the even year. The most common rationale for odd-year elections is the difficulty in communicating school district-level races amid state and federal elections. The reason it is more common in metro area districts stems from boundaries. Metro area school district boundaries are typically not contiguous with city boundaries. As a result, citizens in one city are often voting for school board members in different districts. However, with new forms of communication, the amount of misunderstanding is decreasing, while the reasons to move to even-year elections are increasing ranging from school district and taxpayer costs; voter confusion, time; everchanging legislation surrounding election requirements; and staff time.

Minnesota Laws 1994, Chapter 646, Section 26, Subdivision 1, states “that a political subdivision that initially chooses odd-numbered year elections and later determines to change to even-numbered year elections may do so by the adoption of a new resolution that contains an orderly plan for the transition.” If the School Board were to adopt a new resolution, the terms of office of school board members that would otherwise expire on the first Monday of January 2026 would be extended to expire on the first Monday of January 2027. The terms of office of school board members that would otherwise expire on the first Monday of January 2028 would be extended to expire on the first Monday of January 2029. This would not prohibit a school district from running a special election in an odd year and/or an off month from the General Election date.

Board members were in agreement to switch the odd-year school district elections to the even-year cycle. A resolution, transition plan and timelines will be brought back to the February 3, 2025 meeting for approval.

Adjournment

It was moved by Mr. Aune and seconded by Mr. Schwab to adjourn the meeting at 6:07 p.m.

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

The motion carried (5-0).

The next regularly scheduled School Board meeting of Independent School District 197 will be on Monday, February 3, 2025 at 6:00 p.m. It will be held at the City of Mendota Heights Council Chambers, 1101 Victoria Curve, Mendota Heights, MN.

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

Sarah Larsen
School Board Chair

Jon Vaupel
School Board Clerk



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TO: School District 197 School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: February 3, 2025

SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on February 3, 2025, at the School Board Meeting.

Non-Licensed Employment

- Aguirre Flores, Jose - 5.5 hours per day Special Education Paraprofessional at Pilot Knob Elementary School, at an hourly rate of \$23.21, effective January 23, 2025.
- Barry, Savannah - 3.0 hours per day SAC Support Paraprofessional at Somerset Elementary School, at an hourly rate of 16.89, effective January 27, 2025.
- Cagel, Monica - 2.5 hours per day Supervisory Paraprofessional at Pilot Knob Elementary School, at an hourly rate of \$21.19, effective January 23, 2025.
- Erickson, Mark - 5 hours per day District Wide Type III Transportation Van Driver, at an hourly rate of \$21.81, effective January 23, 2025.
- Halvorson, Haily - 6.25 hours per day Special Education Paraprofessional at Heritage Middle School, at an hourly rate of \$23.21, effective January 22, 2025.
- Maslow, Rachel - 6.25 hours per day Special Education Paraprofessional at Mendota Elementary School, at an hourly rate of \$23.21, effective January 23, 2025.
- Meyer, Rebecca - 6.25 hours per day Special Education Paraprofessional at Somerset Elementary School, at an hourly rate of \$23.21, effective January 27, 2025.
- Pina Carrazana, Gianly - 2.5 hours per day Supervisory Paraprofessional at Garlough Elementary School, at an hourly rate of \$21.19, effective January 23, 2025
- Seabright Hofmeister, Suzie - 6.25 hours per day Special Education Paraprofessional at Garlough Elementary School, at an hourly rate of \$ 23.21, effective January 27, 2025.
- Ubeda Ubeda, Meyling - 8 hours per day Buildings and Grounds Worker at Two Rivers High School, at an hourly rate of \$20.71, effective January 27, 2025.
- Vazquez, Eduardo - 3.75 hours per day Kitchen Assistant at Heritage Middle School, at an hourly rate of \$18.48, effective January 27, 2025.

Licensed Change of Assignment

- Mullaney, Maureen - 6.25 hours per day Special Education Paraprofessional at Mendota Elementary School to 1.0 FTE Special Education Teacher at Mendota Elementary School, effective January 16, 2025.

Non-Licensed Resignation, Retirement, Termination

- Smith, Shataura - 3 hours per day SAC Special Education Paraprofessional at Garlough Elementary School, resignation effective January 31, 2025.
- White, Nichole - 6.5 hours per day Support Paraprofessional at the Early Learning Center, resignation effective February 10, 2025.
- Vang, Crystal - 3.5 hours per day SAC Support Paraprofessional at Somerset Elementary School, termination effective January 16, 2025.

TO: School Board Members

FROM: Superintendent Peter Olson-Skog

DATE: February 3, 2025

SUBJECT: Approval of Proposed 2025-2026 School Board Meeting Dates

BACKGROUND:

This was presented in detail to the School Board at the meeting on January 21, 2025.

Guidelines

- Generally, school board meetings will be on the 1st and 3rd Monday of the month with no meetings in July (unless there is a budget item that needs attention) and only one meeting in December.
- The first regular meeting of each month will begin at 6:00 pm, preceded by a 45-minute listening session from 5:00 to 5:45 pm at the Mendota Heights City Hall. The regular meeting will be televised and live-streamed.
- The second meeting of each month will begin at 5:00 pm. It will be held on the Two Rivers High School campus. It will typically be held in the District Office training room and is not recorded.

Exceptions

- When the first or third Monday of the month is a holiday.
- Potential exception - When the first or third Monday of the month is a non-student contact day.

Alternate Date Considerations

- Attempts are made to keep the board meetings separated by at least two weeks.
- Strategy #1-In order to keep the day (Monday) consistent, moving to the 2nd and 4th Mondays is the first strategy used.
- Strategy #2-When moving to the 2nd and 4th Monday creates back-to-back meetings, meetings are moved to the Tuesday or Wednesday of the same week based on location availability.
- This year, the first Monday in January is the first day after break so meetings were moved to the 2nd and 4th Mondays in January. This pushes February to 2nd and 4th Mondays as

well. Trying to get back on track in March and working to avoid spring break, there will be back-to-back meetings for the February 23 and March 2 meetings.

Proposed School Board Meeting Dates for 2025-26

Listening Session 5:00 p.m./Business Meeting 6:00 p.m. Mendota Heights City Hall (<i>unless otherwise noted</i>)	Work Session 5:00 p.m. District Office Training Room (<i>unless otherwise noted</i>)
NO MEETING IN JULY	NO MEETING IN JULY
Monday, August 4, 2025	Monday, August 18, 2025
Monday, September 8, 2025*	Monday, September 22, 2025*
Monday, October 6, 2025	Monday, October 20, 2025
Monday, November 10, 2025	Monday, November 24, 2025
Monday, December 8, 2025***	NO MEETING
Monday, January 12, 2026**	Tuesday, January 26, 2026**
Monday, February 9, 2026	Tuesday, February 23, 2026**
Monday, March 2, 2026	Monday, March 16, 2026
Monday, April 6, 2026	Monday, April 20, 2026
Monday, May 4, 2026	Monday, May 18, 2026
Monday, June 1, 2026	Monday, June 15, 2026

* 1st and/or 3rd Monday is a holiday or a non-student day. Moved to 2nd and 4th Monday

**1st and/or 3rd Monday is a holiday, end of a break, or a non-student day. Moved to 2nd and 4th Monday or a Tuesday to accommodate.

*** With only one board meeting this month, moved to second week

Please note that there will be back-to-back Mondays for the January 26 and February 9 meetings.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the FY 2025-2026 School Board meeting dates as presented.

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Key:
Grey Shaded = No School
Color Shaded w/box = No Students

Nov. 3: EOQ Elementary / PD Secondary
Nov. 4: EOQ Secondary / PD Elementary

Jan. 20: EOQ Secondary / PD Elementary
Jan. 21: EOQ Elementary/ PD Secondary

JULY	
4	July 4-District Closed

AUGUST	
12	Primary Election-No meetings from 6:00-8:00pm
20-21	New Teacher Workshop
25-28	K-12 Workshop

SEPTEMBER	
1	Labor Day-District Closed
2	First Day of School K, 5 and 9
3	First Day of School 1-4, 6-8, 10-12

OCTOBER	
6	Professional Dev-No Students
16-17	Education MN Conference

NOVEMBER	
3	No Students-EOQ Elem /PD Sec
4	No Students-EOQ Sec/PD Elem
4	General Election-No School-No meetings from 6:00-8:00pm
26	Conference Comp-No Students
27-28	Thanksgiving Break-District Closed

DECEMBER	
24-31	Winter Break (District Closed 24, 25, 31, Jan 1)

JANUARY	
1-2	Winter Break – District Closed
5	School Resumes
19	Martin Luther King, Jr. Day – District Closed
20	No Students-EOQ Sec/PD Elem
21	No Students-EOQ Elem/PD Sec

FEBRUARY	
16	Presidents' Day-District Closed

MARCH	
20	No Students-EOQ
23-27	Spring Break

APRIL	
24	Professional Dev-No Students

MAY	
25	Memorial Day – District Closed

JUNE	
4	Last Student Day
5	EOQ – Last Teacher Day
8	Conference Comp Day
9	Conference Comp Day
19	Juneteenth Holiday-District Closed

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Primary or General Election or Caucus
New Teacher Workshop Days
Professional Development (PD)-No Students
District Closed
First Day of School Grades K, 5, 9
No School Grades 1-4, 6-8, and 10-12
End of Quarter (EOQ) Elem/PD Secondary-No Students
End of Quarter (EOQ) Secondary/PD Elem-No Students
Conference Comp Days-No students or teachers
End of Quarter (EOQ) Days – No Students

STUDENT DAYS / QUARTER

Q1 41 days – 9/2 to 10/31
40 days – 9/3 to 10/31

Q2 42 days – 11/5 to 1/16

Q3 40 days – 1/22 to 3/19

Q4 47 days – 3/30 to 6/4

TOTAL

170 student days (K, 5, 9)

169 student days (1-4, 6-8, 10-12)

STUDENT DAYS / MONTH

0 – August
20 or 21 – September
20 – October
15 – November
17 – December
17 – January
19 – February
16 – March
21 – April
20 – May
4 – June

TOTAL = 169 or 170 student days

TEACHER DAYS / MONTH

4 – August
21 – September
21 – October
18 – November
17 – December
19 – January
19 – February
17 – March
22 – April
20 – May
7 – June

TOTAL = 185 teacher days

Plus 5 Holidays

- Labor Day
- Thanksgiving
- Friday after Thanksgiving
- President's Day
- Memorial Day

District Office Closed:

- July 4, 2025
- September 1, 2025
- November 27, 2025
- November 28, 2025
- December 24, 2025
- December 25, 2025
- December 31, 2025
- January 1, 2026
- January 19, 2026
- February 16, 2026
- May 25, 2026
- June 19, 2026

TO: School Board Members

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

DATE: February 3, 2025

SUBJECT: Second Reading of Policy 601, School District Curriculum and Instruction Goals

BACKGROUND:

A review of Policy 601, School District Curriculum and Instruction Goals, has been performed. This was presented to the board as a first reading at their meeting on January 21, 2025. The current policy adheres to the district's processes and procedures currently in place. The district's current policy was reviewed against MSBA's model policy. Based on this review, several changes are recommended:

- Throughout the policy, “world’s best workforce” has been changed to “comprehensive achievement and civic readiness” per changes in Minnesota Statutes
- Under III, Definitions, items have been added and/or rearranged
- Under IV, Long-Term Strategic Plan, wording has been changed based on statute changes
- All references to a “read well by grade 3” have been removed based on statute changes
- Updates have been made to the legal references

This policy was reviewed using the district's 4-Way Equity Test. The policy provides for systems of accountability that ensure that the district has a process for developing a strategic plan, district and school goals, and a well-developed plan. Our analysis of data at all levels asks staff to apply the 4 way equity test.

RECOMMENDATION:

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

OPERATIONAL EXPECTATIONS

ISD 197 School Board

Education Programs

Contact: Director of Curriculum, Instruction & Assessment

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with ~~creating the world's best workforce~~ **comprehensive achievement and civic readiness**.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~establish the "world's best workforce"~~ **strive for comprehensive achievement and civic readiness** in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. **"Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.**
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. **"Comprehensive Achievement and Civic Readiness" means strive to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all student attain career and college readiness before graduating high school; have all students graduate from high school; and prepare students to be lifelong learners.**
- E. **"Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.**
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

- G. **“Ethnic Studies” as defined by Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.**
- H. **“Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.**
- I. **“Institutional racism” means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.**
- J. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements **including applied and experiential learning.**
- K. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce **for comprehensive achievement and civic readiness** and must include at least the following:
1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- ~~L. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.~~
- ~~M. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.~~

IV. LONG-TERM STRATEGIC PLAN

- A. The 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~~ **striving for comprehensive achievement and civic readiness** and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in ~~state and federal law~~ **Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);**
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt **early admission** ~~procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to underrepresented groups~~ **consistent with Minnesota Statutes, section 120B.15** and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure ~~low-income and minority~~ **children in low-income families, children in families of People of Color, and children in American Indian families** are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that ~~integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;~~
 - a. **integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;**
 - b. **ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families and employees;**

- c. **provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and**
 - 7. an annual budget for continuing to implement the school district plan.
 - 8. **Identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.**
- B. ~~School district site and school site goals shall include the following~~ **The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learnings.**
- 1. ~~All students will be required to demonstrate essential skills to effectively participate in lifelong learning. ^{*} These skills include the following:~~
 - ~~*[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]*~~
 - a. ~~reading, writing, speaking, listening, and viewing in the English language;~~
 - b. ~~mathematical and scientific concepts;~~
 - c. ~~locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e. problem solving);~~
 - d. ~~creative and critical thinking, decision making, and study skills;~~
 - e. ~~work readiness skills;~~
 - f. ~~global and cultural understanding.~~
 - 2. ~~Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:~~
 - a. ~~live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;~~
 - b. ~~bring many perspectives, including historical, to contemporary issues;~~
 - c. ~~develop an appreciation and respect for democratic institutions;~~

- d. ~~communicate and relate effectively in languages and with cultures other than the student's own;~~
 - e. ~~practice stewardship of the land, natural resources, and environment;~~
 - f. ~~use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.~~
3. ~~Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.~~
4. ~~School practices and instruction will be directed toward developing within each student a positive self image and a sense of personal responsibility for:~~
- a. ~~establishing and achieving personal and career goals;~~
 - b. ~~adapting to change;~~
 - c. ~~leading a healthy and fulfilling life, both physically and mentally;~~
 - d. ~~living a life that will contribute to the well-being of society;~~
 - e. ~~becoming a self-directed learner;~~
 - f. ~~exercising ethical behavior.~~
5. ~~Students will be given the opportunity to acquire human relations skills necessary to:~~
- a. ~~appreciate, understand, and accept human diversity and interdependence;~~
 - b. ~~address human problems through team effort;~~
 - c. ~~resolve conflicts with and among others;~~
 - d. ~~function constructively within a family unit;~~
 - e. ~~promote a multicultural, gender fair, disability sensitive society.~~

- C. ~~Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically-based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs~~ **every year,**

beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals.

- ~~1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.~~
- ~~3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.~~
- ~~4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph (1), the report must include:
 - ~~(a) a summary of the district's efforts to screen for dyslexia;~~
 - ~~(b) the number of students screened for that reporting year; and~~
 - ~~(c) the number of students demonstrating characteristics of dyslexia for that year.~~~~
- ~~5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.~~
- ~~6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - ~~a. the student's reading proficiency as measured by a locally adopted assessment;~~
 - ~~b. reading-related services currently being provided to the student and the student's progress; and~~
 - ~~c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.~~~~

~~This provision may not be used to deny a student's right to a special education evaluation.~~

- ~~7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations **and Graduation Requirements** for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process **for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness**)
Minn. Stat. § 120B.12 (~~Reading Proficiently no Later than the End of Grade 3~~ **Read Act Goal and Interventions**)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required **before Assessment Referral**)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (~~No Child Left Behind~~ **Every Student Succeeds** Act)

Cross References: School District Policy 613 (Graduation Requirements)
School District Policy 616 (School District System Accountability)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	August 17, 2015; March 18, 2019; January 3, 2022
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years

TO: School Board Members

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

DATE: February 3, 2025

SUBJECT: Second Reading of Policy 604, Instructional Curriculum

BACKGROUND:

Policy 604, Instructional Curriculum, was last reviewed in January of 2022. This was presented to the board as a first reading at their meeting on January 21, 2025. Administration recommends adopting MSBA's model policy as is. Per the MSBA model policy, much of the content has been rearranged and is not actually new language. Because of that, the changes can get quite confusing to track. Therefore, administration is bringing forward a new version of the policy that will replace the district's current version. One item that is new content to our current policy is item II, G which is new language to align to updated 2024 state statutes.

The district, in alignment with the strategic implementation targets, is currently reviewing the college and career planning scope and sequence at Two Rivers High School. The new middle school schedule provides opportunities for students to meet the new fine arts requirements.

This policy was reviewed using the district's 4-Way Equity Test. Policy 604 provides guidelines around the type of coursework, opportunities and experiences that are provided to students. As we engage in conversations throughout the district around the implementation of courses, opportunities and experiences, we ensure the consideration of the 4-Way Equity Test. In our recent meeting to consider new course proposals at Two Rivers, each course was reviewed using the 4-Way Equity test. We continue to look for ways to reduce and address the barriers to some of our courses or programs which can come from prerequisites, which could be a course requirement, a certain score on a college entrance exam, a GPA requirement, etc. We continue to look for ways to address these barriers.

RECOMMENDATION:

This is the second reading; no resolution is needed at this time.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Education Programs

Contact: Director of Curriculum, Instruction & Assessment

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship;
4. Health and physical education;
5. The arts;
6. Career and technical education; and
7. World languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or

employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	August 17, 2015; December 3, 2018; January 3, 2022
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years

DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

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

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

Staff Member Name and school: Eric Bergquist, Two Rivers High School

Date of Trip/Destination/Who trip is for: February 27-March 1, Two Rivers Robotics Students

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

TOUR CHECKLIST	RESPONSE
1. Dates of travel	February 27-March 1
2. Trip destination	Duluth, DECC Arena
3. SUBMIT: Complete roster of travelers. Include a link to your roster in the response or attach a document. <i>Link to roster template: TOUR ROSTER</i>	https://docs.google.com/spreadsheets/d/1SyU0v10fMSj9T_eGJVJpoz3B0LiX0E3HRuZeXAEt1Nc/edit?usp=sharing
4. SUBMIT: Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	https://docs.google.com/document/d/1WuNe02JYrMHoounkullyddwrFU06cxUkz55WhvWJa70/edit?usp=sharing
5. Final number of student travelers	16
6. Final number of adult travelers who are paying their own way/fare.	2
7. Final number of adults travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]	6
8. Final number of district employees (also include in #6 and #7 counts)	1
9. Ratio of adults to students	1:2
10. FINAL TOTAL of Number of Travelers (Adults and Students)	24
11. Have parents received detailed information about the cancellation policies and fees?	Yes
12. Is travel insurance through the tour company required OR optional for your travelers?	Optional

DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

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

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

13. Has the district completed background checks for <u>all</u> adults?	Yes
14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group.	Private
15. How will you communicate with travelers while on tour?	Slack
16. How will you communicate with families back home/not on tour?	SMS
17. What is your plan for those requiring medication?	Medication is the responsibility of the student unless otherwise communicated with adults

Eric Bergquist

Staff Member's/Group Leader's Signature

01/21/2025

Date

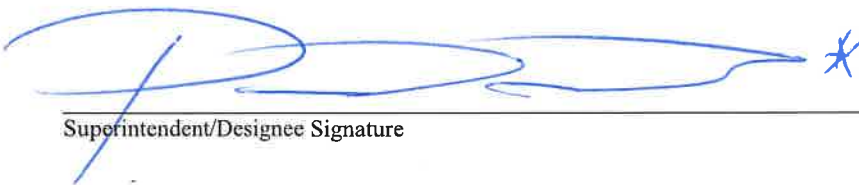
Required Approvals:



Principal Signature

1-22-2025

Date



Superintendent/Designee Signature

1-30-25

Date

School Board Approval

Date Approved

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

* Pending completion of roster

DRAFT-DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST
FORM 1- Site and district approval is required before students/families are notified
of the trip and before any funds are collected for the potential trip.

Part 1 - Approval to Plan & Recruit for an Extended Trip- COMPLETE IN FULL

Date of this request: Jan 07, 2025 Your name and school: Eric Bergquist, Two Rivers High School

Your Email: Eric.bergquist@isd197.org Your Phone Number: 952-923-0571

Date Principal was notified of this trip: Jan 07, 2025

Dates of Trip: February 27 - March 1 2025 Date/Time Leaving: 7am February 27 Date/Time Returning: March 1, 8pm

Destination(s): Duluth, MN. DECC Arena

Who is this trip for (subject and grade levels)? Robotics, All High Schoolers on Team

Estimated number of students that will participate: 16

Estimated number of chaperones that will participate (all chaperons must undergo a background check): 10

*Chaperone names: Eric Bergquist, Phil Kelsey, Joe Koletar, Brian Linzie, Paige Bollinger-Brown, Charles Bergquist, Nate Spurgat, Willa Smith, Adam Smith, Andrea Buzzell

What is your chaperone ratio: One Adult Chaperone for every 2 students (minimum of 2 regardless of the number of students and at least 1 for every 10 students). **Chaperones are defined as adults (minimum age of 21) who accompany and oversee groups of students. At least half (and no less than 2) of the chaperones must be current School District 197 employees. (Exceptions can be made to this requirement by the Superintendent. Provide rationale.)*

Form of Transportation: School-Chartered Bus Transportation Costs: \$ TBD

(For liability purposes, all transportation must be provided by district transportation, contracted services, or public transportation. Private transportation is NOT allowed. Vehicle rentals are considered a contracted service. Allowable vehicles are specified and drivers must have a Type III license. Call the ISD 197 Transportation Department at 651-403-8320 for details.)

Lodging Name/Location: Holiday Inn, Duluth Lodging Costs: \$ 3,774.38

(For liability purposes, all lodging must be public accommodations - hotel, public dormitory, etc. Exceptions may be requested and submitted to the Superintendent for consideration and possible approval.)

Cost per adult/chaperone: \$ 205.87 Costs covered by: Boosters

Cost per student: \$ 107.23 Costs covered by: Boosters

Sub costs, if any, paid by: _____ TOTAL COST: \$ _____

Please list all current School District 197 employees who will accompany this trip: Eric Bergquist

Provide a general description of the trip and include 1) the educational purpose/goal of this trip and 2) a summary of the agenda/itinerary (feel free to note and attach additional documentation): _____

FIRST Robotics Competition, School Club related.

DRAFT-DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST
FORM 1- Site and district approval is required before students/families are notified
of the trip and before any funds are collected for the potential trip.

If applicable, Tour Company Name: N/A
If applicable, Tour Company Customer Service Phone #: N/A
If applicable, Tour Company Emergency Phone #: N/A

Trip Leader experience with educational travel as an adult (attach additional sheet if more space is needed):

Year	Destination(s)	# of Student Travelers	Age Range of Travelers	Your Role (coordinator, adult/chaperone, parent)
2024	Duluth	17	9th-12th	Coordinator
2023	Duluth	20	9th-12th	Mentor
2022	Duluth	18	9th-12th	Mentor

As the trip leader, I assure that...

[Please check the boxes that apply below, review the linked document, and sign the form before submission]

- ☒ I have not/will not communicate this potential trip until preliminary approval of this form has been attained from both the principal and superintendent.
- ☒ I will follow the room assignment procedures outlined in the [Overnight Field Trip and Gender Inclusion Procedures document](#).
- ☒ When the trip is communicated to families, communication will include:
- that the trip has received preliminary approval, but will not receive final approval until closer to the date of the trip
 - that the trip may be canceled for a variety of reasons (insufficient chaperones, pandemic, destination issues)
 - that students will complete a room assignment preference form
 - the financial details describing:
 - ☒ Any fees that will not be refunded by the company or district if the trip is canceled
 - ☒ Options for travel insurance (including potential areas the insurance WON'T cover (cancellation, etc.))
 - ☒ All the options for meeting the financial commitments of the trip (family pays, fundraising opportunities, etc.)

Eric Bergquist 1/7/2025
Trip/Group Leader's Signature Date

Part 2 - Approvals:

[Signature] 1-13-2025
Principal Signature Date

[Signature] 1/15/25
Superintendent/Designee Signature Date

Once this form has been signed by your site administrator, submit it to the Superintendent for review and possible approval. Once approved, a signed copy will be returned to you. Then the trip leader may proceed with FORM 2 of this process.



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

TO: School Board Members

FROM: Superintendent Peter Olson-Skog

DATE: February 3, 2025

RE: Approval of Letter of Support of the Minnesota Department of Transportation's Application for Funding

BACKGROUND:

The Minnesota Department of Transportation (MnDOT) has reached out to request the school district's support for the MnDOT Highway 13 Slope Stability Planning Project in their application for grant funding under the Federal Highway Administration's FY 2024-2025 Promoting Resilient Operations for Transformative, Efficient, and Cost-saving Transportation (PROTECT) program. The Highway 13 Slope Stability Planning Project will study ongoing slope failures and develop long-term solutions that improve the resilience of Highway 13 to withstand the changing climate. The planning study will focus on Highway 13, located between 2nd St. and Annapolis St. in Dakota County, where slope slides have caused road closures, lengthy detours, and expensive emergency repairs.

A letter of support from the West St. Paul-Mendota Heights Eagan Area Schools will benefit MnDOT's application's overall competitiveness by demonstrating support among impacted stakeholders. Attached is a letter of support and more details about the project and its potential benefits to ISD 197.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the letter of support of the Minnesota Department of Transportation's Highway 13 Slope Stability Project in their application for grant funding.



February 3, 2025

The Honorable Secretary
United States Department of Transportation
1200 New Jersey Ave. S.E.
Washington, D.C. 20590

Re: Letter of Support for MnDOT's Highway 13 Slope Stability Planning Project Funding Pursuit

To Whom it May Concern:

I am writing to express my support of the Minnesota Department of Transportation's (MnDOT) application for funding through the FY 2024-2025 Promoting Resilient Operations for Transformative, Efficient, and Cost-Saving Transportation (PROTECT) Discretionary Grant Program. The West St. Paul-Mendota Heights Eagan Area Schools (District 197) recognizes the need for enhanced safety and resilience to climate related impacts along Highway 13 as an important connector for students, community members, and staff.

In alignment with the vision and goals of the PROTECT Program, the Highway 13 Slope Stability Planning Project will study ongoing issues and develop solutions that improve the resilience of Highway 13 in Mendota Heights, MN. Located along the steep terrain of the Mississippi River in the heart of Minneapolis–Saint Paul metropolitan region, Highway 13 experiences critical slope failures due to natural hazards and climate stressors such as extreme precipitation. Slope failures caused Highway 13 to close three times since 2015.

Minnesota's climate, geology, and terrain along the river increase the incidence of slope failures due to saturation of the soil along slopes and beneath the roadway. As a result, roadways and bridges have to be entirely closed until expensive emergency repairs and short-term stabilization efforts are complete. Slope failures in the project corridor have further damaged the nearby regional trail and impacted the Union Pacific freight rail line. Such lengthy closures impact the movement of people and freight along the first ring of suburbs south of St. Paul and lead to traffic diversion onto other already congested arterial highways.

MnDOT is well positioned to make efficient and impactful use of federal funding through the PROTECT Program. Given the increasing severity of extreme weather events due to climate change, proactive measures like the Highway 13 Slope Stability Planning Project are crucial to ensuring the resilience of our transportation infrastructure. This project will leverage MnDOT's slope stability research to propose a comprehensive and strategic approach to reducing these risks. The study results will provide a detailed plan for MnDOT to improve the resiliency of Highway 13. The study results will be incorporated into the scoping of a pavement project MnDOT has planned for the corridor in 2032.

In light of the urgent need to address these slope vulnerabilities and the demonstrated capacity of MnDOT to deliver high-quality infrastructure projects, we wholeheartedly support this application for funding through the FY 2024-2025 PROTECT Discretionary Grant Program. Thank you for your consideration and the opportunity for me to voice my support for this important project.

Sincerely,

Peter Olson-Skog, Superintendent
ISD 197 (West St. Paul/Mendota Heights/Eagan Area Schools)

The Hwy 13 Slope Stability Planning Project in Mendota Heights will investigate slope failures within the corridor and formulate long-term strategies to enhance resilience. By bolstering resilience, the project seeks to mitigate slope failures and ensure continued access for residents, educational institutions, businesses, as well as cyclists and pedestrians utilizing the Big Rivers Regional Trail. Enhancing resilience is expected to decrease the occurrence and consequences of landslides, resulting in substantial cost savings for MnDOT by preventing future repairs and maintenance.

TODAY’S ISSUES

- A history of slope failures due to poor soils and heavy rain events.
- Slope failures are likely to become more frequent and severe with heavier rain events.
- A significant failure in June 2024 caused a closure to the highway for five months for emergency fixes.
- Slope failures damaging the Big Rivers Regional Trail and causing temporary closures.
- Maintenance and emergency fixes are expensive, difficult, and temporary.

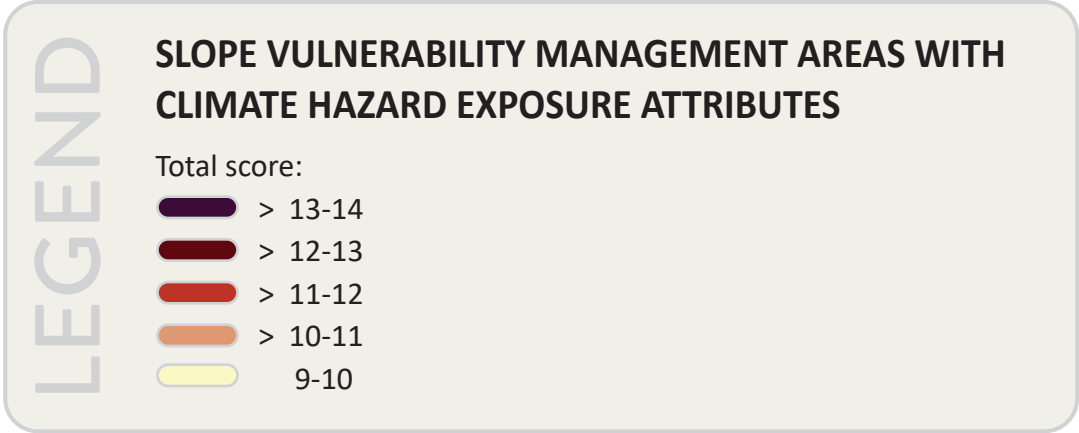
PROJECT BENEFITS

- Reduces potential and impact of future slope failures and maintains access to homes and businesses.
- Provides long-term solutions to manage underlying issues including drainage and slope stability.
- Protects the Big Rivers Regional Trail from future damage and closures.
- Recommendations from the planning project will be incorporated into a planned MnDOT pavement project in 2032.



HIGHWAY 13 SLOPE STABILITY PLANNING PROJECT


MENDOTA HEIGHTS, DAKOTA COUNTY, MINNESOTA



MAJOR TASKS

- ✓ Identify the specific weather risks and develop future climate scenarios.
- ✓ Test the performance of the facility against the different climate scenarios.
- ✓ Develop resilience improvement options and test against climate scenarios.
- ✓ Economic, Environmental and Equity Analyses

FUNDING

- 

- The two-year planning project from 2026 to 2028 is expected to cost \$1.11 million.
 - MnDOT is applying for a planning grant from the Federal PROTECT discretionary program to fund the project.

SCHOOL BOARD REPORT: MENDOTA ELEMENTARY

**Presented by: Principal Steve Goldade
February 3, 2025 School Board Meeting**



WHO WE ARE

MENDOTA BELIEF STATEMENT:

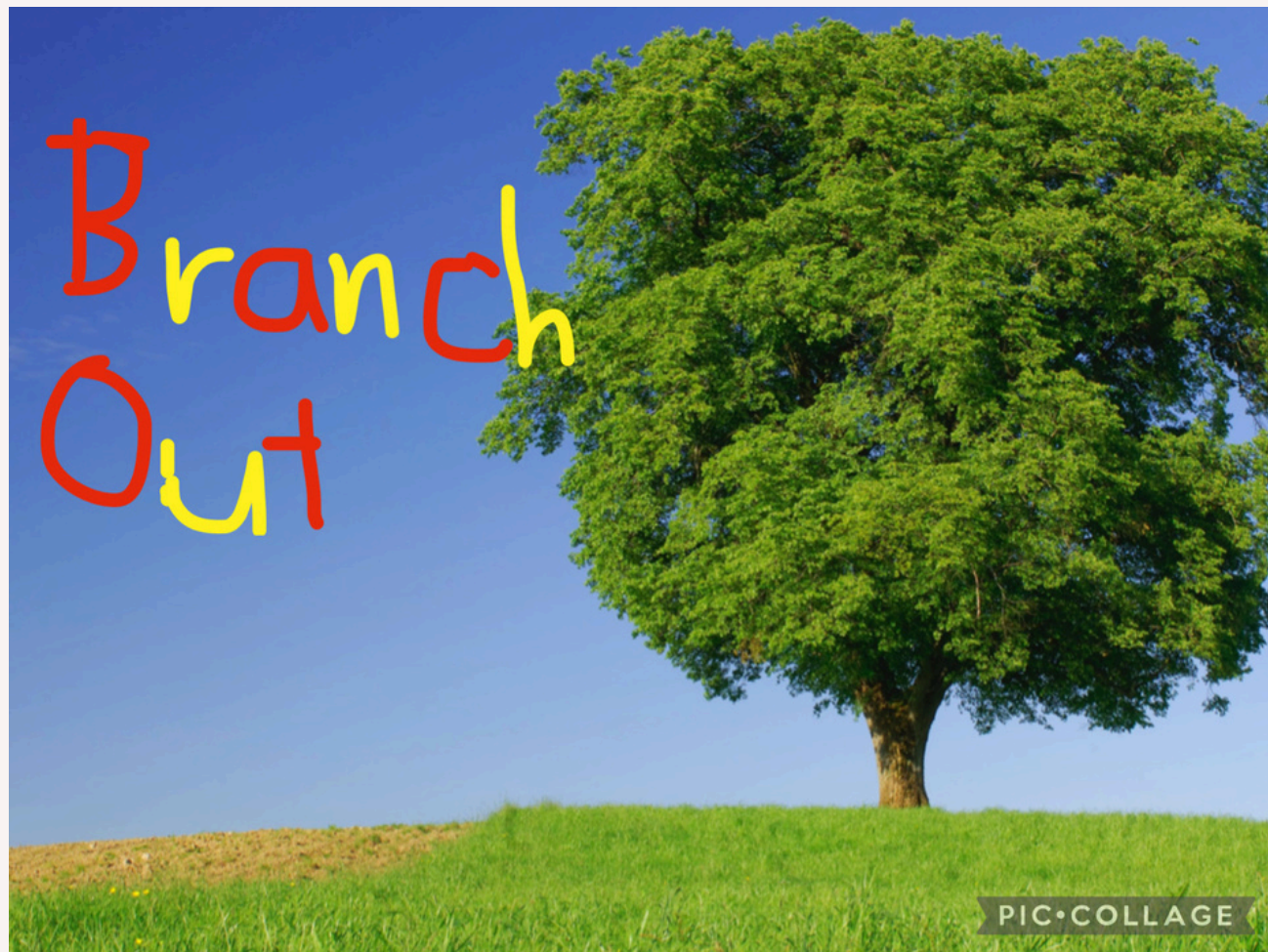
We hold that understanding the children we educate — in terms of their individual characteristics, cultural backgrounds, and developmental stages— is equally as important as mastering the content we deliver.



OUR MISSION

Our school aims to equip learners of all ages to think, to achieve, and to care in a supportive community of students, families, staff and community members.





Digital art created by Mendota student, Hannah Kluznik

At Mendota Elementary, we focus on:

- **Character Growth:** Teaching values like perseverance, empathy, and kindness through the Character Strong Curriculum and K-CARES.
- **Growth Mindset:** Encouraging resilience, responsibility, and learning from challenges.
- **The Tree Metaphor:** Building strong roots, growing branches of perseverance, and flourishing with creativity and kindness.
- **Community Building:** Fostering a supportive, inclusive environment for all.

We strive to help every student grow and thrive.



POINTS OF PRIDE



POINT OF PRIDE:

BDOE FEILDTRIP

On Indigenous Peoples Day, Mendota Elementary facilitated a “walking field trip” for students in grades 2 through 4. With the support of Nell Barri, along with numerous parents and community members, we successfully organized an engaging excursion to Bdote, which included multiple stops along the route. These stops featured activities such as tasting fry bread, observing a jingle dancer, and participating in various other enriching experiences. This immersive approach allowed students to deepen their understanding of Dakota culture, both historically and in contemporary contexts.



POINT OF PRIDE: DEI

We are thrilled to welcome Dominique Harness to our teaching team and as chair of the Diversity, Equity, and Inclusion (DEI) committee. Dominique has significantly contributed to organizing outstanding events. Our Black History Month choir has performed notably, especially during the Martin Luther King Jr. Day celebration. Furthermore, our expanding Culture Night gained recognition this year with exceptional performances from the cheer squad.



POINT OF PRIDE:

FOUNDATIONAL CURRICULUM

At Mendota, teachers are piloting new curricula while staff observe each other's practices, and administration looks at other districts. This collaboration aims to enhance student learning experiences. The team is eager to select a new curriculum and apply insights from Science of Reading training.





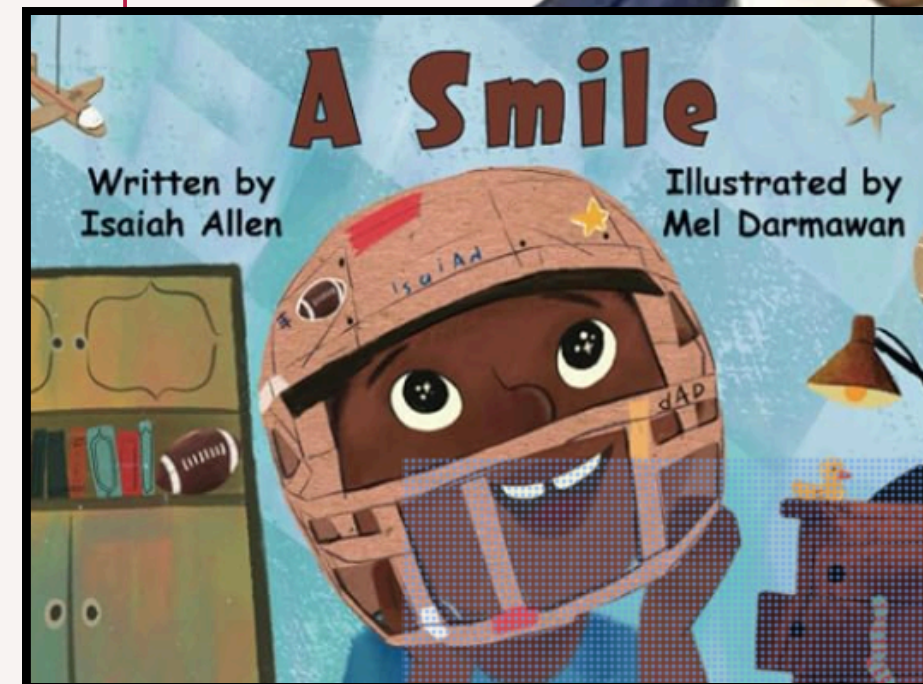
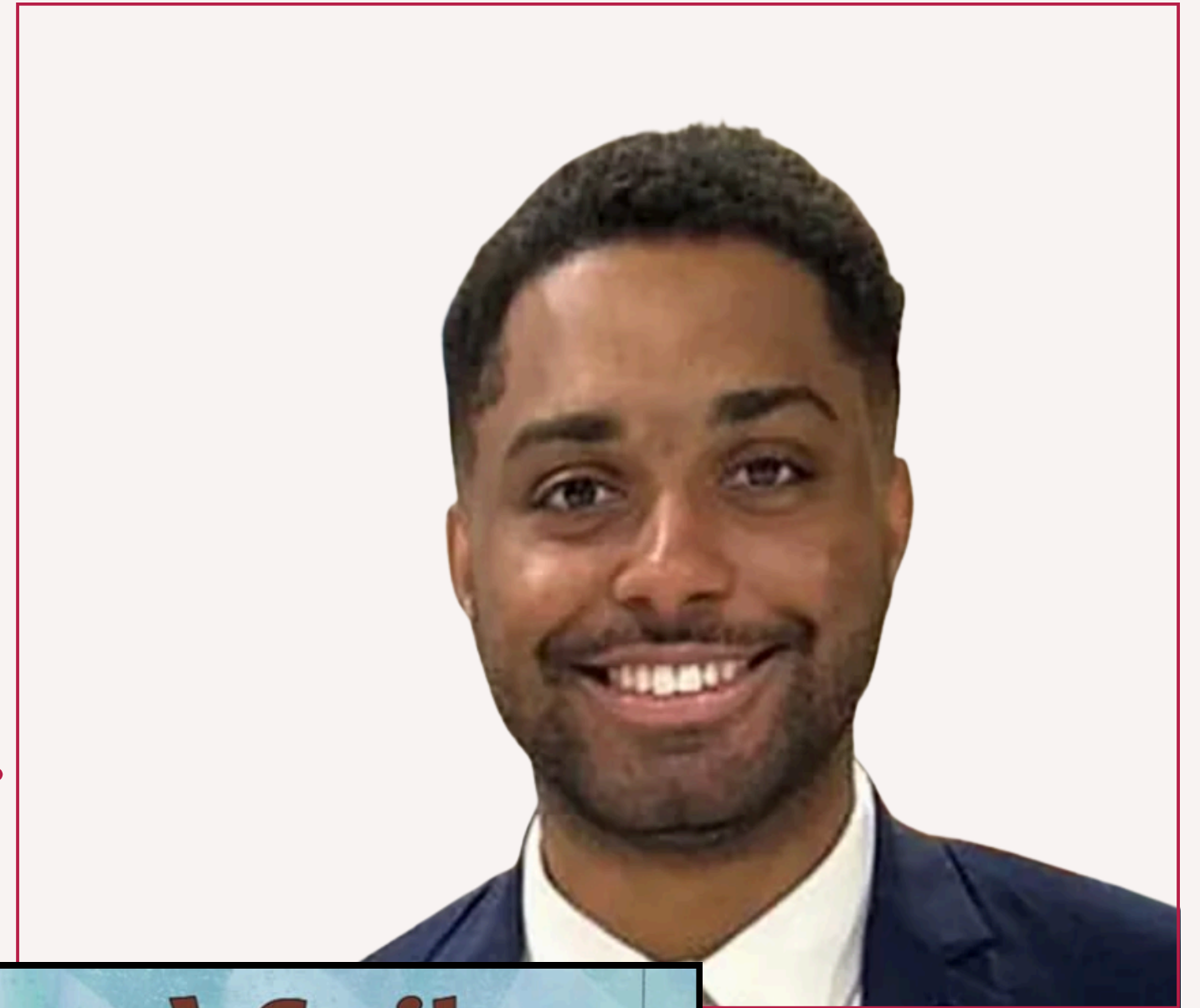
WHAT'S NEW



FEBRUARY 2025

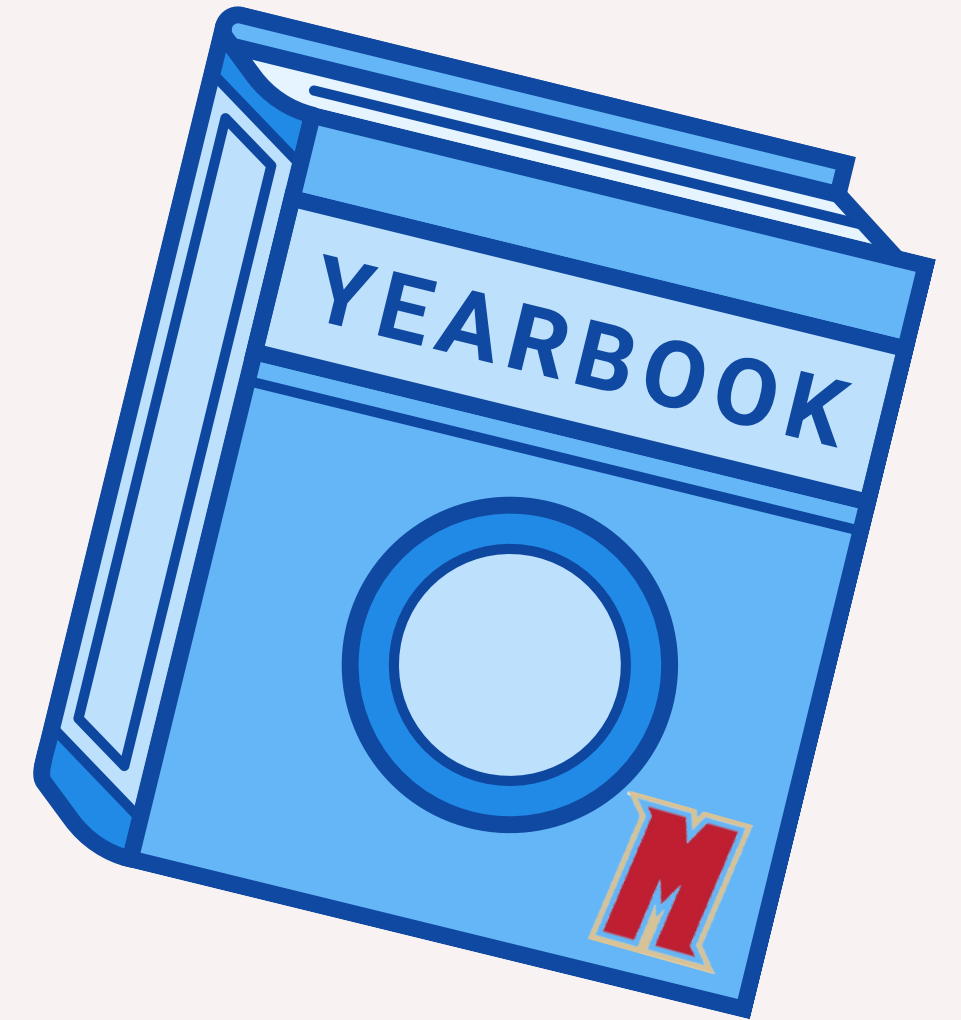
ISAIAH ALLEN AUTHOR VISIT

We are thrilled to welcome local author Isaiah Allen for an upcoming author visit. He will engage with each grade level and offer valuable learning opportunities for our teachers. His book, “A Smile,” explores the journey of a young Black boy who discovers the transformative power of a smile. We eagerly anticipate his visit and the insights he will share.



LOOKING AHEAD:

As a school, we have chosen to create our own yearbook this year, which will be provided to all students free of charge. This initiative has been made feasible thanks to the generous support from our Parent-Teacher Association, with the district office managing the printing process. We believe this strategy promotes greater equity, particularly since many students have historically missed out on yearbooks. We are hopeful that this new way of distributing yearbooks will be a success!



LOOKING AHEAD:

Artist residency with Tara Aiken



We are thrilled to announce that Mendota will be hosting an artist residency this Spring! Our fourth graders are about to embark on an inspiring adventure with local artist Tara Aiken. Together, our imaginative students will collaborate to design and paint a mural on the exterior of our building alongside Tara. This experience will not only engage our fourth graders in the artistic process but also establish a lasting legacy within our school community.

THANK YOU



SCHOOL BOARD REPORT: HERITAGE

**Presented by: Principal Heidi Koury
February 3, 2025 School Board Meeting**



HERITAGE JOY



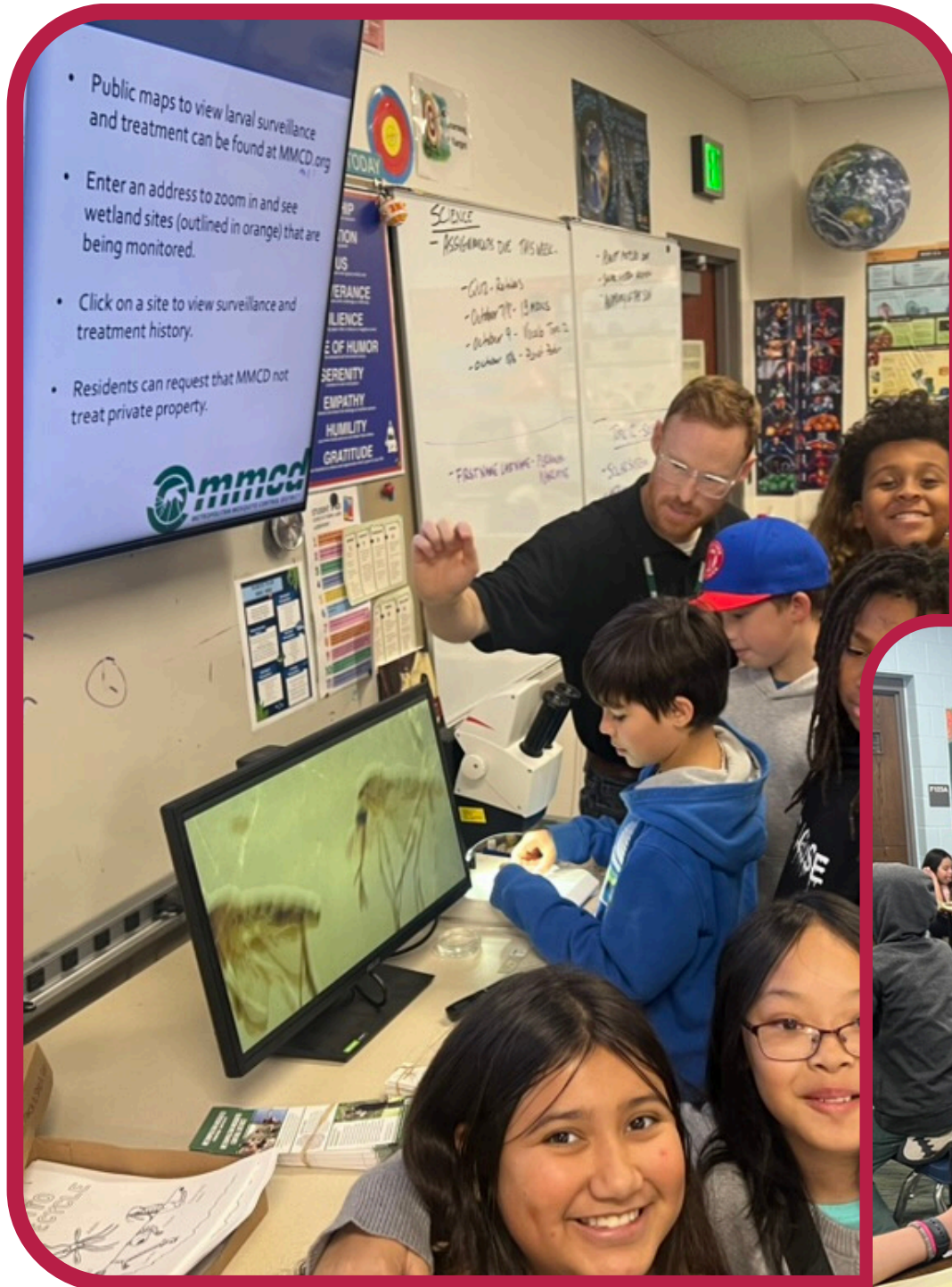
E-STEM

E-STEM FOCUS



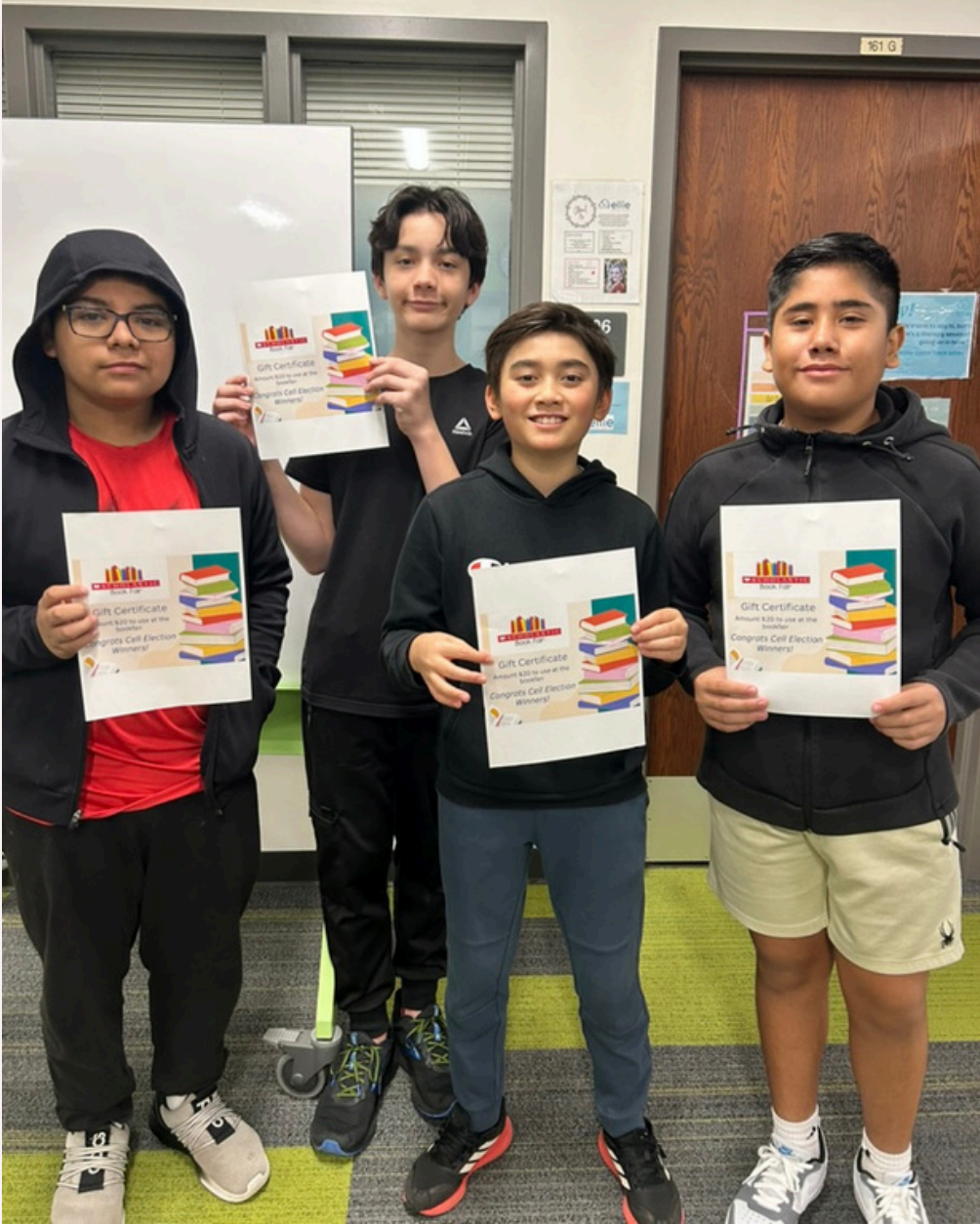
- Dodge Partnership
- U of M Partnership
- Trout in the Classroom
- Marine Team
- Science Club
- STEM Classroom Projects
- Camp St. Croix/Campfire MN
- Community Garden/Pollinator Garden
- Math Team

NEW E-STEM



- **STEM Store**
- **STEM Studio**
- **Wilderness Inquiry**
- **Mosquito Control District**
- **Dakota County Recycling**
- **Farm to School Grant**

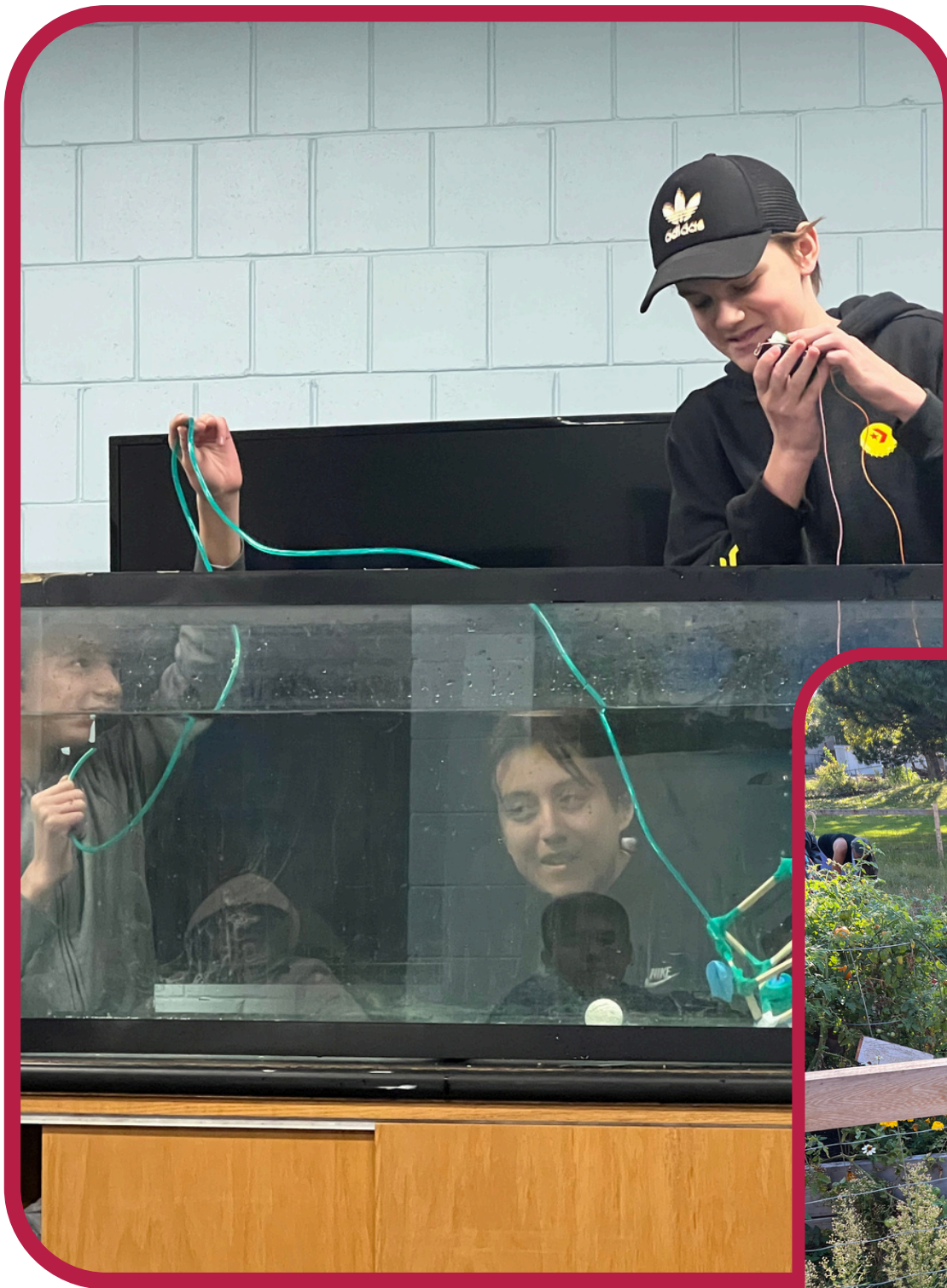




NEW ELECTIVES

NEW ELECTIVES

- What's Happening at Heritage?
- Marine Science
- Teenage 101
- Theater
- Coding/Mechanical Systems
- Warrior Prep



STUDENT COUNCIL

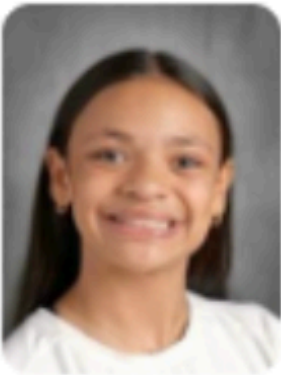


STUDENT COUNCIL

Heritage Student Council Reps



Mrs. McCabe



Alayah Jackson
(5th grade)



Teddy Deslauriers
(5th grade)



Miguel Pimentel
(5th grade)



Olivia Barnes
(5th grade)



Yaisa Romero Perdomo
(6th)



Jesus Alarcon
(6th grade)



Luca Quiroz
(6th grade)



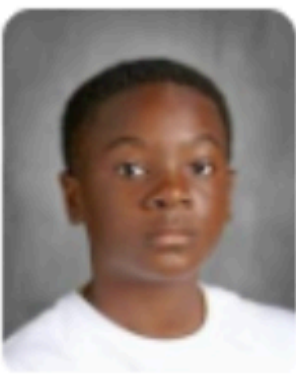
Kaila Semlak
(6th grade)



Simon Espinoza
(7th grade)



Monica Ruiz Lopez
(7th)



Quincy Harris
(7th grade)



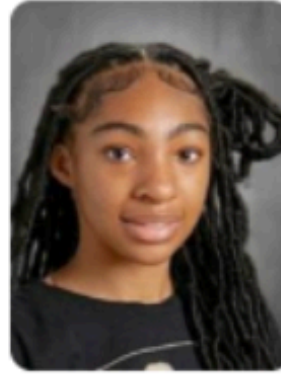
Mia Parkinson
(7th grade)



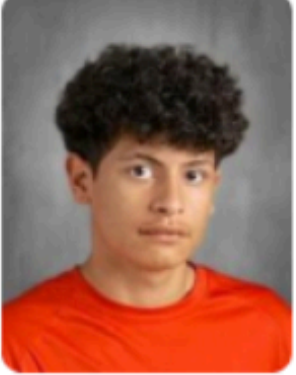
Lianna Cerda
(8th grade)



Ethan Newton
(8th grade)



Justice Wiley
(8th grade)



Max Rangel
(8th grade)



FAMILY AND COMMUNITY CONNECTIONS



FAMILY AND COMMUNITY CONNECTIONS

HERITAGE ESTEM MIDDLE SCHOOL



**SHARING
SESSION**

FOR BLACK FAMILIES
AFRICAN AMERICAN • SOMALI • THOSE WHO
IDENTIFY AS BLACK • PARENTS OF BLACK CHILDREN

THURSDAY, JANUARY 16
5:30-7:30PM @ HERITAGE

YOUR VOICE MATTERS!

Heritage staff members will be present to listen as you share your and your child's experiences and challenges. Use this time to also build community with other Black families from the district.



In partnership with **ROCC**
RESIDENTS OF COLOR COLLECTIVE

**DINNER &
CHILDCARE
PROVIDED!**

USE CODE TO RSVP
(TO ENSURE ENOUGH
FOOD & CHILDCARE)

- Parent Academy
- Heritage Boosters
- Black Family Sharing Session
- Field Trip Volunteer Opportunities
- Partnership with ROCC
- Partnership with The Power of People Leadership Institute

STUDENT CELEBRATIONS



POSTIVE BEHAVIORAL INTERVNETIONS AND SUPPORT

- School wide incentives to support academics and positive behavior
- Fill The Tank Success Day - Fall Festival after Quarter 1.
- Success day in December for being in classes on time.





HERITAGE SPIRIT DAYS

- We celebrated Homecoming and Winter Break with Spirit Weeks and had lots of students participate!



THANK YOU





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

TO: School Board Members

FROM: Superintendent Peter Olson-Skog

DATE: February 3, 2025

RE: Approval of Resolution and Transition Plan for School District 197 School Board
General Elections Held after 2023 to be Moved to Even-Numbered Years

BACKGROUND:

Information on this item was shared with School Board members at their meeting on January 21, 2025. To recap, administration recommended that School District 197 switch their odd-year school district elections to the even-year cycle. The reasons school districts are considering this change to even-year elections include:

- **School District/Tax Payer Costs** - In odd years, the school district election clerk is responsible for conducting absentee voting, direct balloting, election judge hiring and training, equipment pick up/testing/delivery/return, Public Accuracy Test, ballot printing, ordering election precinct supplies, printing and publishing of all required notices, and all other miscellaneous costs associated with elections; A change to even-year elections would allow the neighboring and affected City Clerks and staff to conduct the election and save the school district and taxpayers money.
- **Voter Confusion** - Odd-year election polling locations are conducted at different locations than in even-year elections.
- **Surrounding School Districts Changing to Even Years** - In May of 2023, surrounding school district superintendents and administrative assistants began meeting with Dakota County Election Officials to work on a Joint Powers Agreement to assist with odd-year elections and the impact of new legislation surrounding election requirements. It was highly recommended at that time to consider switching from odd-year to even-year elections as there are not many remaining school districts on an odd-year election cycle.
- **Time** - The school district election clerk assists with the election administration from June through December. The amount of responsibility it involves substantially takes away from day-to-day duties.

Minnesota Laws 1994, Chapter 646, Section 26, Subdivision 1, states “that a political subdivision that initially chooses odd-numbered year elections and later determines to change to even-numbered year elections may do so by the adoption of a new resolution that contains an orderly plan for the transition.”

This would not prohibit a school district from running a special election in an odd year and/or an off month from the General Election date.

The attached resolution provides that the terms of office of school board members that would otherwise expire on the first Monday of January 2026 would be extended to expire on the first Monday of January 2027. The terms of office of school board members that would otherwise expire on the first Monday of January 2028 would be extended to expire on the first Monday of January 2029.

The transition plan and timelines are also attached.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the resolution and transition plan for School District 197 School Board General Elections held after 2023 to be moved to even-numbered years.



ISD 197 Election Transition Plan

Background

The West St. Paul/Mendota Heights/Eagan Area School District was formed in 1957. The school district has been conducting odd-year school board elections regularly over the years.

Current List of School Board Members

NAME	YEAR ASSUMED OFFICE	YEAR CURRENT TERM ENDS
Tim Aune	2024	2027
Marcus Hill	2021 (appointed in Feb.2021, elected in Nov. of 2021)	2025
Sarah Larsen	2022	2025
Byron Schwab	2012	2027
Morgan Steele	2024	2027
Jon Vaupel	2022	2025
Randi Walz	2024	2027

Switch from Odd to Even Year Election Considerations

- **School District Cost** - In odd years, the school district election clerk is responsible for conducting all absentee voting, direct balloting, election judge hiring and training, equipment pick up/testing/delivery/return, Public Accuracy Test, ballot printing, ordering election precinct supplies, printing and publishing of all required notices, and all other miscellaneous costs associated with elections; A change to even year elections would allow the neighboring and affected City Clerks and staff to conduct the election and save the school district and taxpayers money.
- **Voter Confusion** - Odd year elections are conducted at different locations/precincts than in even year elections; Absentee voting is available at the district office and Dakota County Service Centers (causing an additional cost for trained couriers to pick up absentee ballots); Election day voting is combined down to 5 precincts (22 precincts in even years throughout the various cities)
- **Surrounding School Districts Changing to Even Years** - In May of 2023, surrounding school district superintendents and administrative assistants began meeting with Dakota County Election Officials to work on a Joint Powers Agreement to assist with odd year elections and the impact of new legislation surrounding election requirements (ex. Direct Balloting extended period, extending voting hours beyond normal hours, Health Care Facility requirements, etc.). It was highly recommended at that time to consider switching from an odd year to

even year election as there are not many remaining school districts on an odd year election cycle.

- **Time** - The school district election clerk assists with the administration of the election beginning in June through December. The amount of responsibility, lack of assistance, and stress causes significant strain, burn out, and time away from typical day-to-day duties.

Timeline

- **January 2025** - Contacted Greg Abbott, Director of Communications, at MSBA for election guidance
- **January 2025** - Communicated election guidance from MSBA to school board members
- **January 2025** - Discussed a transition plan and resolution options to change to an even year elections, beginning in 2026
- **January 21, 2025** - Information Item at a Regular School Board Meeting
- **February 3, 2025** - Action Item at a Regular Meeting - *Resolution Providing that School Board Elections Held After 2023 Shall be held in the Even-Numbered Years; Establishing a Transition Plan*
The terms of office of school board members that would otherwise expire on the first Monday of January, 2026 if elections were held in the odd-numbered year (2025) shall be extended to expire on the first Monday in January, 2027. The terms of office of school board members that would otherwise expire on the first Monday of January, 2028 if elections were held in the odd-numbered year (2027) shall be extended to expire on the first Monday in January, 2029.

What Extended Terms of School Board Members Would Look Like

NAME	YEAR TERM ENDS EXTENDED 1 YEAR
Tim Aune	From 2027 to 2028
Marcus Hill	From 2025 to 2026
Sarah Larsen	From 2025 to 2026
Byron Schwab	From 2027 to 2028
Morgan Steele	From 2027 to 2028
Jon Vaupel	From 2025 to 2026
Randi Walz	From 2027 to 2028

If the *Resolution Providing that School Board Elections Held After 2023 Shall be held in the Even-Numbered Years; Establishing a Transition Plan* is approved, the first even-year election would begin in November of 2026.

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

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 197 was held on the 3rd day of February, 2025, at 6:00 o'clock p.m.

The following Board members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PROVIDING THAT
SCHOOL BOARD GENERAL ELECTIONS HELD AFTER 2023
SHALL BE HELD IN THE EVEN-NUMBERED YEARS;
ESTABLISHING A TRANSITION PLAN

WHEREAS, the school board has previously determined that the school district should hold its general election in November of the odd-numbered year in 1999 and thereafter; and

WHEREAS, the school board now believes that voter participation would be greater and election administration easier if school district general elections were held in conjunction with state general elections in November of the even-numbered year; and

WHEREAS, Laws 1994, Chapter 646, Section 26, Subdivision 1, provides that a political subdivision that initially chooses odd-numbered year elections and later determines to change to even-numbered year elections may do so by the adoption of a new resolution that contains an orderly plan for the transition;

NOW, THEREFORE, BE IT ENACTED by the school board of Independent School District No. 197, State of Minnesota, as follows:

1. School board general elections held after 2023 in Independent School District No. 197 shall be held on the first Tuesday after the first Monday in November of the even-numbered year.
2. The terms of office of school board members that would otherwise expire on the first Monday of January, 2026 if elections were held in the odd-numbered year (2025) shall be extended to expire on the first Monday in January, 2027. The terms of office of school board

members that would otherwise expire on the first Monday of January, 2028 if elections were held in the odd-numbered year (2027) shall be extended to expire on the first Monday in January, 2029.

3. The school board shall notify the county auditor of each county in which the school district is located in whole or in part of its determination to hold its general election in November of the even-numbered year in 2026 and thereafter.

The motion for the adoption of the foregoing resolution was duly seconded by

Member _____, and upon a vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)

) SS.

COUNTY OF _____)

I, the undersigned, being the fully qualified and acting Clerk of Independent School District No. 197, State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School Board of Independent School District No. 197, duly called and held on the date therein indicated, so far as such minutes relate to changing from odd-numbered year general elections to even-numbered year general election and that said resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 20__.

Clerk

Independent School District No. 197

(WEST ST. PAUL/MENDOTA HEIGHTS/EAGAN AREA SCHOOLS)

State of Minnesota