

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

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

Agenda

1. Listening Session - 5:00 p.m.
Presenter: Byron Schwab, Facilitator; Jon Vaupel, Recorder
2. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.
Presenter: Sarah Larsen, Chair
3. Election of Officers - Chair, Vice-Chair/Clerk, Treasurer - 6:05 p.m.
Presenter: Superintendent Peter Olson-Skog; Newly Elected Chair
4. Approval of the Agenda
Presenter: Newly Elected Chair
5. Approval of the Consent Agenda
Presenter: Newly Elected Chair
 - 5.A. Approval of Minutes of the December 9, 2024 Regular School Board Meeting
 - 5.B. Approval of Personnel Recommendations
 - 5.C. Final Reading of Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco; Tobacco-Related Devices and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction
 - 5.D. Approval of Field Trip for Two Rivers High School German Students
6. Listening Session Report - 6:10 p.m.
Presenter: Board Member Jon Vaupel
7. Recognitions - 6:15 p.m.
Two Rivers High School Digital Wellbeing Club
National Merit Commended Students
Presenter: Superintendent Peter Olson-Skog
8. Student Representative's Report - 6:30 p.m.
Presenter: Patrick Bohmbach and Nawal Hassan
9. Superintendent's Report - 6:35 p.m.
Presenter: Superintendent Peter Olson-Skog
10. ISD 917 Program Overview - 6:40 p.m.
Presenter: Dr. Michael Favor, ISD 917 Superintendent
11. Site Report from Two Rivers High School - 7:00 p.m.
Presenter: Principal Al Johnson
12. Site Report from Pilot Knob STEM Magnet School - 7:20 p.m.
Presenter: Principal Tom Benson
13. Site Report from Garlough Environmental Magnet School - 7:40 p.m.
Presenter: Principal Susan Powell
14. Strategic Framework Equity Implementation Target Update - 8:00 p.m.
Presenter: Peter Mau, Assistant Superintendent
15. Adjournment - 8:30 p.m.
Presenter: Newly Elected Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, December 9, 2024
Mendota Heights City Hall, Council Chambers

A meeting of the School Board of Independent School District 197 was held on Monday, December 9, 2024 beginning at 6:00 p.m. pursuant to due notice.

The meeting was called to order by Chair Larsen at 6:00 p.m. The following School Board members were present: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, and Jon Vaupel. Board member Randi Walz was absent. Superintendent Peter Olson-Skog was also present. Student Representatives Patrick Bohmbach and Nawal Hassan were present.

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

Agenda

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

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. Aune and seconded by Mr. Vaupel to approve the consent agenda items as presented:

- Approval of the November 18, 2024, Regular School Board Meeting Minutes
- Approval of Personnel Recommendations
- Approval of Apple Computer Lease Schedule
- Second Reading of Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco; Tobacco-Related Devices and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction.
- Approval of Gifts to the District
- Approval of Field Trip for Two Rivers High School Nordic Ski Team

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

The motion carried (6-0).

Listening Session Report

Board member Tim Aune stated that no one attended tonight's Listening Session.

Recognitions

Superintendent Olson-Skog introduced three student groups - Garlough Student Council, Friendly Hills Student Council, and student-athletes from Two Rivers High School.

Garlough Student Council students were nominated by their peers in third grade, allowing them to step into their leadership roles as fourth graders. The students have worked with kindergarteners, helped with morning announcements, and participated in monthly assemblies and school-wide incentive challenges. Counselor Sarah Orman introduced the following students: August Haas; Dary Rubi Leiva; Noelle Joubert; Melia Abrego; Rex Harwood; Ramona Saenz-Wilhelm; Sabrina Saice; and Evangellyn Correa Matos.

Friendly Hills Student Council students develop leadership skills by organizing school events and serving as a voice for the student body. Counselor Kristin Quinn and Cultural Liaison Ashley Hall introduced the following students: Carter Dorsey; Zoey Horowitz; Logan Kartes Logan; Halima Zahid; Xavier Brown; Ahmad Zahid; Yonae Ayele; Camilo Bicanich; Nolan Melcher; Jackson Osmonson; Naomi Snyder; Anna Kolb; Sophie Phillips; Bea Douah; Saudi Moore; Karsen Diaz; Milo Scharfenber; Jayden Omana Briones; Noah Vaupel; Meba Assefa; Camila Sandoval; Idil Osman; Thomas Dunst; Mehin Mammadova; Kim Haugh; Honora Moore; Jetsy Reyes; Jacob Milz; Leeah Powell; Henry Barclay; Sam Mollner; Hannah Baion; Anna Larsen; Nathan Larrive; Sam Drieman; Bennett Fischer; Netelia Jackson; Aubree Flanagan; Ana Ljubisavljevic; Elizabeth Kronschnabel; Leah Hammes; Lucy Peltier; and Mya Castillo.

Two Rivers High School cross country coach, Erik Kluznik, who was also named Metro East Conference Coach of the Year, introduced cross country students who qualified for state: Boys - Lucas Esten; Quinn Keyes; Silas Bloom; Niah Fernandes; Hakkon Hanson; George Dahlager; Max Molinaro; Riley Tillander; and Brady Sullivan. Girls - Sophia Agan; Josie Miller; and Charlotte Chandler. Jess Cabak, Associate Principal at Two Rivers High School, introduced girls diving state qualifier, Sada Gustafson. Two Rivers High School teacher, Jordyn Sanders, introduced the Dakota United CI Adapted Soccer state champions: Ryan Errigo; Addie Smith; and Oran Hill.

Taxes Payable 2025 Truth-in-Taxation Public Hearing

Jason Stegeman, Director of Finance, presented the Truth-in-Taxation public hearing for taxes payable in 2025. State law requires that the presentation include information on the current year's budget, prior year actual revenue and expenditures, proposed property tax levy including percentage increase or decrease and specific purposes and reasons for which taxes are being increased if applicable. The district must also allow time for public comment.

Mr. Stegeman presented background on school funding, property tax levies and budgets. Since 2002-2003, the state General Education Revenue has not kept pace with inflation. Underfunding of special education continues to be a concern. Options for school districts to bridge that funding gap are to cut regular program budgets or increase referendum revenue. Most school districts have done both.

Information on the district's budget, and the proposed tax levy for taxes payable in 2025 was presented. All school district budgets are divided into separate funds, based on purposes of revenue, as required by law. A little over 70% of the district's revenue comes from the state, 27% from local and 2.4% from the federal level. The majority of the district's budget goes towards instructional purposes. Mr. Stegeman stated that the proposed 2025 property tax levy is \$39,811,438 which is an increase from last year. Reasons for that include:

- Operating referendum authority is calculated on estimated enrollment and includes an annual inflationary increase
- Initial levies are based on estimates that are then updated and retroactively adjusted
- The issuance of Facilities Maintenance Bonds to fund indoor air quality projects

No one was in attendance to make a public comment on this topic. By statute, a School Board must adopt their final property tax levy by December 30 and certify the levy to the county auditor. Once approved, staff will follow through with the required associated tasks.

Action Item – Adopt 2024 Payable 2025 Property Tax Levy

Jason Stegeman, Director of Finance, presented the proposed 2024 payable 2025 property tax levy. On or before December 28, 2024, each school district must adopt its final 2024 payable 2025 property tax levy and certify it to the county auditor. The final property tax levy may be less than, but may not exceed, the proposed property tax levy, except for allowable “Add-on” levies approved by voters after the proposed levy was certified. A Truth-in-Taxation hearing was held earlier in the meeting. Mr. Stegeman recommended that the board adopt the 2025 property tax levy of \$39,811,438. Overall, the 2025 levy is increasing due to the voter approved operating referendum increase, increased enrollment (which drives many of the levy calculations), as well as prior adjustments for increases in actual enrollment at the time of the previous levy adoption.

It was moved by Mr. Schwab and seconded by Mr. Aune to approve that the final 2024 payable 2025 property tax levy is adopted in the amount of \$39,811,438 and, further, that the School Board Clerk is authorized to sign the document used to certify the levy to the county auditor.

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

The motion carried (6-0).

Student Representative’s Report

Student Representatives Patrick Bohmbach and Nawal Hassan presented their student report. At the elementary level, Moreland finished their annual fundraiser, Square 1 Art which allowed parents to buy keepsakes of their children’s artwork. The Moreland library received a grant from the Minneapolis Foundation and Mdewakanton Sioux community. This money will be used to purchase approximately 100 new books. Pilot Knob implemented their first day of STEM SPARKS. Garlough hosted a rollerblading event and several families participated. Mendota’s Kindergarten showcase went smoothly and had a great turnout. At the middle level, district 8th graders toured Two Rivers High School. Heritage hosted a successful book fair. 8th graders visited the University of Minnesota’s college of biological sciences department. At the high school level, Two Rivers earned a spot on the AP Honor Roll, which celebrates Schools that do an exceptional job of teaching and offering Advanced Placement classes. 48% of the Class of 2024 have taken an AP exam, and 34% have earned college credit. Students sampled new potential school lunch menu items and helped decide which items would be added to the lunch menu. Students hosted a Harvest Pack and packed 20,000 bags of food. The AP Government classes had the opportunity to do a mock legislature at the Capitol. Students chose a bill and followed it through committees to the house floor. The Two Rivers Debate team placed 3rd at the MN Classic Debate tournament. Tommy Larsen and McKinley Cherrier placed 3rd, one of only eight varsity teams at the tournament. Two Rivers had the top two novice teams with Levi Paper and Saakar Basyal winning the tournament.

Superintendent’s Report

Superintendent Olson-Skog gave a shoutout to the district’s curriculum department, school leaders, and staff for their work on creating a smooth transition process for fourth and eighth graders. Transition years are full of excitement and uncertainty, and district staff have helped students acclimate. Middle school music staff will visit elementary schools to introduce students to various instruments and music options. Kindergarten Registration Night will be on January 23. At Two Rivers High School, 464 student-athletes and 48 activity participants showcased dedication and success on and off the field. Collectively, fall activities teams earned an average GPA of 3.36, and the program retention rate reached 72%. Over the 11-week season, Two Rivers hosted 116 home games and events, including four Minnesota State High School League Section events. Coach Erik Kluznik was named Metro East Conference Coach of the Year for his leadership with the boys and girls cross-country teams, both of which secured first-place conference finishes. Boys soccer and football claimed conference championships, while girls swim and dive earned a third-place finish. Last week, the school district

recognized National Special Education Day, celebrating the anniversary of the nation's first federal special education law. The district thanks the students, families, educators, and advocates who make the district an inclusive and supportive community. Winter break is December 20 through January 1. Classes resume on January 2.

Site Report from Moreland Arts and Health Sciences Magnet School

Principal Rob Sahli presented a site report from Moreland Arts and Health Sciences Magnet School. Moreland is a vibrant community committed to cultivating creativity, healthy living, and achievement through active learning. Points of Pride include:

- On SPARKS days, students are given the opportunity to select a class of interest where they are able to learn and explore new topics.
- The school has established community partnerships in the Arts.
- Students participated in a kindness event.
- 4th grade students will present their musical "Finding Nemo Kids" in March.
- A student showcase event will be held in March.

Looking ahead, the school will implement the READ Act, work on math instruction and CT's, increase family engagement, and create space for new partnerships.

Strategic Framework Social Emotional Learning Implementation Target Update

Sara Lein, Director of Special Services, and Dr. Jessica Cabak, Two Rivers High School Associate Principal, presented an update on the Strategic Framework Social and Emotional Learning Implementation Target. SEL is an educational method that aims to foster social and emotional skills within the school curriculum. A district wide system of SEL integrates academic, social and emotional learning across all school contexts. This approach provides a learning environment that promotes equitable outcomes for all students. The 2024-2025 learning actions in this area include:

- Explicit SEL instruction – provides students with consistent opportunities to practice competencies that are developmentally appropriate and culturally responsive
- Integrated SEL with academic instruction – integrates into instructional content and teaching strategies
- Youth voice and engagement – elevates student perspectives and experiences
- Supportive school and classroom climate – creates learning environments that are supportive, culturally responsive and focused on building relationships and community
- Focus on adult SEL – provides staff with consistent opportunities to collaborate and build relationships
- Supportive discipline – creates practices that are appropriate and equitably applied
- A continuum of integrated supports – ensures that SEL is integrated into the continuum of supports to ensure that all student needs are met
- Authentic family partnerships – provides families and staff with regular opportunities to build relationships and collaborate
- Aligned community partnerships – ensures that staff and community partners are aligned on common language
- Systems for continuous improvement – ensures outcome data are used to continuously improve all SEL related systems

Action Item – Approval of School Age Care and Early Learning Fee Increases

Lisa Grathen, Director of Community Education, presented information on proposed School Age Care (SAC) fee increases. This was presented to board members in detail at their meeting on November 18, 2024. To recap, the administration recommended a 3% increase to the SAC fees for the next two school years to address inflation in operating expenses. The fees remain within the range of comparison districts' fees for this year.

- The registration fee will remain at \$45.00 for 25-26 and 26-27

- The daily rate will increase from \$28.25 to \$29.25 in 25-26 and to \$30.25 in 26-27
- AM K-4 rates will increase from \$8.00 to \$8.25 in 25-26 and \$8.50 in 26-27
- AM 5-8 rates will increase from \$12.25 to \$12.75 in 25-26 and \$13.25 in 26-27
- PM K-4 rates will increase from \$20.25 to \$21.00 in 25-26 and \$21.75 in 26-27
- PM 5-8 rates will increase from \$16.00 to \$16.50 in 25-26 and \$17.00 in 26-27
- Non-school day rates will increase from \$54.00 to \$55.50 in 25-26 and \$57.25 in 26-27
- Summer daily rates will increase from \$44.00 to \$45.25 in 25-26 and \$46.50 in 26-27

It was moved by Ms. Steele and seconded by Mr. Vaupel to approve the School Age Care fee increases for 2025-2026 and 2026-2027 as presented.

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

The motion carried (6-0).

These fees will be published in the School Age Care brochures and mailed to homes in January.

Lisa Grathen, Director of Community Education, and Laurie Hume, Assistant Director of Early Learning, presented information on proposed Early Learning fee increases. This was presented to board members in detail at their meeting on November 18, 2024. To recap, the administration recommended a 3% increase to the Early Learning fees for the next two school years, with one exception. Given market comparison and program costs, the administration proposes a larger increase for the extended school day program. These fees are more complicated than simply using a daily rate given holidays and other non-school days a particular program would not meet. The fees are determined based on the total number of programming days in a year.

- The registration fee will increase from \$55.00 to \$60.00 in 25-26 and remain at \$60.00 in 26-27
- Monthly rates will increase from:
 - 2 day: increase from \$176.00 to \$181.00 in 25-26 and \$186.50 in 26-27
 - 3 day: increase from \$246.00 to \$253.00 in 25-26 and \$261.00 in 26-27
 - 5 day: increase from \$396.00 to \$408.00 in 25-26 and \$420.00 in 26-27
 - All day: will remain at \$980.00 in 25-26 and in 26-27
- Extended day rates will increase from \$12.00/day to \$14.00/day in 25-26 and \$14.50/day in 26-27

It was moved by Mr. Aune and seconded by Mr. Schwab to approve the Early Learning fee increases for 2025-2026 and 2026-2027 as presented.

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

The motion carried (6-0).

These fees will be published in the community preschool brochures and mailed to homes in February.

Action Item – Approval of Updates to the School Board Roles, Standards and Expectations Document

Board member Steele presented a draft of a the revised “School Board Roles, Standards, and Expectations” document. At previous meetings, board members reviewed drafts of the revised “School Board Roles, Standards, and Expectations” document. In response to community interest in serving on the school board, the district has prepared this guide to advise current and prospective school board candidates on the roles, responsibilities, and expectations of the board. This guide is also meant to inform the community on how the board fulfills its role.

It was moved by Mr. Hill and seconded by Mr. Aune to approve the revisions to the School Board Roles, Standards and Expectations document as presented.

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

The motion carried (6-0).

End of Year Report on 2024 School Board Goals

Board member Byron Schwab presented the end-of-year report on the 2024 School Board goals. The goals were approved on March 4, 2024. A midyear report was presented on August 5, 2024. The update included:

- Goal 1 - Identify resources (e.g., book, podcast, article) that will help the board deepen its knowledge on topics related to the strategic framework or other topics of interest.
 - This goal is completed.
- Goal 2 - Engage in regular development sessions to better understand district professional development, best practices in board governance, and other topics of interest.
 - Three sessions have been completed and focused on supporting LGBTQIA+ students, families and staff, Robert's Rules, and Governance vs. Management.
- Goal 3 - Update the Planning Committee charge statement to explicitly lay out intended collaboration around political advocacy with partner organizations.
 - This goal is completed and helps define and expand political advocacy partnerships.
- Goal 4 - Create a written document detailing the roles and expectations of board members in their school and committee liaison roles.
 - This goal is completed and helps clarify the role of the school and committee liaison.
- Goal 5 - Design a 197 t-shirt that helps community members identify Board members and feel welcome and encouraged to engage in conversation.
 - This goal is completed and helps increase awareness of the board and encourage dialogue with the community.

Summary of 2024 School Board Self-Evaluation

Board member Byron Schwab presented a summary of the 2024 School Board self-evaluation. Annually, board members and the Superintendent complete a self-evaluation. This was completed in late October. Results were compiled, shared, and discussed during a board development session on November 11, 2024. Board members and the Superintendent responded and rated themselves in five different competencies on a scale from strongly agree to strongly disagree.

- #1 Board's performance in developing and maintaining a trusting relationship between the Board and the Superintendent and individual board members and the need for ongoing open and honest communication and collaboration. Rating 50% strongly agree, and 50% agree.
- #2 Board's performance in working with the Superintendent to formulate district policy, defining mutual expectations of performance with the Superintendent, and demonstrating good school governance to all district stakeholders. Rating 75% strongly agree, and 25% agree.
- #3 Board's performance in understanding and the modeling of appropriate value systems, ethics, and moral leadership. Rating 87.5% strongly agree, and 12.5% agree.
- #4 Board's performance in developing each board member's understanding of broad educational issues, trends, and best practices. Rating 57.14% strongly agree, and 28.57 % agree.
- #5 Board's performance in thoughtfully planning for the future and regularly making necessary adjustments to ensure continuous progress toward achieving stated goals. Rating 87.5% strongly agree, and 12.5% agree.

Major conclusions as areas of strength in all competencies included that the board is a positive, respectful, and collegial board that operates in a productive, effective, and efficient manner to keep learning, innovation, and student success at the center of our responsibilities. Major conclusions as areas of further development or improvement in all competencies included that there is a strong desire to have a deeper understanding of the use of data and various educational topics to be more effective, efficient, and empathetic leaders for District 197 and our broader community.

Board Committee Report

Chair Larsen presented a committee report on the Parent Ambassador Committee (PAN). PAN brings together representatives serving on their school's PTA, PTO, or Booster organizations for monthly meetings with the superintendent. These sessions provide a platform to share ideas and advise on district issues. Topics discussed so far this year include PTA/PTO fundraising, transportation, child nutrition, and more, fostering collaboration and engagement across the district.

Adjournment

It was moved by Mr. Schwab and seconded by Mr. Hill to adjourn the meeting at 8:00 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, January 6, 2025 at 6:00 p.m. It will be held at the 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



TO: School District 197 School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: January 6, 2025

SUBJECT: PERSONNEL RECOMMENDATIONS

1897 Delaware Avenue
Mendota Heights, MN 55118
P 651.403.7006 F 651.403.7010
www.isd197.org

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

Licensed Employment

- VonWald, Nancy - 1.0 FTE Preschool Teacher at The Early Learning Center, BA, Step 1 at a prorated salary of \$11,170.67, effective December 09, 2024 to February 25, 2025.

Non-Licensed Employment

- Giron Alanis, Shandy - 6 hours a day Kitchen Assistant at Heritage Middle School, at an hourly rate of \$18.68, effective December 16, 2024.
- Grossman, Layla - Varied hours per week Aquatics Center Lifeguard, at an hourly rate of \$17.50, effective December 09, 2024.
- Houck, Leah - 6.25 hours per day Special Education Paraprofessional at Somerset Elementary, at an hourly rate of \$23.21, effective December 2, 2024.
- Powell, Kaylani - 3 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89, effective December 4, 2024.

Non-Licensed Change of Assignment

- Merino Corona, Monica - 8 hours a day Districtwide Translator/Interpreter at an hourly rate of \$32.26, effective December 9, 2024.

Non Licensed Leaves of Absence

- Marvin, William - 4.42 hours per District Wide Bus Driver, leave of absence request from December 05, 2024 through June 07, 2025.

Licensed Resignation, Retirement, Termination

- Bohacek, Peter - .2 FTE Physical Science Teacher at Two Rivers High School, resignation effective December 09, 2024.
- Clark, Jenna - 1.0 FTE Early Childhood Special Education Teacher at the Early Learning Center, resignation effective Jan 31, 2025.

Non-Licensed Resignation, Retirement, Termination

- Palumbo, Theresa - 5.5 hours a day Special Education Paraprofessional at Friendly Hills Middle School, resignation effective January 3, 2025.



Director of Human Resources
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TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: January 6, 2025

RE: Final Reading of Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

BACKGROUND:

A review of Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction, has been completed. A first reading of the policy was provided at the November 18, 2024 board meeting with a second reading on December 9. The current policy adheres to District processes and procedures currently in place. The current District policy was reviewed against the MSBA model policy and continues to mostly match that language. This policy was last reviewed and approved in June of 2021.

To recap, this policy includes new language related to exceptions (Section IV). This section reflects changes for American Indian use of tobacco for religious, cultural or smudging purposes while on school district property. Per a discussion at the last meeting, two grammatical changes were made to the policy:

- Under IIB, the word “to” in the second sentence is an error and was removed
- Under IVA, the term “American” was added where needed

This policy was also reviewed using the district’s Four-Way Equity Test. The policy provides American Indians with safeguards to ensure an equitable process free from explicit bias in possession of tobacco for religious, cultural or smudging purposes while on school district property.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve Policy 419, Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student ~~to~~ possesses any type of tobacco or tobacco-related device, or electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery

devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes, but is not limited to, devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.

- F. “Vaping” means using an activated electronic delivery device or heated tobacco product.”

IV. EXCEPTIONS

- A. ~~An American Indian is a person who is a member of an American Indian tribe as defined under Minnesota Statutes section 260.755, subdivision 12. As an exception to the general rule prohibiting the possession of tobacco on school property, an American Indian may possess tobacco for spiritual or cultural related practices while on school property, and an American Indian who is over the age of 18 may furnish tobacco to an American Indian under the age of 18 if the tobacco is furnished as part of a traditional American Indian spiritual or cultural ceremony that is held on school property. Additionally, an American Indian who is 18 years of age or older may light tobacco on school property as part of a traditional American Indian spiritual or cultural ceremony that is held on school property. However, in accordance with State law, no student, including an American Indian student, may use or consume tobacco while on school property, on a school vehicle, or at a school sponsored event or activity.~~ **A violation of this policy does not occur when an American Indian adult lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An American Indian is a person who is a member of an Indian tribe as defined under Minnesota law.**
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.
- C. **An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.**

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.

- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

V. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VI. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. § 121A.08 (Smudging Permitted)
Minn. Stat. § 144.411-144.417 (Minnesota Clean Indoor Air Act)

Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 506 (Student Discipline)

POLICY ADOPTED: October 16, 2006
POLICY REVIEWED/REVISED: December 14, 2009; July 11, 2011; December 18, 2017;
June 21, 2021
Monitoring Method: Administrative Review
Monitoring Frequency: Once 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: TONY KIENITZ TWO RIVERS

Date of Trip/Destination/Who trip is for: SPRING BREAK 2025 - EUROPE - STUDENTS

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

TOUR CHECKLIST	RESPONSE
1. Dates of travel	3.22.25 - 3.31.25
2. Trip destination	GERMANY, AUSTRIA, SWITZERLAND
3. SUBMIT: Complete roster of travelers. Include a link to your roster in the response or attach a document. Link to roster template: TOUR ROSTER	ATTACHMENT
4. SUBMIT: Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response.	WILL HAVE HOTEL INFO @ 70 DAYS PRIOR
5. Final number of student travelers	35
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]	9
8. Final number of district employees (also include in #6 and #7 counts)	3
9. Ratio of adults to students	3 STUDENTS PER ADULT
10. FINAL TOTAL of Number of Travelers (Adults and Students)	46
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?	I REQUIRE INSURANCE FOR EACH TRAVELER, PURCHASED FROM EF TOURS

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 TOUR
15. How will you communicate with travelers while on tour?	EF TOURS HAS AN APP AND ALL STUDENTS HAVE MY CELL NUMBER
16. How will you communicate with families back home/not on tour?	VIA EMAIL IF NECESSARY AND PARENTS ALL HAVE MY CELL NUMBER
17. What is your plan for those requiring medication?	STUDENTS ON MEDICATION MUST PROVIDE ME W/ A FORM WHICH DESCRIBES THE MEDICATION

Staff Member's/Group Leader's Signature

Date

12.3.24

Required Approvals:

Principal Signature

Date

12/11/2024

Superintendent/Designee Signature

Date

12/12/24

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.

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

Date of this request: 10.27.23 Your name/school: ANTHONY KIENITZ - TWO RIVERS

Your Email: anthony.kienitz@isd197.org Your Phone Number: 651-338-4522

Date Principal was notified of this trip: 10.30.23

Dates of Trip: MARCH 21-30, 2025 Date/Time Leaving: 3.21.25 Date/Time Returning: 3.30.25

Destination(s): GERMANY, AUSTRIA, SWITZERLAND

Who is this trip for (subject and grade levels)? GERMAN STUDENTS IN GRADES 10-12

Estimated number of students that will participate: 30

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

*Chaperone names: TBD

What is your chaperone ratio: One Adult Chaperone for every 10 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.

Form of Transportation: AIR / BUS Transportation Costs: \$ INCLUDED IN TOUR PRICE

(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: HOTELS / TBD Lodging Costs: \$ INCLUDED IN TOUR PRICE

(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: \$ 4,800 Costs covered by: ADULT
Cost per student: \$ 4,000 Costs covered by: STUDENT

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

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

ANTHONY KIENITZ AND TBD

What is the educational purpose and goal of this trip: PROVIDE CULTURAL EXPERIENCES TO GERMAN STUDENTS AND OPPORTUNITIES TO PRACTICE THEIR LANGUAGE SKILL IN AUTHENTIC SETTINGS

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: EF TOURS
 If applicable, Tour Company Customer Service Phone #: 800-665-5364
 If applicable, Tour Company Emergency Phone #: _____

Trip Leader experience with educational travel as an adult:

Year	Destination(s)	# of Student Travelers	Age Range of Travelers	Your Role (coordinator, adult/chaperone, parent)
1997 -	EUROPE - MAINLY	HUNDREDS	14 - 18	COORDINATOR
2023	GERMANY, AUSTRIA	OVER 13		
	AND SWITZERLAND	TRIPS		

As the trip leader, I assure that...

[Please check the boxes that apply below 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.
- ☒ When the trip is communicated to families, communication will include:
- o that the trip has received preliminary approval, but will not receive final approval until closer to the date of the trip
 - o that the trip may be canceled for a variety of reasons (insufficient chaperones, pandemic, destination issues)
 - o 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.) *Required per*
 - ☒ All the options for meeting the financial commitments of the trip (family pays, fundraising opportunities, etc.)

Trip/Group Leader's Signature

Date

11.2.23

Part 2 - Approvals:

Principal Signature

Date

10/30/2023

Superintendent/Designee Signature

Date

10/30/23

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



Intermediate School District 917 2024-2025 Overview

ISD 197 - West St. Paul-Mendota Heights-Eagan

January 6, 2025

Dr. Michael Favor
ISD 917 Superintendent





ISD 917 Quick Facts

- 9 member districts:
 - SSD 6 (South St. Paul)
 - ISD 191 (Burnsville-Eagan-Savage)
 - ISD 192 (Farmington)
 - ISD 194 (Lakeville)
 - ISD 195 (Randolph)
 - ISD 197 (West St. Paul-Mendota Heights-Eagan)
 - ISD 199 (Inver Grove Heights)
 - ISD 200 (Hastings)
 - ISD 271 (Bloomington)
- Main office and 3 programs co-located with Dakota County Technical College (DCTC)
- 2024-2025 Enrollment - **539 students**
 - 3.7% American Indian
 - 5.4% Asian
 - 17.4% Black/African American
 - 18.4% Hispanic/Latino
 - 46.6% White
 - 8.3% Two or More Races
- Apx. \$57 million annual budget





Licensed Staff Member of the Winter Quarter:

Kim Wald

DCALS-North Math Teacher

“In this job, I become a better human every day.”

Non-Licensed Staff Member of the Winter Quarter:

Becky Splett

*Education Support Professional at
Bloomington Transition Center’s TESA program*

“I’ve never felt so much like I belong.”



ISD 917 Vision And Mission

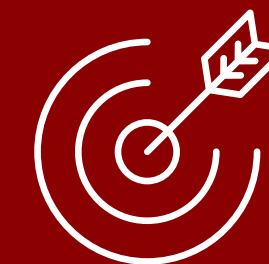
Vision

Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.



Mission

In partnership with member districts, Intermediate School District 917 provides high quality, equitable, and specialized programming to meet the needs of all students.





Strategic Directions

Increase student achievement and engagement



Support and lead staff through continuous improvement

Increase social-emotional learning and skills for students and staff

Increase support for ALL through inclusive practices

Deepen engagement of stakeholders through quality, equitable communication practices



Core Values

Collaboration

Working together to achieve more collectively

Empathy

Considering and respecting the perspective and needs of member districts, students, families, and staff

Innovation

Ongoing improvement of programs and services

Stewardship

Managing financial and human resources carefully and responsibly

Communication

Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment

Integrity

Aligning our actions with our values and beliefs

Personalization

Building on the strengths and addressing the unique needs of individual students

Equity

Intentionally providing opportunities while removing barriers at all levels of the organization

Diversity

Appreciating and valuing everyone's unique selves



ISD 917 Culture Guide



Intermediate School District 917
Purposeful. Personalized. Partners.

1300 145th Street East, Rosemount, MN 55068
(651) 423-8229 * <http://www.isd917.org>

Intermediate School District 917 **Staff Handbook/Culture Guide** 2024-2025



The information in this handbook is a reference.

District policy, negotiated labor agreements, and federal, state, and local laws are summarized.

Please refer to legal documents for specifics.

All staff members are responsible for reading and following all ISD 917 policies and procedures, including this handbook and information referenced and/or linked in this document.

This summary of district procedures supersedes any earlier district handbooks.

Published 8/30/24

- **Designed to:**

- Create a sense of shared purpose and belonging
- Develop and share institutional knowledge
- Set all staff up for success

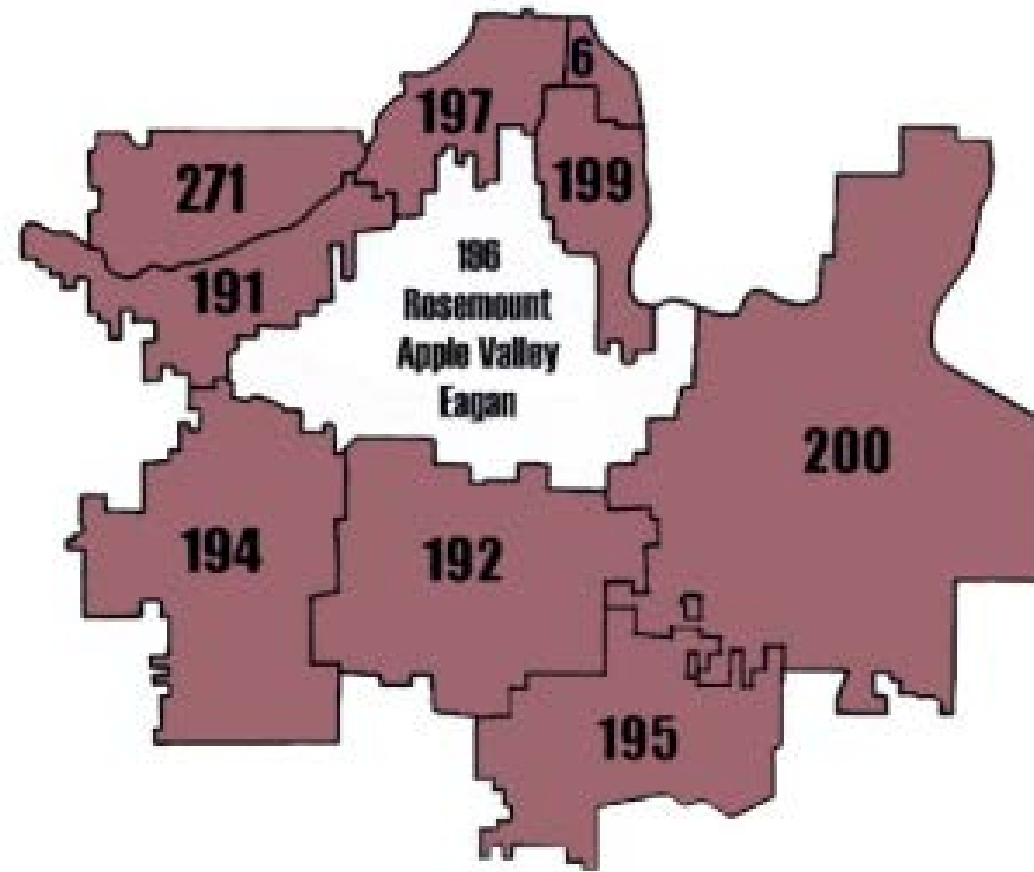
- **Centers:**

- ISD 917 Core Values
- New employees
- High performance

- **Guides:**

- Answers to basic questions
- Daily actions

ISD 917 Member Districts

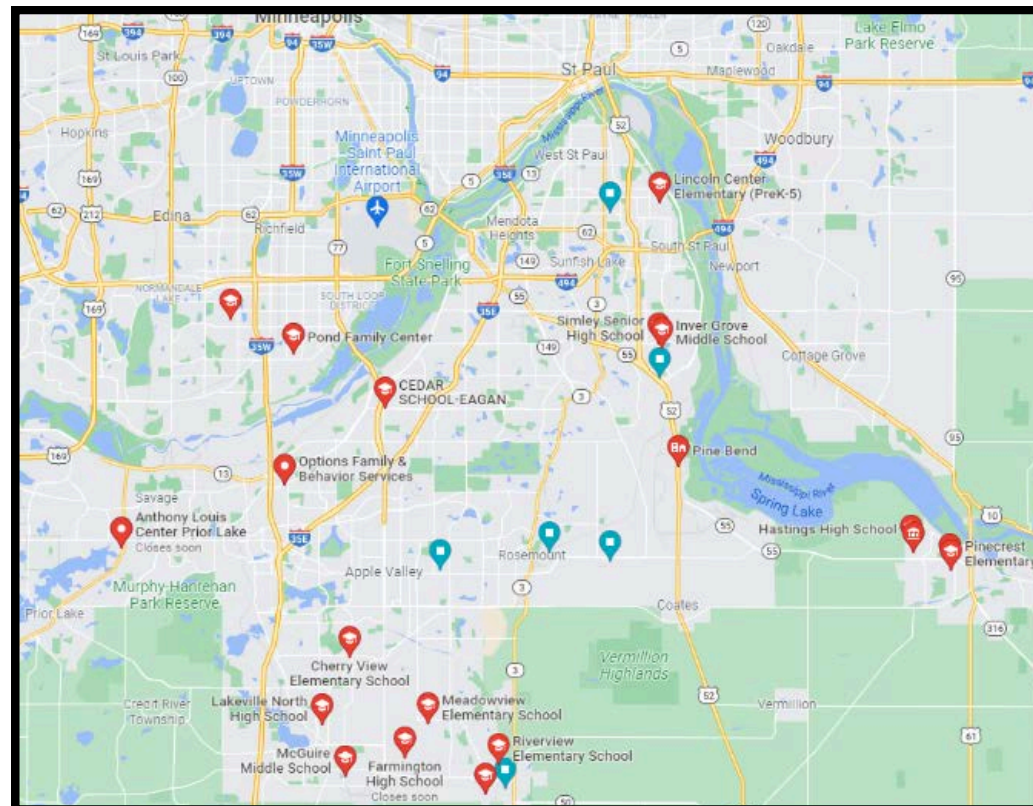


Intermediate School District Quick Facts



- 4 Intermediate School Districts in Minnesota (all Metro area) established by the MN Legislature in 1969 as “*cooperative program[s]...that offer integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services.*”

ISD 917 Program Locations



- Authorized by MN Postsecondary Education legislation, chapter 136D
 - Establishes “a joint school board representing the parties to the agreement” that will “adopt bylaws specifying the duties and power of its officers” and board meeting dates



Special Education

- CASE: Customized Alternative Solutions for Education
- DASH: Developmental Disabilities, Academics, Socialization, & Health Services
- IDEA: Intra-Dakota Educational Alternative
- SUN: Students with Unique Needs
- TEA: Therapeutic Education Alternative
- TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education
- TESA: Transitional Education Service Alternative
- DHH: Deaf/Hard of Hearing Resource
- Care & Treatment Educational Services
- Itinerant Services

ISD 917 Academic Programs



Alternative Education

- Dakota County Area Learning Center
 - DCALS - Main (at DCTC in Rosemount)
 - DCALS - North (in West St. Paul)



Career & Technical Education (CTE)

- Information Technology Careers
- Construction Careers
- Trade & Industry: Automotive Careers
- Work-Based Learning

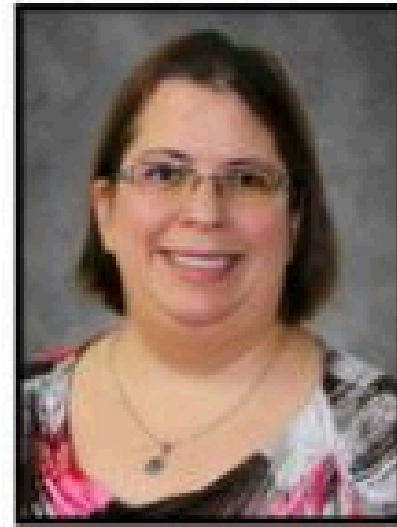
Dakota County Perkins Consortium

- One of 23 Perkins consortia in Minnesota designed:
 - *“To develop more fully the academic knowledge, technical skills, and employability of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study.”*
- Implements federal Perkins V legislation per MDE and MN State guidance --> strict guidelines for fund uses
- ISD 917 hires the Secondary Perkins Coordinator and is the fiscal host for the approximately **\$300,000** annual allocation to supplement career & technical education across 9 consortium districts each year
- 9 consortium K-12 districts & 1 post-secondary partner:
 - ISD 917 * SSD 6 (South St. Paul) * ISD 195 (Randolph)
 - ISD 197 (West St. Paul-Mendota Heights-Eagan)
 - ISD 199 (Inver Grove Heights) * ISD 200 (Hastings)
 - ISD 659 (Northfield) * Charter School 4082 (BlueSky Online)
 - Dakota County Technical College (DCTC)

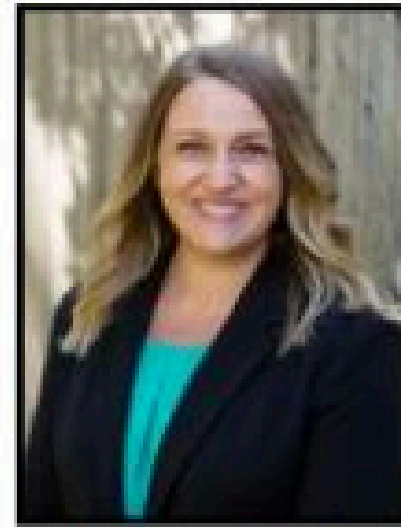




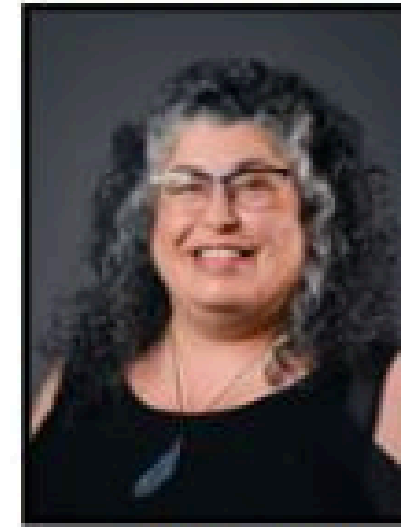
ISD 917 School Board



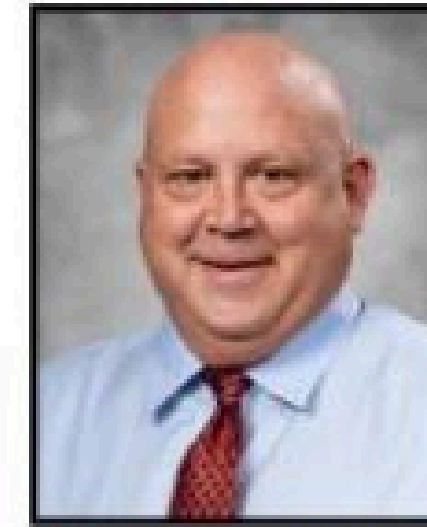
Monica Weber
SSD 6



Hannah Simmons
ISD 192



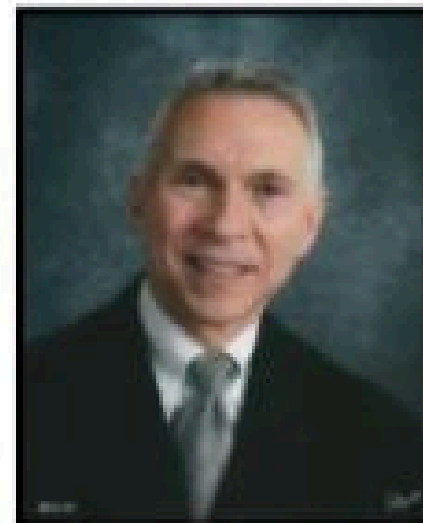
Lesley Chester
ISD 191



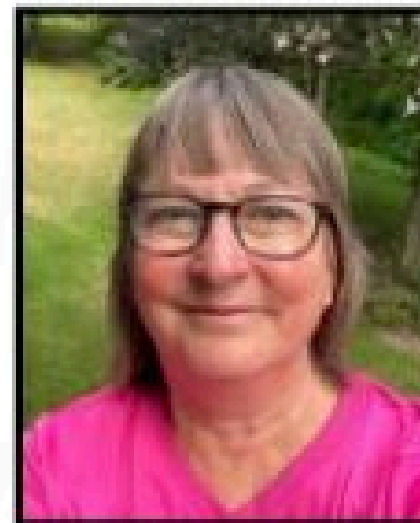
Dave Anderson
ISD 194



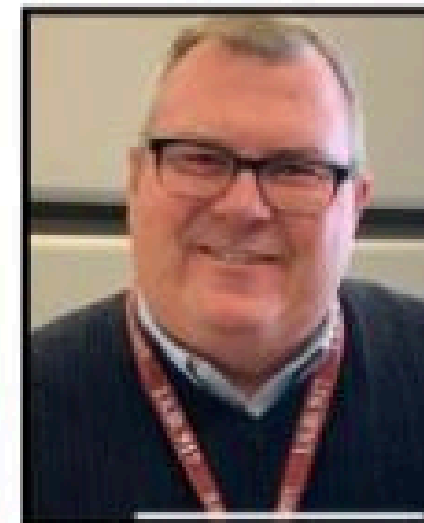
Lisa Ehleringer
ISD 195



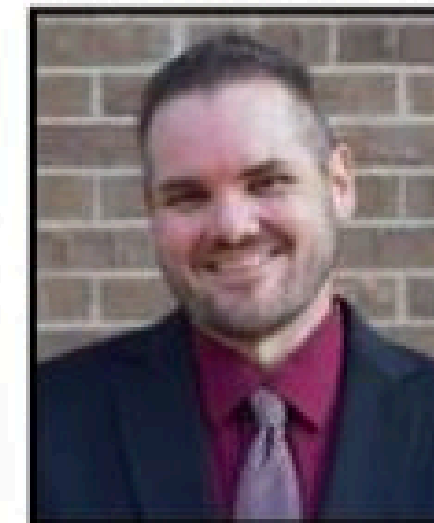
Byron Schwab
ISD 197



Cindy Nordstrom
ISD 199



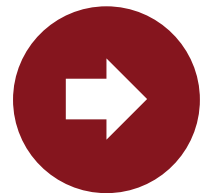
Mark Zuzek
ISD 200



Tom Bennett
ISD 271

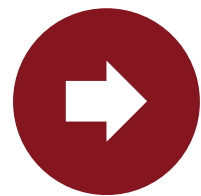
Board Chair - *Cindy Nordstrom* (ISD 199)
Vice Chair - *Tom Bennett* (ISD 271)
Treasurer - *Byron Schwab* (ISD 197)
Clerk - *Dave Anderson* (ISD 194)

PRIORITIZING STAFFING AT ISD 917



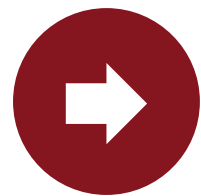
ITRAC Teacher Apprenticeship Program Development

In partnership with the other 3 Intermediate School Districts and MSU-Mankato, ISD 917 developed Minnesota's first [Teacher Apprenticeship Program](#) to dually license ASD/EBD teachers through job-embedded learning and related instruction. Our first cohort of 24 Apprentices includes four at ISD 917.



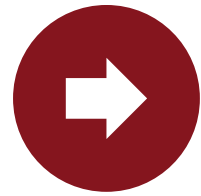
Resistance, Resilience, & Reimagination

In partnership with the [MN Humanities Center](#), [Metro State University](#), and [Mentor Minnesota](#), and with funds from [PELSB grants](#), we support educators of color, American Indian educators, and International educators through affinity groups, work as mentors, professional development, and/or graduate coursework.



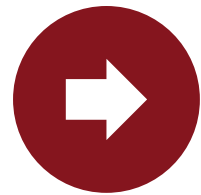
Hiring Highly-Qualified International Teachers

During the 2023-2024 school year, we began partnering with consultants to hire highly-qualified teachers from the Philippines to fill open positions, increase staff diversity, and bring new perspectives to special education. As of 1/1/25, ISD 917 has six International Teachers teaching special education in our district.



Staff Engagement Survey & Listening Circles

To strengthen staff engagement and retention, district administrators conducted a series of Listening Circles and a Staff Engagement & Fulfillment Survey during the fall of 2023. We analyzed and are acting on these data to develop, implement, and evaluate clear actions focused on continuous improvement and a sense of belonging for all staff.



Sharing Our Story

There are many reasons to seek employment at ISD 917 - our culture, our core values, our students, our staff, our strategic partners, etc. To increase our reach and diversify our staff, we are strategically focusing on sharing our stories with a broader audience, through conference presentations, [video development](#), [social media](#), and other outlets.



Standards of Effective Practice



- The pedagogical standards required of all teachers seeking their first professional license in Minnesota via a licensure program or portfolio process.
- Reduce, streamline, and update standards for new teachers
- Increase teacher retention by preparing new teachers more effectively to meet current student needs
- Focus on equity and culturally-responsive pedagogy
- Emphasize the need for teachers to adapt to meet each learner's unique assets and needs—and include students, families, and communities in learning design
- Include trauma-informed standards
- Address issues of systemic racism



Strategic Partners



Minnesota
Humanities
Center



Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.



MENTOR
MINNESOTA



ISD 917 DATA HUB

For each member district, ISD 917 provides visual representation of enrollment and waiting list information broken down by:

- ISD 917 program
- Grade Level
- Gender
- Race/Ethnicity

Due to student data privacy, access is provided only to designated member district administrators





ISD 197 CTE Participation at ISD 917

CTE Course	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Computer Gaming	0	2	1	0	0
Computer Networking	0	0	0	0	0
Computer Repair	0	0	0	0	0
Construction Trades	1	1	N/A	1	2
Graphics	4	6	3	1	4
Heavy Duty Trucking	0	0	2	1	1
Mechatronics	1	0	1	0	0
Total Auto Care	1	0	2	1	3
TOTAL CTE	7	9	8	4	10



ISD 197 Special Education Participation at ISD 917

Special Education Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	
	End of Year Enrollments				Enrolled as of 1/6/24	Waiting List as of 1/6/24
CASE	2	2	2	1	1	1
DASH	2	1	2	2	1	0
D/HH	11	8	9	6	6	0
IDEA	3	4	5	3	8	7
SUN	17	10	5	9	8	10
TEA	3	1	3	4	3	1
TESA	1	2	3	4	7	0
Itinerant Services	55	63	57	66	63	0
TOTAL Special Education	94	91	86	95	97	19



West St. Paul-Mendota Heights-Eagan Alternative Education Participation at ISD 917 *Dakota County Area Learning School (DCALS)*

Alternative Education Program	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
DCALS-Main	1	2	6	0	0
DCALS-North	53	87	58	34	28
TOTAL DCALS	54	89	64	34	28

Inspiring Words from ITRAC Apprentices



ITRAC
Apprenticeship
Video

Thank You!

Questions?

Learn more about ISD 917 at:

www.isd917.org

<https://www.facebook.com/intermediate917>

<https://www.instagram.com/intermediate917/>

Dr. Michael Favor
Superintendent



SCHOOL BOARD REPORT: TWO RIVERS

**Presented by: Principal Dr. Al Johnson
January 6, 2025 School Board Meeting**





WHO WE ARE





OUR MISSION

Two Rivers High School offers an outstanding academic program and a personalized learning environment in a school that's just the right size - big enough to offer a wide range of opportunities and small enough form meaningful relationships. Two Rivers' comprehensive, rigorous curriculum challenges students and prepares them for post-secondary colleges and careers.

POINTS OF PRIDE



POINT OF PRIDE: #WARRIORSTRONG



POINT OF PRIDE:

WE ARE GROWING THE WORD IS OUT

- Making Two Rivers a place where students can find other students who share their common interest, hopes and dreams.
- 1700 students...and growing!
- Welcoming new students
- Play, Musical, Debate
- The growth in Athletics, Activities, Cheerleading, Robotics and so much more.
- Food service (Snack Shack, Taste Testing, Positive Relationships)



POINT OF PRIDE: STRIVING TOWARDS EXCELLENCE

- AP Scholar Award
- BARR Implementation



POINT OF PRIDE: CREATING UNIQUE OPPORTUNITIES FOR STUDENT VOICE

- Digital Wellness
- Together We Make a Difference
- Two Rivers Tribune



TWO RIVERS TRIBUNE TWO RIVERS NEWSPAPER

What's cookin' Warriors!? Our team at Two Rivers Tribune is super excited to present you with the first edition of the 2024-2025 school year. This edition includes the fan-favorite Fall Sports Recap. But, it also brings new insight into Almas Club, the Native-American Student Group, and a flashback of the 2024 Homecoming festivities. If you have any topics or questions you want to see in the next edition, make sure to fill out the QR Codes on page 20! Thanks, Warriors, enjoy!

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Alma's Club - pg 14-15
Native American Student Group - pg 16-18

Calendar - pg 19-20
Acknowledgments - pg 21





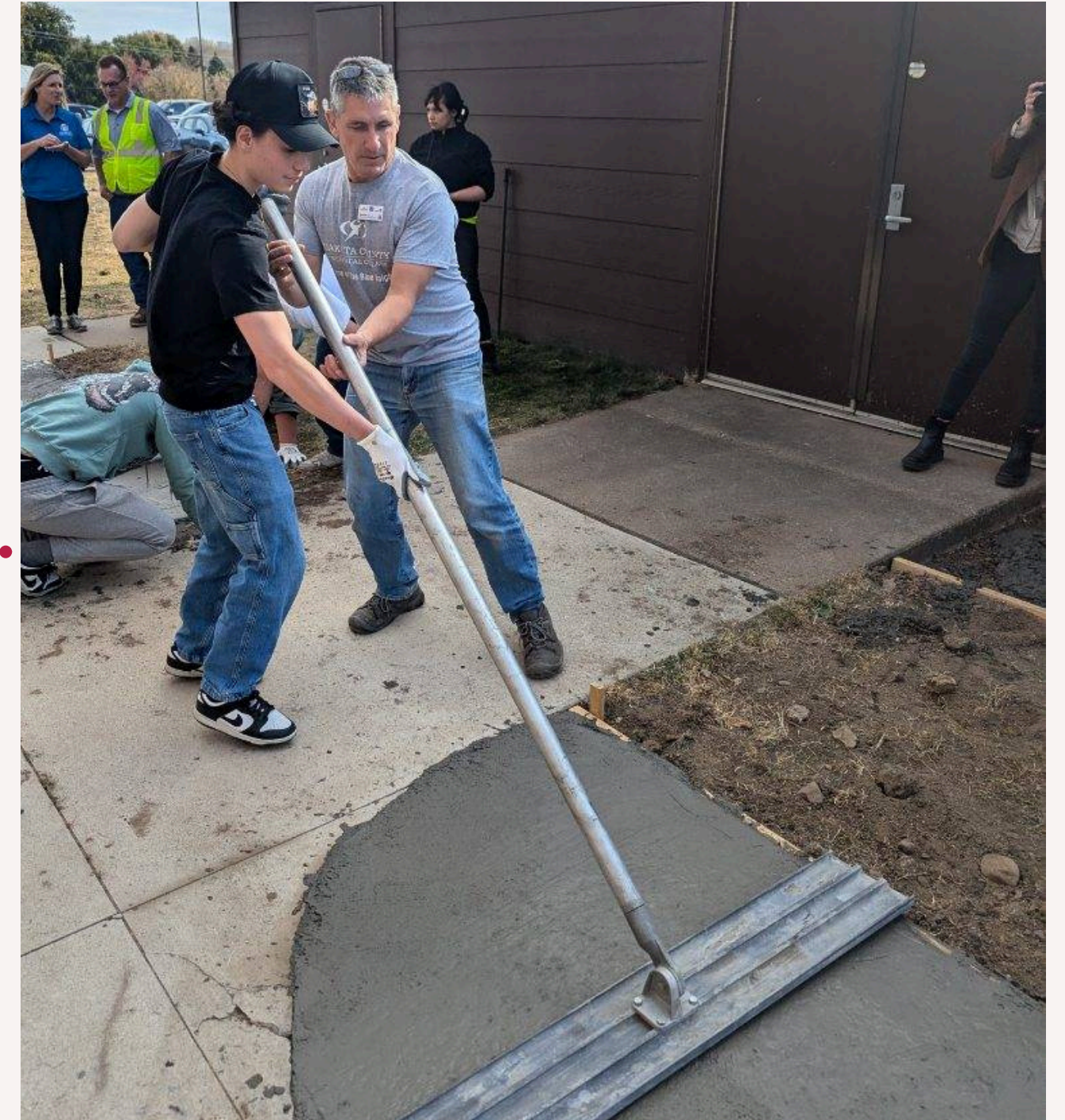
WHAT'S NEW



LOOKING AHEAD:

STRIVING FOR EXCELLENCE

- Continuing system-wide approaches to student learning
- Expanding Work-Based Learning
- Exploring additional post-secondary opportunities



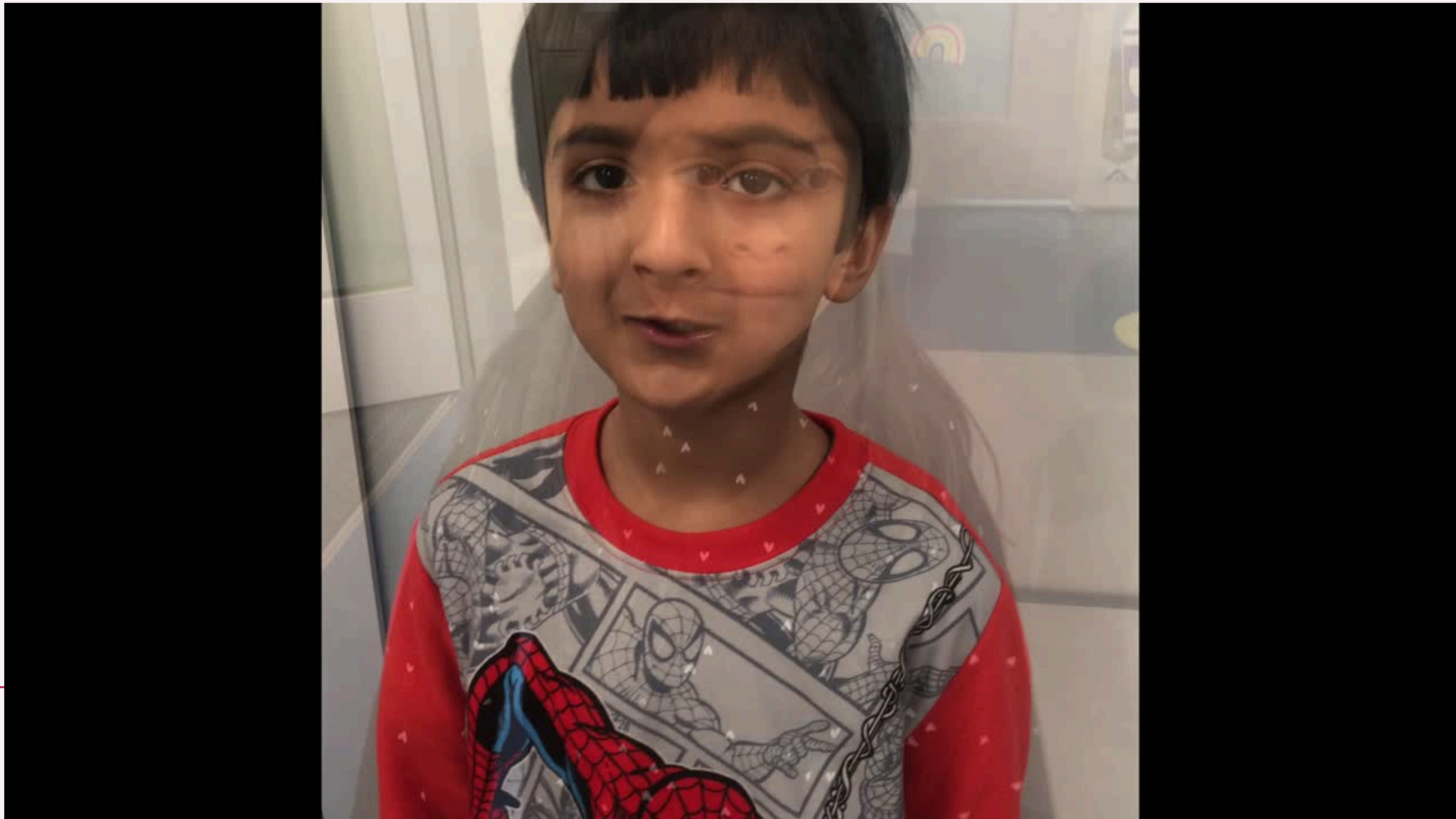
THANK YOU



SCHOOL BOARD REPORT: PILOT KNOB

**Presented by: Principal Tom Benson
January 6, 2025 School Board Meeting**

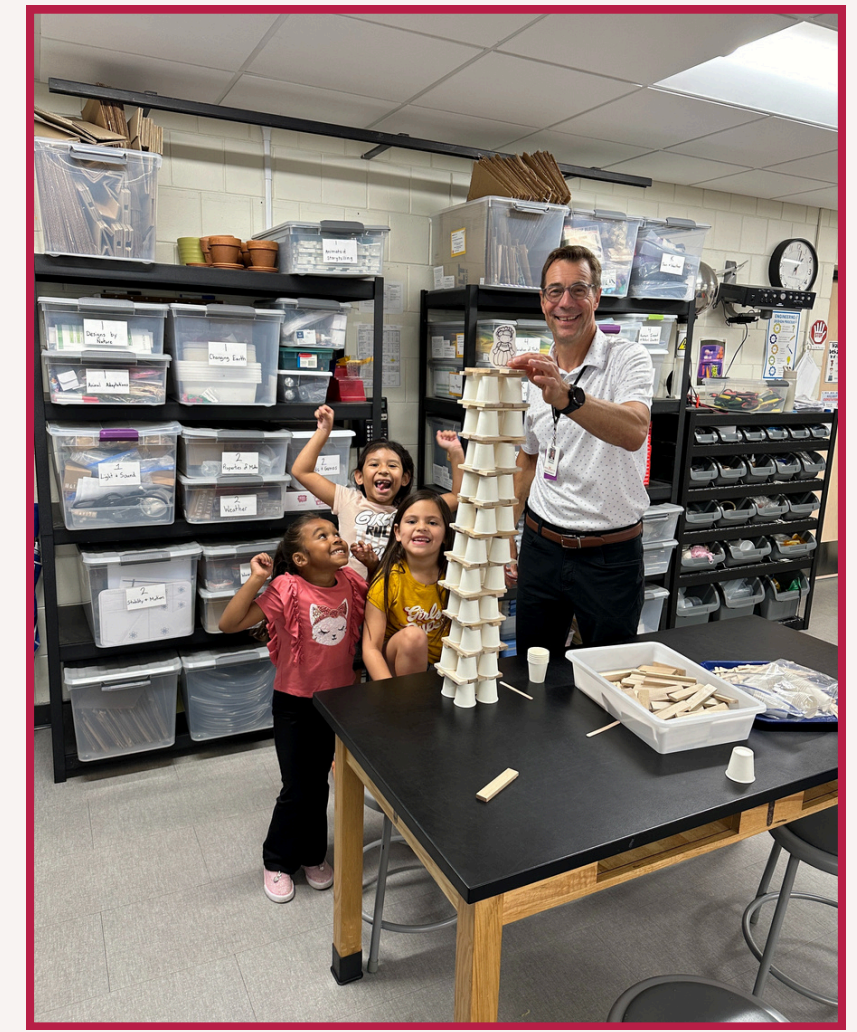




WHO WE ARE



**PILOT KNOB STEM MAGNET SCHOOL IS A
SCHOOL WITH HIGH EXPECTATIONS,
EXCELLENT TEACHERS AND STAFF,
AND SUPER STUDENTS WHERE WE DO
GREAT WORK AND READ, READ, READ!**





OUR MISSION

Pilot Knob STEM Magnet School is a diverse and inclusive community dedicated to creating lifelong learners with the 21st-century skills they will need to succeed in a global society — technological literacy, scientific and mathematical ability, problems solving skills, and experience working collaboratively.



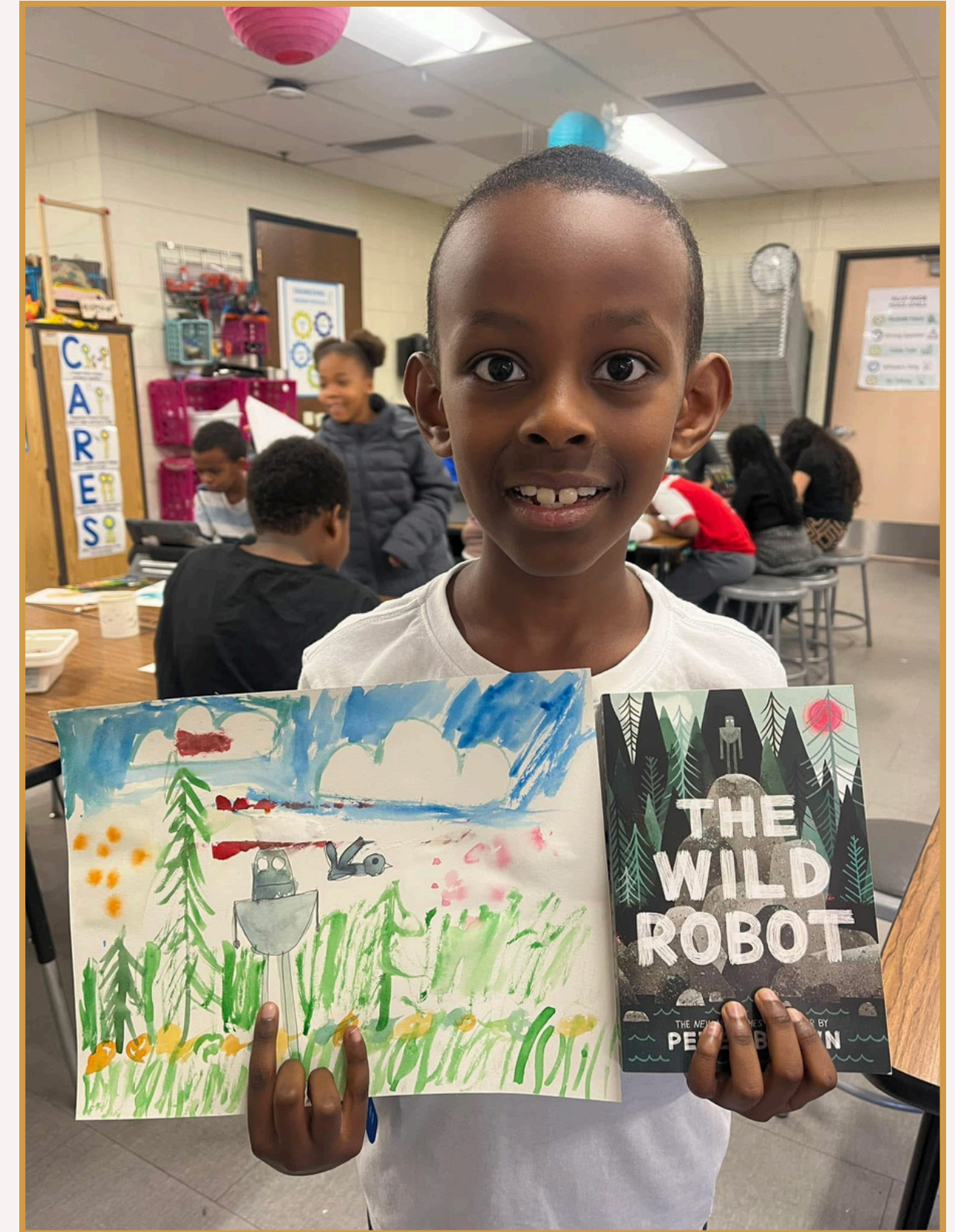
POINTS OF PRIDE

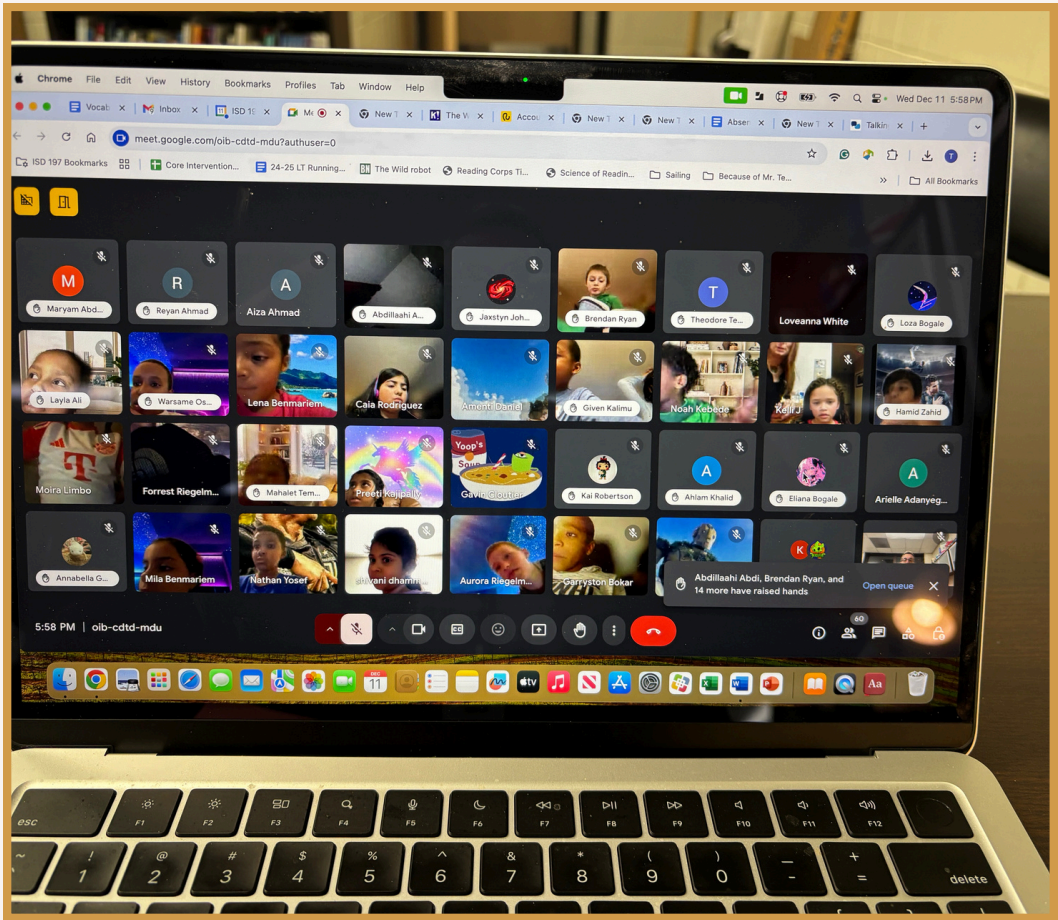


POINT OF PRIDE:

DISTRICT-WIDE FAMILY BOOK CLUBS

- The Wild Robot Trilogy
- New and Improved! Expanded to include the whole district.
- Virtual Readings on Google Meet
- Live Readings at Wescott Public Library and Barnes and Noble
- PTA Sponsored Movie Nights at Emagine Theatres





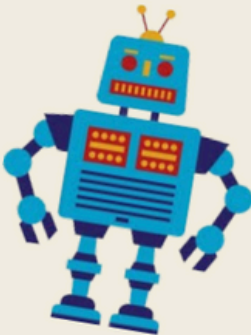

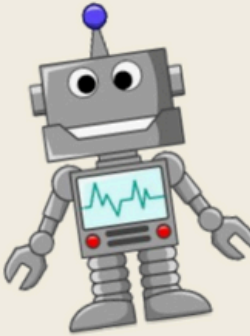
Grades 1-4 | Google Meet: PKreads

DATES

SESSION #1 - WEDNESDAY, SEPTEMBER 18 AT 6:30 PM

SESSION #2 - THURSDAY, SEPTEMBER 26 AT 6:30 PM

SESSION #3 - MONDAY, SEPTEMBER 30 AT 6:30 PM

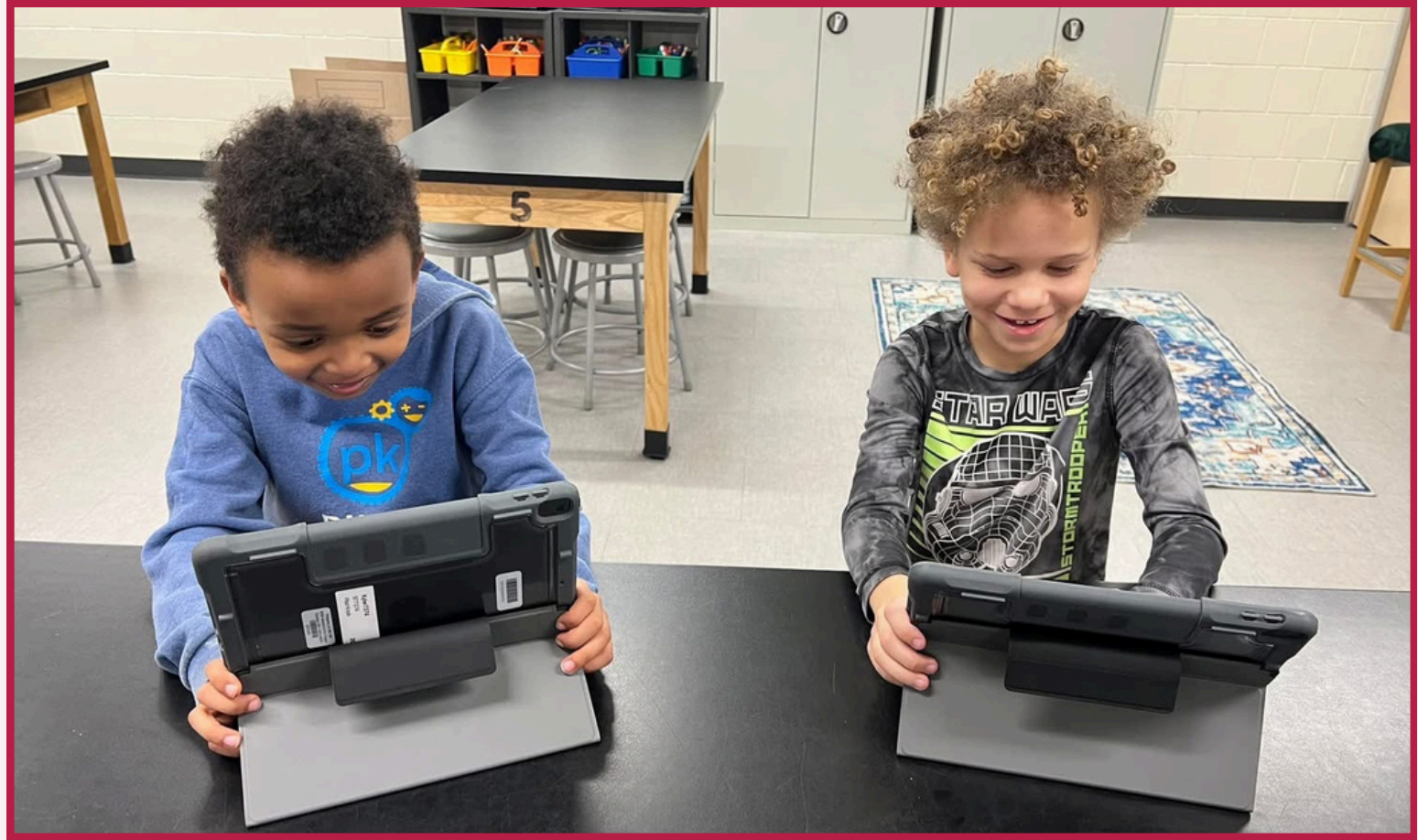




POINT OF PRIDE: STEM PROGRAMMING

- Summer STEM Olympics
- STEM Sparks
- Monthly School-Wide STEM Events
- Partnership with Momentum Dance Project Combining STEM and Movement
- Girls Who Code Recess Clubs
- STEM Fair
- Minnesota Zoo ZOOMS Design Challenge





POINT OF PRIDE:

NEW SOLUTIONS PROCESS

Bulding off of previous staff development, our Solutions process has shifted to be more systematic and data driven by:

- Meeting weekly with grade levels on a rotating basis.
- Using progress monitoring data to more quickly identify students who are or not being successful with interventions.

The goal of this format is to more proactively support our teachers and students.

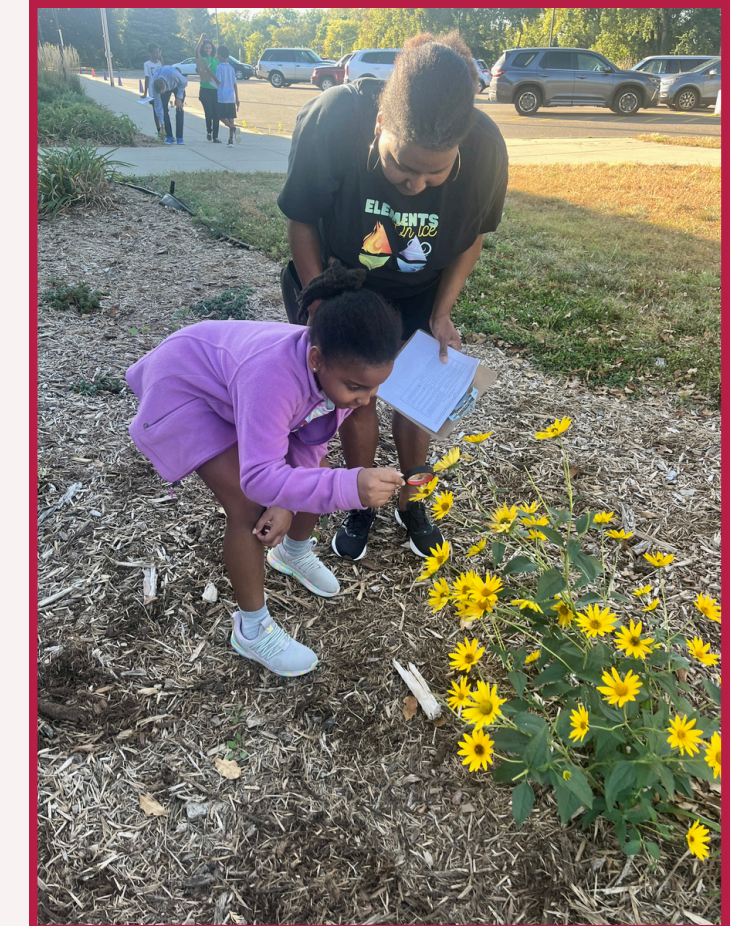


WHAT'S NEW



LOOKING AHEAD: GRANTS AND AWARDS

- **MESPA STEM Innovation Award**
 - based on learnings from Urban Leadership Academy: working on best practices for Indigenous Students (outdoor education and parental involvement)
- **ISD 197 Foundation: STEM Bins and Multi-lingual Library Collection**
- **State Health Improvement Project (SHIP)**
- **Whole Kids Garden Grant**
- **Understand Native Minnesota Grant**
- **Lower Minnesota River Watershed District Mini-Grant**
- **Grant from Flint Hills to sponsor the Works for a Family Engineering Night**
- **Grant from High Tech Kids and 3M to sponsor Lego League**



LOOKING AHEAD:

APPLYING FOR TITLE 1 STATUS

Pilot Knob is in the process of becoming a part of the Schoolwide Title 1 program. This program provides funding to schools with higher percentages of low-income students to help all children meet challenging educational standards.

Here are some of the potential benefits of Pilot Knob becoming a part of the Title 1 program:

- Increased funding for educational programs and resources.
- Access to professional development for teachers.
- Support for parental involvement in their children's education.
- Improved academic achievement for all students.



LOOKING AHEAD:

INCREASED ENRICHMENT OFFERINGS

- Pilot Knob: League League (Robotics), Girls Who Code Recess Clubs
- Community Ed: Soccer, Oula Fitness, Coding Club, Engineering Club, Wizards of Chess, Beginning Ukulele, Rise of Red Hip Hop Dance Class, Spanish, Lego Club, Weaving, Basketball, Colorful Creations



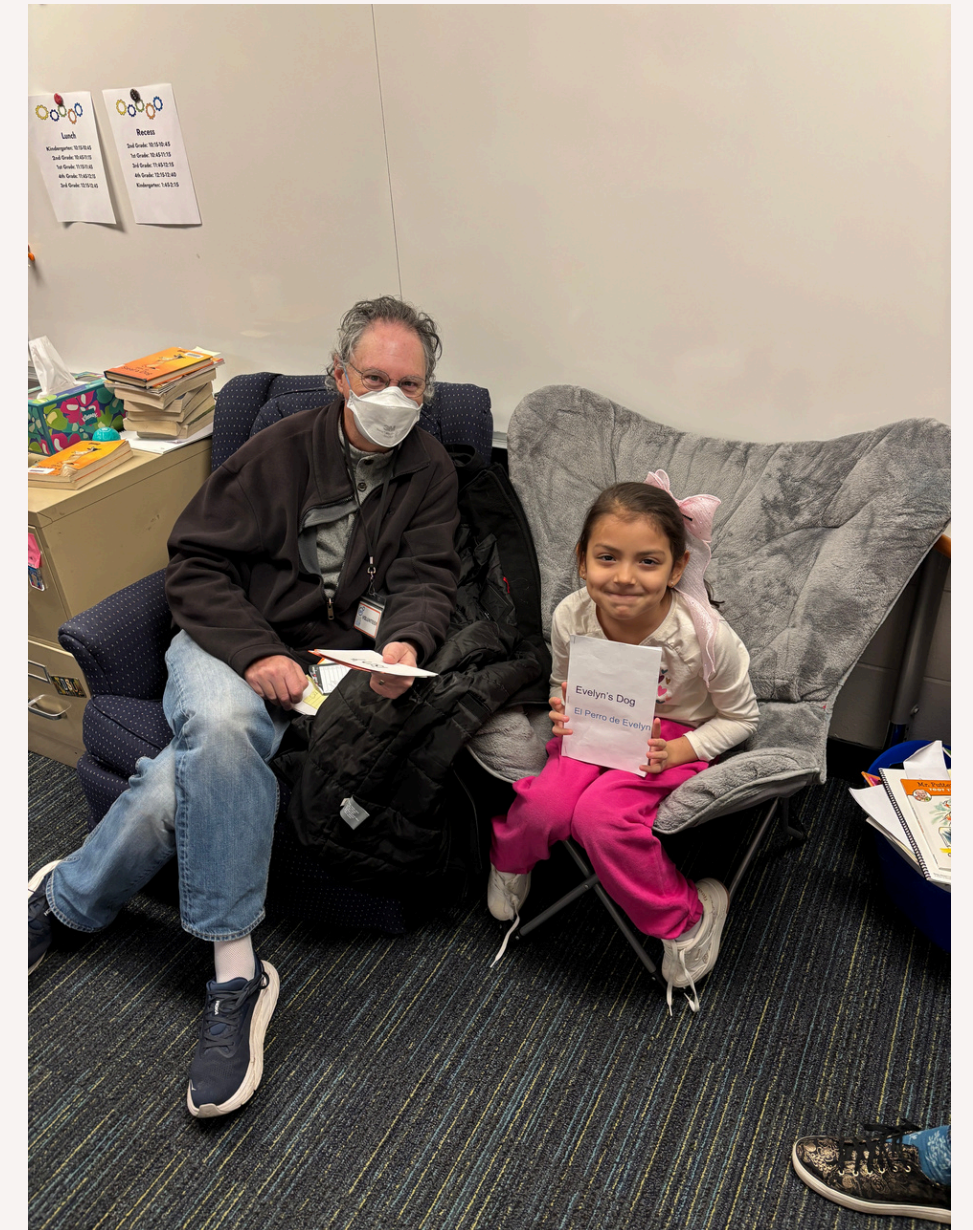
LOOKING AHEAD: COMMUNITY BUILDING

- Goal: staff members will eat lunch with every child by the end of the year.
- Family Mapping Event
- PK Skates
- School Dance
- Maker Fair/ Game Day
- Cultural Fair
- STEM Fair
- Dog Man Book Club and Movie Night



THANK YOU, PK VOLUNTEERS!

- Julie and Jim Bader



THANK YOU



SCHOOL BOARD REPORT: GARLOUGH

Presented by: Principal, Sue Powell
January 6, 2025 School Board Meeting



WHO WE ARE





OUR MISSION

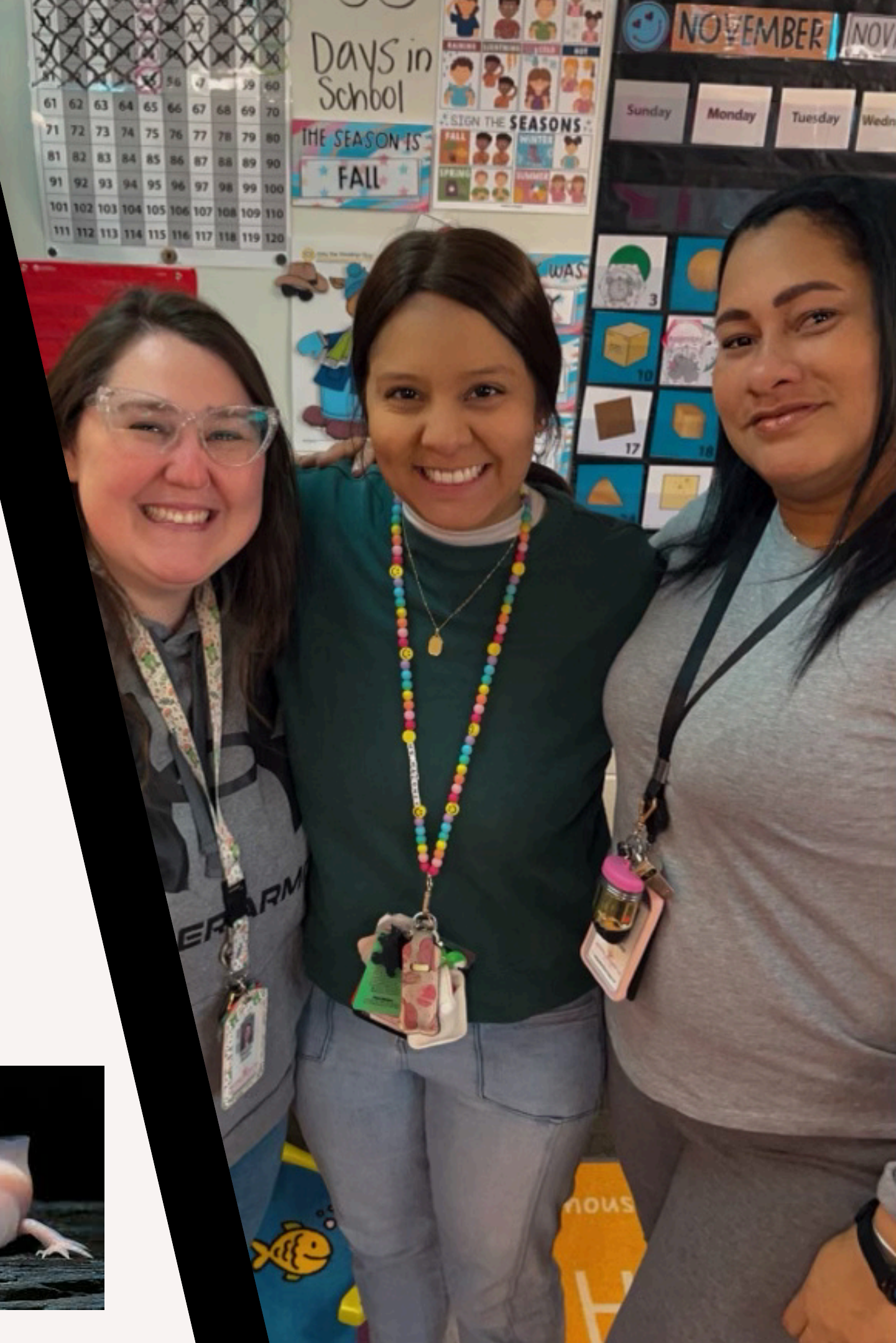
GEMS USES THE NATURAL WORLD TO ENRICH LEARNING

GEMS IS COMMITTED TO INSPIRING LEARNERS TO:

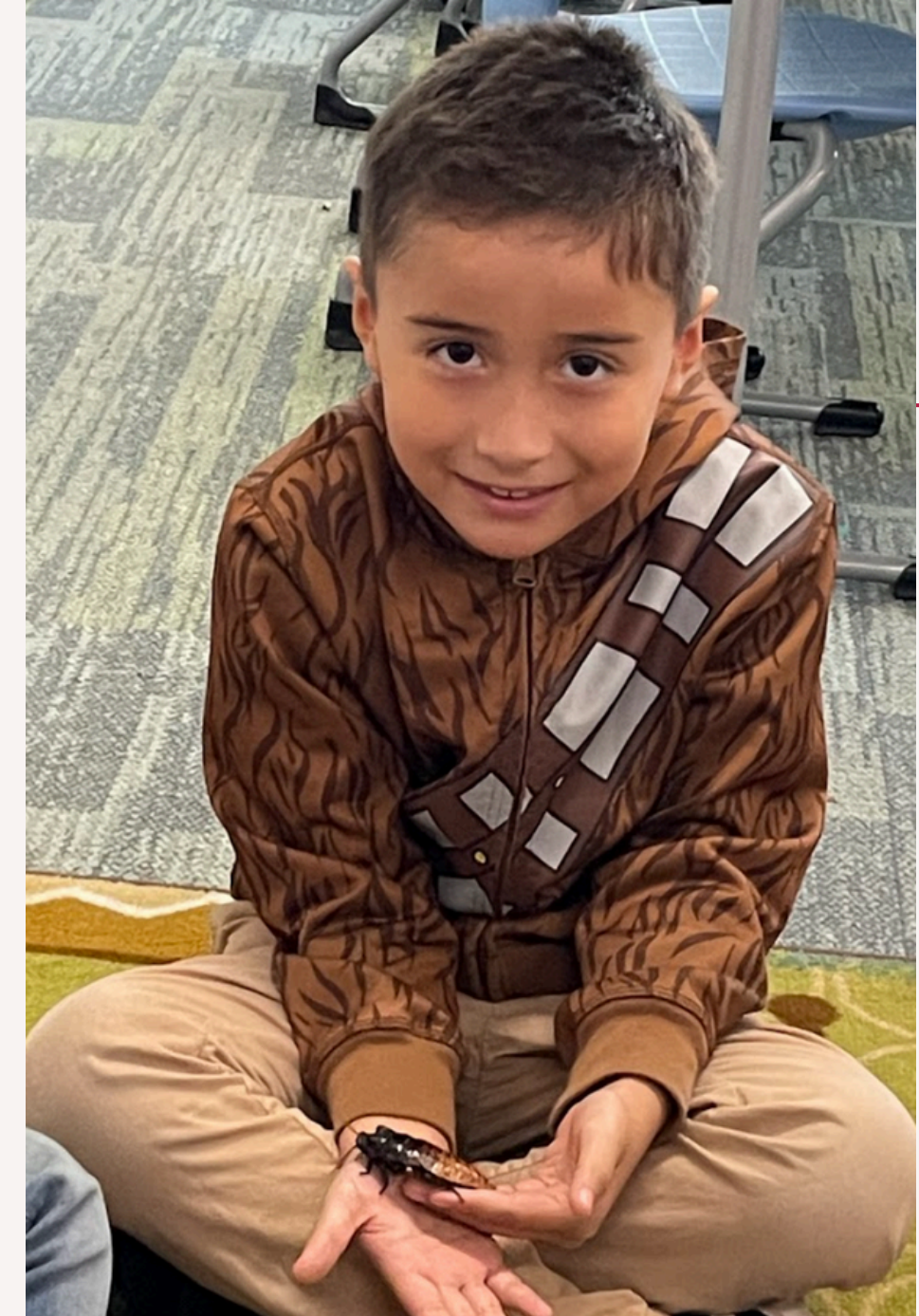
- UNDERSTAND - ACADEMICS AND NATURE
- CONNECT - TO EACH OTHER AND OUR SPACE
- CARE - FOR OUR COMMUNITY AND THE WORLD

GEMS BY THE NUMBERS

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




POINTS OF PRIDE




POINT OF PRIDE:


Student Growth and Achievement



 **Grade 3 - Reading**
↑ 14.21%

 **Grade 4 - Math**
↑ 11.44%

 **Overall - Reading**
↑ 9.54%

 **Overall - Math**
↑ 8.02%



POINT OF PRIDE:



- By the Numbers
- 68 Schools
- 5223 Students
- 1516 Projects
- 3 Garlough Teams

- March 7, 2024
- Jojo, Noelle and Abi's project earned 2nd place out of 1516 projects!

Redesign of the bison and prairie dog exhibit.



POINT OF PRIDE: VOLUNTEERS

Foster Grandparents
Costco
Community Members
Darts





MR. ANDY (4+ YEARS)



“GRANDMA GAYLE” - 15+ YEARS

**“NANA” AND MICHEL
5+ YEARS**



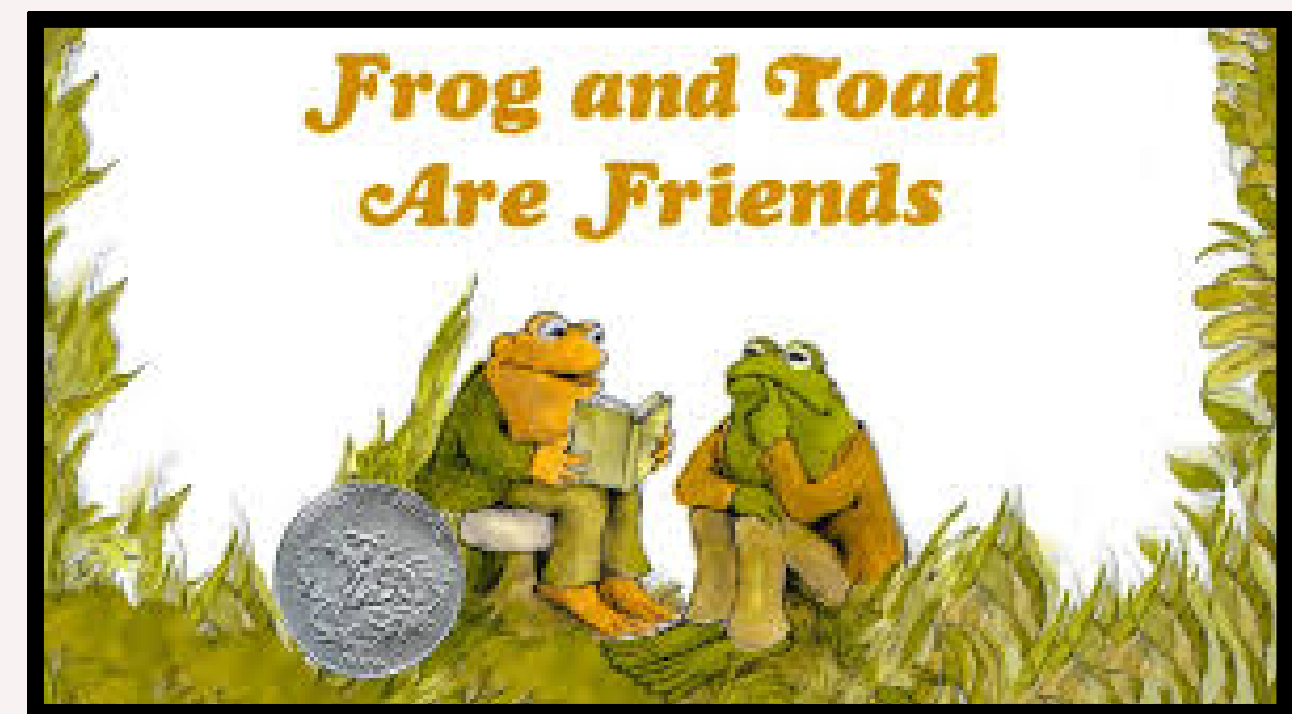
WHAT'S NEW



LOOKING AHEAD:

All School Fieldtrips

- 2023-24 Our school theme was Frog and Toad.
- Our 4th grade musical was Frog and Toad
- All School Field Trip to Frog & Toad at Children's Theater
- 2024-25 Our school theme is BIRDS.
- All School Field Trip to the Minnesota Zoo.
- Bird Author



Children's Theater - May 2024

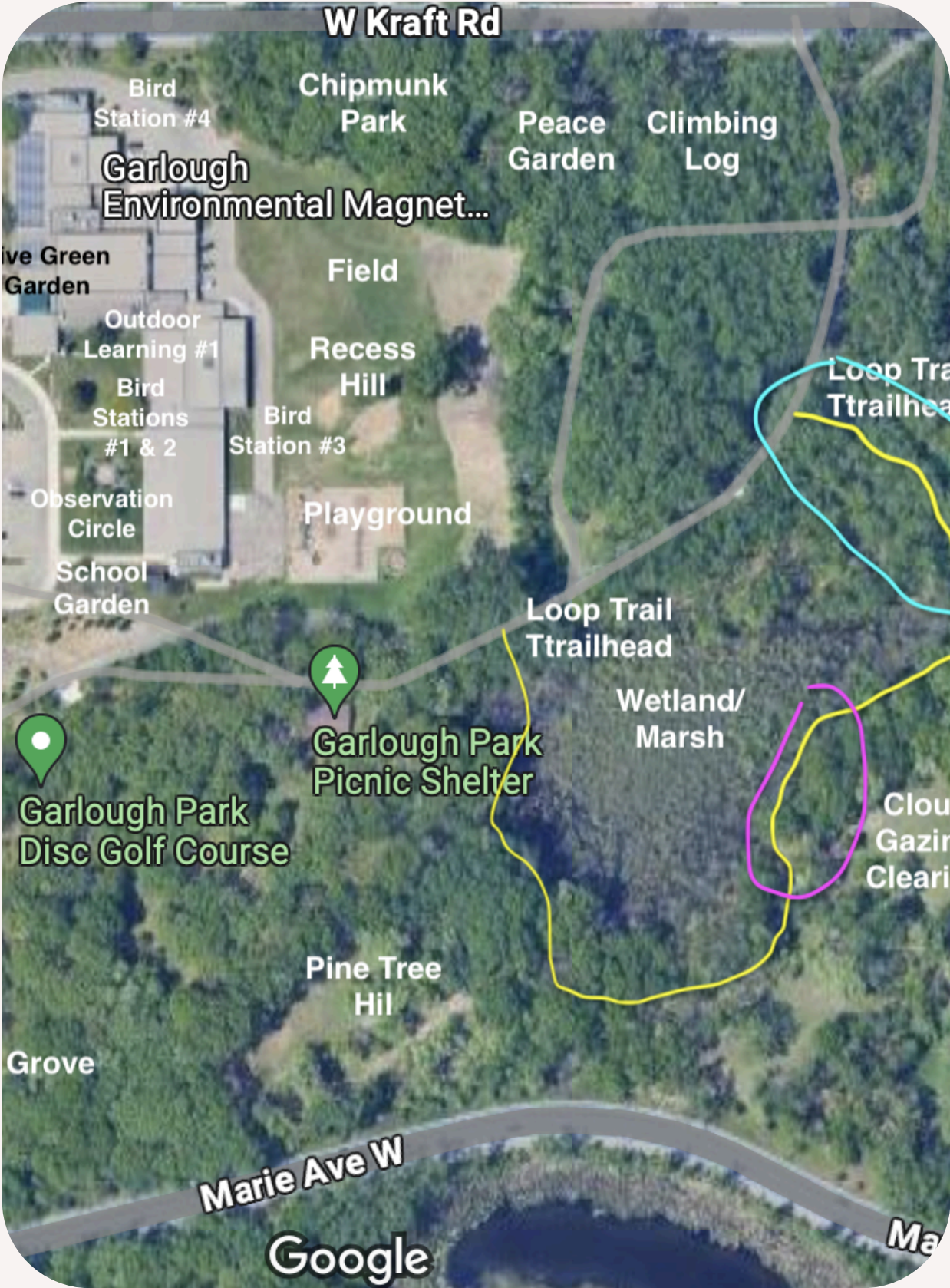
Minnesota Zoo - October 2024



LOOKING AHEAD: GNOMES GROVE TRAIL

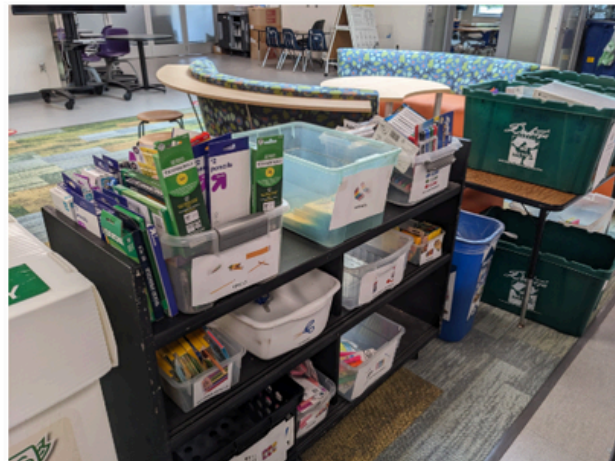
- School Forest partnership project
- WSP, Dave Schletty
- Community Member, Dave Lynch
- Magnet Coordinator, Kim Benton
- Carlough families, staff and students
- Naming process included our Student Council and all students and staff at GEMS.





LOOKING AHEAD:

PTO SCHOOL SUPPLY INITIATIVE



Sorted, counted, sharpened, counted and then there were large purchases!



THANK YOU





Strategic Framework

Equity

Implementation Target Update

January 6, 2025

School Board Meeting

Presented By:

Peter Mau, Assistant Superintendent

Focus Areas

FOCUS AREAS

1

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

2

Build equitable
systems and support
throughout the district

3

Increase E-12
opportunities for
career exploration
and preparation

Equity Advisory

- Members provide input and feedback at monthly meetings
- Representative - student, staff, families, sites and district, racially, gender identity, and more

We Are All Responsible for Equity

- School Board
- Superintendent
- Educational Equity Coordinator
- Equity Advisory
- District Leaders
- Site Leaders
- Teachers and Staff
- Students and families

Focus Area: Equity



- Diverse classrooms & schools
- Staff quality & diversity
- Resource allocation
- Curriculum, Instruction, & Assessment
- Schools & classrooms
- Student leadership & voice
- Family & community partnerships

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.

Objectives:

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

Teacher and Leader Quality and Diversity

Recruiting, hiring, and retaining a diverse workforce that reflects the demographics of our student population. This includes ongoing professional development focused on equity, racial consciousness and cultural responsiveness.

Objectives:

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

Teacher and Leader Quality and Diversity

Objective:
Implement
Supporting Native
American Students
professional
development for all
licensed staff



Supporting Native Students:

1. Counteract erasure through **representation**
2. Incorporate **culturally responsive teaching** methods
3. Be positive and intentional in **relationship building**



Equitable Resource Allocation

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, especially historically marginalized students, have the access and opportunity necessary to succeed.

Objectives:

- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources.

Equitable Curriculum, Instruction & Assessment

Prioritizing culturally relevant curriculum, equitable rubrics for decision-making, inclusive instructional practices, and fair assessment and grading to reflect student learning accurately.

Objectives:

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

Equitable Curriculum, Instruction & Assessment

Objective: Plan for the development of a Native Language course offering at the high school.

Estimates claim that there are as few as 1,000 Native speakers of Ojibwe in the United States; a language that once predominated the Midwest is disappearing.



Equitable School and Classroom Environments

Committing to culturally affirming, inclusive, and responsive community building and behavior management, fostering diverse physical spaces, rituals, and routines, while nurturing strong, supportive student relationships and holding them to high expectations. Additionally, we're prioritizing behavior support and discipline practices that reduce disparities in suspensions and focus on restoring relationships when harm occurs.

Objectives:

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

Equitable School & Classroom Environments

Objective: Implement the use of the Diversity, Equity, and Inclusion Tool developed by Equity Advisory.



Equitable Student Leadership & Voice

Seeking to gather and understand student perspectives (especially those from historically marginalized groups) in decision-making processes, creating spaces for student affinity groups, and providing leadership opportunities.

Objectives:

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

Equitable Family and Community Partnerships

Building linguistic and cultural bridges between the school district and our diverse communities, and seeking representation reflective of student demographics on district advisory committees while offering affinity spaces, cultural liaisons, family education, and interpretation and translation resources. These tools will enable us to better understand the perspectives, goals, and priorities of our communities and actively seek ongoing input and feedback.

Objectives:

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

Equitable Family & Community Partnerships

Objective: Increase the number of Cultural Liaisons in the district.

Added 1 position at Two Rivers and 1 position split between PK and Heritage.



Objective: Increase Parent Academy (or similar) opportunities.

Added Parent Academy this fall at Pilot Knob Elementary.



Questions?