

Regular Meeting
Monday, October 7, 2024 6:00 PM

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

Agenda

1. Call Meeting to Order and Recite Pledge of Allegiance - 6:00 p.m.
Presenter: Sarah Larsen, Chair
2. Approval of the Agenda
Presenter: Sarah Larsen, Chair
3. Approval of the Consent Agenda
Presenter: Sarah Larsen, Chair
 - 3.A. Approval of Minutes of the September 23, 2024 Regular School Board Meeting
 - 3.B. Approval of Personnel Recommendations
 - 3.C. Final Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds
 - 3.D. Second Reading of Policy 406, Public and Private Personnel Data
 - 3.E. Approval of July 2024 Accounts Payable Report
 - 3.F. Approval of July 2024 Treasurer's Report
 - 3.G. Approval of August 2024 Wire Transfers Report
4. Recognitions - 6:05 p.m.
National Merit Semifinalists
Presenter: Superintendent Peter Olson-Skog
5. Student Representative's Report - 6:20 p.m.
Presenter: Patrick Bohmbach and Nawal Hassan
6. Superintendent's Report - 6:25 p.m.
Presenter: Superintendent Peter Olson-Skog
7. Action Item - Approval of 2023-2024 Annual Report and 2024-2025 Annual Plan - 6:30 p.m.
Presenter: Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
8. Site Report from Branch Out - 6:40 p.m.
Presenter: Rachel Johnston, Special Education Supervisor
9. Site Report from the Early Learning Center - 7:00 p.m.
Presenter: Laurie Hume, Assistant Director of Early Learning
10. School Health Advisory Committee Update - 7:20 p.m.
Presenter: Sara Lein, Director of Special Services
11. Board Committee Report - 7:40 p.m.
AMSD
Presenter: Board Member Marcus Hill
12. Adjournment - 7:45 p.m.
Presenter: Sarah Larsen, Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Meeting and Work Session
Monday, September 23, 2024
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held Monday, September 23, 2024, 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, Morgan Steele, Jon Vaupel, and Randi Walz. Superintendent Peter Olson-Skog was present. Student Representative Patrick Bohmbach was present and Nawal Hassan was absent.

Also present for the meeting was 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; Dave Sandum, Director of Technology; Sara Blair, Director of Communications; and Lisa Grathen, Director of Community Education.

Agenda

It was moved by Mr. Aune and seconded by Mr. Schwab to approve the main agenda as presented.

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

The motion carried (7-0).

Consent Agenda

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

- Approval of Minutes of the September 9, 2024 Regular School Board Meeting
- Approval of Personnel Recommendations
- Final Reading of Policy 505, Distribution of Nonschool Sponsored Materials on School Premises by Students
- Administrative Review of Policy 711, Video Recording on School Buses
- Administrative Review of Policy 712, Video Surveillance Other Than on Buses
- Approval of Joint Powers Agreement between Dakota County and ISD 197 for a Point of Dispensing Site at Two Rivers High School
- Approval of Gifts to the District

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

The motion carried (7-0).

Comments to the School Board

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

Second Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds

Sara Lein, Director of Special Services, presented a second Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds. A first reading was presented at the August 19 meeting. To recap the recommended changes, under III, Definitions, item D, the definition of “physical holding” was added to clarify the discussion of physical holds later in the policy and in light of recent Minnesota legislative action. Under III, Definitions, item F, recent Minnesota legislative action enacted the definition of “school resource officer.” MSBA deleted the definition of “police liaison officer” as part of this change. The term has been changed in several areas of the policy. Under IV, Removal of Students with IEPs from School Grounds, letter C, Reasonable Force Permitted - state statute is referenced when a child is held immobile or limits the child’s movement, where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred. Those instances shall be reported to the Minnesota Department of Education as a restrictive procedure, which may include unauthorized or untrained staff.

Per a discussion at the August 19 board meeting, the terminology used in this policy regarding "child" and "student" was questioned, in an attempt to clarify the interchangeable use of these terms. Certain language aligns with state statutes, which necessitates the continued use of "child" in specific contexts. Parental/Guardian Notification (section IV. D.) was also reviewed in response to a question regarding efforts to notify. The term "reasonable efforts" acknowledges that while the school is committed to prompt communication, various factors may influence the ability to notify parents or guardians immediately. By including "reasonable efforts," administration ensures that the policy is flexible enough to accommodate these realities while maintaining the expectation that communication will be a priority. This policy will be brought back for a final reading on October 7, 2024 via the consent agenda.

First Reading of Policy 406, Public and Private Personnel Data

Superintendent Olson-Skog presented a first reading of Policy 406, Public and Private Personnel Data. The current policy adheres to district processes and procedures currently in place and was reviewed against the MSBA model policy. As a result of that review, several changes were recommended: Under Section I, Purpose, more detail was added to define “personnel”. Under Section III, Definitions, further clarification was made to “private data”, “confidential”, “personnel data”, and “protected health information”. Under Section IV, Public Personnel Data, “employees” has been updated to include “current and former employees.” Additionally, data collected on an employment application is included. Under Section V, Private Personnel Data, several changes are being recommended, including what data must be disseminated to labor organizations per Chapters 179 and 179A of state statutes, what must be reported to PELSB, what should be disclosed to the Department of Employment and Economic Development for unemployment purposes, and what needs to be reported in accordance with MDE Screening Guidelines. Several updates to the legal references section have been made. This policy was last reviewed and approved in August of 2021. One board member had a question related to section IV, Public Personnel Data, where the term “employees” has changed to “current and former employees” and if that was a result of a new law or change in practice. Superintendent Olson-Skog will clarify whether this was past or a new practice for the second reading. It will be brought back for a second reading at the meeting on October 7, 2024 via the consent agenda.

Approval of Joint Powers Agreement between Dakota County and ISD 197 for Childhood Vaccinations

Sara Lein, Director of Special Services, presented a Joint Powers Agreement (JPA) between Dakota County and ISD 197 for childhood vaccinations. The school district and Dakota County intend to enter into a cooperative agreement to exercise their shared powers for the benefit of the community. This collaboration will allow the County, authorized by statutes and grants from the Minnesota Department of Health, to provide childhood vaccinations. The school district seeks to enhance access to these essential health services for its families. To facilitate this, Dakota County plans to subcontract with Homeland Health Specialist, Inc. to administer vaccinations directly on school district property. This would help eliminate barriers for families and would help with compliance. This arrangement will offer a convenient solution for both the school district and Dakota County, ensuring that children in the district can receive vaccinations in a familiar and accessible setting. Board members inquired about financial burdens for families if they do not have insurance documentation and if transportation could be provided for those who need it.

It was moved by Mr. Schwab and seconded by Mr. Hill to approve the Joint Powers agreement between Dakota County and ISD 197 for Childhood Vaccinations.

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

The motion carried (7-0).

Adoption of Proposed 2024 Payable 2025 Property Tax Levy

Jason Stegeman, Director of Finance, presented the proposed 2024 payable 2025 property tax levy information. School districts are required to review and preliminary adopt proposed tax levies by September 30, 2024. Proposed levies for school districts carry the option of levying the “maximum” versus a specific amount due to continuing updates by the Department of Education. This “maximum” option protects school districts whose levies may increase. Levying a specific dollar amount prevents further increases.

The numbers presented are estimates developed in partnership with Ehlers and Associates, the district’s financial advisors. The levy is broken into three main funds – general, debt service and community service. Mr. Stegeman presented the details for each category along with a five-year comparison of the levy. The main driver for the changes is enrollment. Enrollment dropped during COVID and is now starting to catch back up which results in a slight increase to the levy. The proposed levy payable 2025 for FY 26 is \$39,804,394.

Truth-in-Taxation statutes require a public hearing that can be conducted during a regular school board meeting. The statute also requires that the date and time of the regular school board meeting when hearings are scheduled be announced at the time the proposed levy is certified. The regular school board meeting at which the Truth in Taxation hearing will be conducted is December 9, 2024, at 6:00pm at the Mendota Heights City Hall in Mendota Heights, MN.

It was moved by Mr. Schwab and seconded by Ms. Walz to adopt the proposed 2024 payable 2025 property tax levy is adopted as “maximum” and, further, that the School Board Clerk or Superintendent 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, Randi Walz. Nay: none.

The motion carried (7-0).

23-24 World's Best Workforce Annual Report and 24-25 World's Best Workforce Annual Plan

Cari Jo Drewitz, Director of Curriculum, Instruction and Assessment, presented the 2023-2024 World's Best Workforce Annual Report and the 2024-2025 World's Best Workforce Annual Plan. Minnesota school districts are required to develop a World's Best Workforce Annual Report and summary report. Districts need to post their report on the district website and submit their summary report to the Minnesota Department of Education by December 15 of each year. The school board is required to hold an annual public meeting to review the district's progress towards achieving student achievement goals, plans and strategies for improving curriculum and instruction. This annual public meeting will be held on October 7, 2024 from 5:00–6:00 p.m. at the Mendota Heights City Hall in Mendota Heights, MN. Per Minnesota Statute 120B.11, school districts must approve a plan to develop the world's best workforce which is part of the district's strategic framework process.

The district's current strategic framework was approved by the school board in June of 2020. The three focus areas continue to be: establish a district-wide system of social-emotional learning and support; build equitable systems and support throughout the district; and increase E-12 opportunities for career exploration and preparation. Goals include:

- All students are academically and socially ready for school.
- All 3rd graders can read at grade level.
- All racial and economic achievement gaps are closed.
- All students graduate from high school.
- All students are ready for career and college.

The Annual Report and Annual Plan will be presented at the October 7 meeting for Board approval. The full report will be posted on the district website.

Adjournment

It was moved by Mr. Aune and seconded by Ms. Walz to adjourn the meeting at 7:00 p.m.

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

The motion carried (7-0).

The next regularly scheduled School Board meeting of Independent School District 197 will be on Monday, October 7, 2024 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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Mendota Heights, MN 55118
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TO: School District 197 School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: October 7, 2024

SUBJECT: PERSONNEL RECOMMENDATIONS

The following personnel items are recommended for approval on October 7, 2024, at the School Board Meeting.

Licensed Employment

- Carlson, Grace - 1.0 FTE Language Arts Teacher at Two Rivers High School, BA, Step 2 at an annual salary of \$48,319, effective August 26, 2024.
- Davies, Carlie Jo - 1.0 FTE First Grade Long Term Substitute at Somerset Elementary School, BA Step 1 at a prorated salary of \$12,186.19 effective August 26, 2024 through November 4, 2024.
- Johnson, Lindsay - 1.0 FTE Long Time Guidance Substitute at Mendota Elementary School, MA+15, Step 3, at a prorated salary of \$21,186.59 effective September 23, 2024 through January 17, 2025.
- Keren, Aenea - .5 FTE Art Teacher at Friendly Hills Middle School, BA Step 1 at an annual salary of \$24,118.50, effective August 26, 2024.
- Lamp Sparr, Kalee - .5 FTE iNature Teacher at Garlough Elementary School, BA, Step 1 at an annual salary of \$20,945.01, effective October 1, 2024.

Non-Licensed Employment

- Brown, Sabrina - 5.5 hours per day Special Education Paraprofessional at Pilot Knob Elementary School, at an hourly rate of \$23.21, effective September 30, 2024.
- Brynjulfson, Dyana - 3.75 hours a day Child Nutrition Kitchen Assistant at Friendly Hills Middle School, at an hourly rate of \$18.48, effective October 7, 2024.
- Collins, Ashanti - 3.5 hours per day SAC Support Paraprofessional at Mendota Elementary School, at an hourly rate of \$16.89, effective September 2, 2024.
- Davies, Carrie - 5.5 hours per day Supervisory Paraprofessional at The Early Learning Center at an hourly rate of \$21.19, effective September 30, 2024.
- Gracia, Damaris - 8 hours per day District-Wide Payroll Specialist at an annual salary of \$80,000, effective September 30, 2024
- Shetka, Molly - 5.5 hours per day Supervisory Paraprofessional at The Early Learning Center, at an hourly rate of \$21.19, effective September 30, 2024.
- Williams, Kari - 2.5 hours per day Supervisory Paraprofessional at Mendota Elementary School, at an hourly rate of \$21.19, effective September 25, 2024.

Non-Licensed Resignation, Retirement, Termination

- Bistrup, Timothy - 8 hours per day Technology Professional at Moreland Elementary School, termination effective September 26, 2024.
- Martin, Keyonce - 3.5 hours per day SAC Support Paraprofessional at Somerset Elementary School, termination effective September 25, 2024.
- Paloma, Celia - 6.25 hours a day Special Education Paraprofessional at Somerset Elementary School, resignation effective September 27, 2024.



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TO: School Board Members

FROM: Sara Lein, Director of Special Services

DATE: October 7, 2024

RE: Final Reading of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds

BACKGROUND:

A review of Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds, has been performed and the current policy adheres to the district's processes and procedures currently in place. This was presented to the board for a first reading at their meeting on August 19, 2024 and a second reading on September 23. The district's current policy was reviewed against MSBA's model policy. To recap, the following changes were recommended.

- Under III, Definitions, item D, the definition of "physical holding" was added to provide clarity for discussion of physical holds later in the policy and in light of recent Minnesota legislative action.
- Under III, Definitions, item F, recent Minnesota legislative action enacted the definition of "school resource officer". Therefore, MSBA deleted the definition of "police liaison officer" as part of this change. The term has been changed in several areas of the policy.
- Under IV, Removal of Students with IEP's from School Grounds, letter C, Reasonable Force Permitted. State statute is referenced when a child is held immobile or limits the child's movement, where body contact is the only source of physical restraint or confines a child along in a room from which egress is barred. Those instances shall be reported to the Minnesota Department of Education as a restrictive procedure which may include unauthorized or untrained staff.
- Other minor changes were made to a statute reference and the addition of the word "guardian".

Per a discussion at the August 19 board meeting, the terminology used in this policy regarding "child" and "student" was questioned, in an attempt to clarify the interchangeable use of these terms. Certain language aligns with state statutes, which necessitates the continued use of "child" in specific contexts.

Parental/Guardian Notification (section IV. D.) was also reviewed in response to a question regarding efforts to notify. The term "reasonable efforts" acknowledges that while the school is committed to prompt communication, various factors may influence the ability to notify parents or guardians immediately. By including "reasonable efforts," we ensure that the policy is flexible enough to accommodate these realities while maintaining the expectation that communication will be a priority.

This policy was also reviewed using the district's Four-Way Equity Test. Clear guidance for the use of Peace Officers and Crisis Teams is provided as a means to promote safe learning environments for all. Consideration is made for the use of de-escalation strategies as outlined in IEPs or behavior intervention plans, as Crisis Teams support the safety of all.

RECOMMENDED RESOLUTION:

BE IT RESOLVED by the School Board of School District 197 to approve the changes to Policy 532, Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds, as presented.



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Students

Contact: Director of Special Services

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEP'S FROM SCHOOL GROUNDS

School districts are required by statute to have a policy addressing these issues.

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for

becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.

- B. “Emergency” means a situation in which immediate intervention is needed to protect a child or other individual from physical injury.
 - C. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
 - D. “Physical holding” means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.
- ~~“Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.~~
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
 - F. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.
 - G. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
 - H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the ~~police liaison~~ **school resource** officer or a peace officer.

B. Removal By ~~Police Liaison~~ **School Resource** Officer, Peace Officer or Administration

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the ~~police liaison~~ **school resource** officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer, at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the ~~police liaison~~ **school resource** officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, ~~police liaison~~ **school resource** officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minn. Stat. § 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Statutes ~~§ 626.556~~ **Chapter 260E**;
 - f. Physical holding (as defined **above and** in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental/**Guardian** Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 of each year, districts must report summary data. The summary data must include information about the use of restrictive procedures, for the prior school year, July 1 through

June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
Minn. Stat. § 609.06 (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

Cross References: School District Policy 506 (Student Discipline)
School District Policy 515 (Protection and Privacy of Pupil Records)
School District Policy 806 (Crisis Management Policy)

POLICY ADOPTED: October 16, 2006
POLICY REVIEWED/REVISED: December 14, 2009; July 11, 2011; April 1, 2013;
November 20, 2017; January 19, 2021
Monitoring Method: Administrative Review
Monitoring Frequency:



Director of Human Resources
1897 Delaware Avenue
Mendota Heights, MN 55118
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www.isd197.org

TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: October 7, 2024

RE: Second Reading of Policy 406, Public and Private Personnel Data

BACKGROUND:

A review of Policy 406, Public and Private Personnel Data, is complete. The current policy adheres to district processes and procedures currently in place. The current district policy was reviewed against the MSBA model policy. This was presented to the board for a first reading at their meeting on September 23. To recap, several changes are recommended:

- Under Section I, Purpose, more detail was added to define “personnel”.
- Under Section III, Definitions, further clarification was made to “private data”, “confidential”, “personnel data”, and “protected health information”.
- Under Section IV, Public Personnel Data, “employees” has been updated to include “current and former employees.” Additionally, data collected on an employment application is included.
- Under Section V, Private Personnel Data, several changes are being recommended, including what data must be disseminated to labor organizations per Chapters 179 and 179A of state statutes, what must be reported to PELSB, what should be disclosed to the Department of Employment and Economic Development for unemployment purposes, and what needs to be reported in accordance with MDE Screening Guidelines.
- Several updates to the legal references section have been made.

This policy was last reviewed and approved in August of 2021.

At the September 23 meeting, one board member had a question related to section IV, Public Personnel Data, where the term “employees” has changed to “current and former employees” and if it represented a change in practice and having the board policy better reflect current practice and state law. The latter is the case (a better reflection of Minnesota Statute 13.43).

This policy was also reviewed using the district’s Four-Way Equity Test. The policy does not hinder opportunities or access for historically underserved, underrepresented, or disadvantaged students. Further, this policy does not produce barriers or reduce rigorous standards. It does ensure the proper and consistent handling of public and private personnel data, which guards against bias.

RECOMMENDED RESOLUTION:

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



OPERATIONAL EXPECTATIONS

ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

406 PUBLIC AND PRIVATE PERSONNEL DATA

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its **employees, volunteers, independent contractors, and applicants** (“personnel”).

II. GENERAL STATEMENT OF POLICY

- A. All data on individuals collected, created, received, maintained or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.
- B. All other data on individuals is private or confidential.

III. DEFINITIONS

- A. “Public” means that the data is available to anyone who requests it.
- B. “Private” means the data is ~~available to the subject of the data and to school district staff who need it to conduct the business of the school district~~ **not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.**
- C. “Confidential” means the data is ~~not available to the subject~~ **are not public and are not accessible to the subject.**
- D. “Parking space leasing data” means the following government data on an applicant for, or leasee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

- E. “Personnel data” means government data on individuals maintained because they are or were employees, **applicants for employment, volunteers or independent contractors for** the school district, ~~applicants for employment, or volunteers or independent contractors for the school district, or members of or applicants for an advisory board or commission.~~ Personnel data include data submitted by an employee to the school district as part of an organized self- evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. ~~An employee who is identified in a suggestion shall have access to all data in the suggestion except the identity of the employee making the suggestion.~~
- F. “Finalist” means an individual who is selected to be interviewed by the school board for a position.
- G. “Protected health information” means individually identifiable health information **as defined in 45 Code of Federal Regulations, section 160.103, that is** transmitted by electronic form ~~by a school district acting as a health care provider~~ **media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 Code of Federal Regulations, Parts 160, 162 and 164.** “Protected health information” excludes ~~health information in education records covered by the federal Family Educational Rights and Privacy Act and employment records held by a school district in its role as employer~~ **individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.**
- H. “Public officials” means business managers; human resources directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals.

IV. PUBLIC PERSONNEL DATA

- A. The following information on **current and former** employees, ~~including~~ volunteers and independent contractors **of the school district**, is public:
1. name;
 2. employee identification number, which may not be the employee’s social security number;
 3. actual gross salary;

4. salary range;
5. terms and conditions of employment relationship;
6. contract fees;
7. actual gross pension;
8. the value and nature of employer-paid fringe benefits;
9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;
10. job title;
11. bargaining unit;
12. job description;
13. education and training background;
14. previous work experience;
15. date of first and last employment;
16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;
17. the final disposition of any disciplinary action, as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;
18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;
19. work location;
20. work telephone number;
21. badge number;

22. work-related continuing education;
23. honors and awards received; and
24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on applicants for employment is public:

1. veteran status;
2. relevant test scores;
3. rank on eligible list;
4. job history;
5. education and training; and
6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when **applicants** ~~they become finalists for an employment position~~ are considered by the school board to be finalists for public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body **collected by the school district as a result of the applicant's application for employment** are private data on individuals except that the following are public:
 - a. name;
 - b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;
 - c. education and training;
 - d. employment history;
 - e. volunteer work;
 - f. awards and honors;

- g. prior government service;
 - h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minn. Stat. § 15.0597; and
 - i. veteran status.
 - 2. Once an individual is appointed to a public body, the following additional items of data are public:
 - a. residential address;
 - b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;
 - c. first and last dates of service on the public body;
 - d. the existence and status of any complaints or charges against an appointee; and
 - e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.
 - 3. Notwithstanding paragraph 2., any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.
- E. Regardless of whether there has been a final disposition as defined in Minn. Stat. § 13.43, Subd. 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minn. Stat. § 13.43, Subd. 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:
- 1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending;
 - 2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement.

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

- A. All other personnel data **not listed in Section IV** are private and ~~will only be shared with school district staff whose work requires such access. Private data will not be otherwise released unless authorized by law or by the employee's informed written consent.~~
- B. Data pertaining to an employee's dependents are private data on individuals.
- C. Data created, collected or maintained by the school district to administer employee assistance programs are private.
- D. Parking space leasing data **with regard to data on individuals** are private.
- E. An individual's checking account number is private when submitted to a government entity.
- F. Personnel data ~~may~~ **must** be disseminated to labor organizations to the extent ~~the school district determines it is necessary for the labor organization to conduct its business or when ordered or authorized by the Commissioner of the Bureau of Mediation Services.~~ **to conduct elections, investigate and process grievances, and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS. Employee Social Security numbers are not necessary to implement the provisions of Chapter 179 and 179A.**

The home addresses, nonemployer issued phone numbers and email addresses, dates of birth, and emails or other communications between exclusive representatives and their members, prospective members, and nonmembers are private data on individuals.

Dissemination of personnel data to a labor organization pursuant to Minnesota Statutes, section 13.43, subdivision 6, shall not subject the school district to liability under Minnesota Statutes, section 13.08.

Personnel data described under Minnesota Statutes, section 179A.07, subdivision 8, must be disseminated to an exclusive representative under the terms of that subdivision.

- G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or

charge against the employee.

- H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:
1. The person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;
 2. A pre-petition screening team conducting an investigation of the employee under Minn. Stat. § 253B.07, Subd. 1; or
 3. A court, law enforcement agency, or prosecuting authority.
- I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of such a crime or alleged crime.
- J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.
- K. When allegations of sexual or other types of harassment are made against an employee, the employee shall not have access to data that would identify the complainant or other witnesses if the school district determines that the employee's access to that data would:
1. threaten the personal safety of the complainant or a witness; or
 2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

- L. The school district ~~shall make any~~ **must** report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") **or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license,** ~~or the state board of education~~ as required by Minn. Stat. § 122A.20, Subd. 2, and shall, upon written request from the licensing board having jurisdiction over a ~~teacher's~~ **the** license, provide the licensing board with information about the teacher **or administrator** from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minn. Stat. § 122A.20, Subd. 2.
- M. Private personnel data shall be disclosed to the ~~department of economic security~~ **Department of Employment and Economic Development** for the purpose of

administration of the unemployment insurance program under Minn. Stat. Ch. 268.

- N. When a report of alleged maltreatment of a student in **an elementary, middle school or high school** is made to the Commissioner of the Minnesota Department of Education (“MDE”) **under Minnesota Statutes, chapter 260E**, data that are relevant and collected by the school about the person alleged to have committed maltreatment must be provided to the Commissioner on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of ~~informing~~ **providing information to** a parent, legal guardian, or custodian of a child that an incident has occurred that may constitute maltreatment of the child, ~~when the incident occurred, and the nature of the conduct that may constitute maltreatment~~ **in accordance with MDE Screening Guidelines.**
- O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if
1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or
 2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee’s alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minn. Stat. Ch. 13.

Data that are released under this paragraph must not include data on the student.

- P. ~~The identity of an employee making a suggestion~~ **Data submitted by an employee to the school district** as part of an organized self- evaluation effort by the school district to **request suggestions from all employees on ways to** cut costs, make the school district more efficient, or improve the school district operations is private. **An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.**
- Q. ~~Health information on employees is private unless otherwise provided by law. To the extent that the school district transmits protected health information, the school district will comply with all privacy requirements.~~ **Protected health information, as defined in 45 Code of Federal Regulations, Parts 160 and 164, on employees is**

private and will not be disclosed except as permitted or required by law.

- R. Personal home contact information for employees may be used by the school district **to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations** and **may be** shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.
- S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.
- T. When a **continuing contract** teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses **involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b)**, or when the Commissioner of the Minnesota Department of Education (MDE) makes a final determination of child maltreatment involving a teacher **under Minnesota Statutes, section 260E.21, subdivision 4, or 260E.35**, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minn. Stat. § 13.41, Subd. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minn. Stat. § 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minn. Stat. Ch. 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with other judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated the Director of Human Resources as the authority responsible for personnel data. If you have any questions, contact her/him.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Elected and Appointed Officials)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, Subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, Subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07 (Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
~~Minn. Stat. § 626.556, Subd. 7 (Reporting of Maltreatment of Minors)~~
P.L. 104-191 (HIPAA)
45 C.F.R. Parts 160 and 164 (HIPAA Regulations)

Cross References: School District Policy 515 (Protection and Privacy of Pupil Records)

POLICY ADOPTED: October 16, 2006

POLICY REVIEWED/REVISED: December 14, 2009; July 11, 2011; October 15, 2018;
August 16, 2021

Monitoring Method: Administrative Review

Monitoring Frequency: Once every three years

July 2024 Check Register

NUMBER	AMOUNT	DATE	VENDOR
295226	16,270.65	07/03/2024	AMIOT SCHOLASTIC RECOGNITION INC
295227	86.28	07/03/2024	ARROW MOWER
295228	1,813.71	07/03/2024	BIX PRODUCE CO
295229	1,853.45	07/03/2024	BUCKEYE CLEANING CENTERS
295230	59.99	07/03/2024	CENTURYLINK
295231	4,941.00	07/03/2024	COLLABORATIVE CLASSROOM
295232	672	07/03/2024	FLEIGLE'S ATHLETICS
295233	3,689.18	07/03/2024	GEISER JOANNE
295234	296.76	07/03/2024	GRAYBAR
295235	766.74	07/03/2024	HD SUPPLY
295236	739.2	07/03/2024	HERC U LIFT
295237	1,887.33	07/03/2024	JORGENSEN CONSTRUCTION INC
295238	577.5	07/03/2024	LICHTENBERGER, DOUGLAS
295239	948.95	07/03/2024	LOFFLER COMPANIES
295240	120.63	07/03/2024	MIRACLE RECREATION EQUIPMENT COMPANY
295241	142.47	07/03/2024	NAPA AUTO PARTS
295242	2,353.62	07/03/2024	PETERSON BROS ROOFING
295243	1,823.70	07/03/2024	PIXELWERX LLC
295244	8,627.00	07/03/2024	SAYOO TRANSPORTATION LLC
295245	270	07/03/2024	SHAFFER, KRISTIE
295246	462.24	07/03/2024	SHERWIN WILLIAMS
295247	405	07/03/2024	ST PAUL LINOLEUM & CARPET CO
295248	1,754.12	07/03/2024	SUN AUTO TIRE & SERVICE
295249	714.89	07/03/2024	TESSMAN COMPANY
295250	1,269.93	07/03/2024	TRUCK REPAIR & EQUIP CO
295251	423.56	07/03/2024	TURFWERKS
295252	69,937.48	07/03/2024	UNITED STATES TREASURY
295253	14,132.56	07/03/2024	WELLS FARGO EQUIPMENT FINANCE INC
295254	3,161.00	07/03/2024	ACTIVE INTERNET TECHNOLOGIES LLC

295255	44,344.00	07/03/2024	AERCOR WIRELESS INC
295256	650	07/03/2024	ANOKA-HENNEPIN SCHOOL DISTRICT 11
295257	543,738.21	07/03/2024	APPLE FINANCIAL SERVICES
295258	475	07/03/2024	BOND TRUST SERVICES CORPORATION
295259	130,514.90	07/03/2024	CDW GOVERNMENT INC
295260	276.77	07/03/2024	EDUCATORS BENEFIT CONSULTANTS LLC
295261	38,302.04	07/03/2024	FRONTLINE EDUCATION
295262	1,425.00	07/03/2024	GROVE AGENCY
295263	68,510.88	07/03/2024	INFINITE CAMPUS
295264	22,094.99	07/03/2024	MADISON NATIONAL LIFE INSURANCE
295265	19,821.38	07/03/2024	PAYDHEALTH LLC
295266	150	07/03/2024	PINEHAVEN FARMS
295267	675.31	07/03/2024	SCENARIO LEARNING LLC
295268	2,800.00	07/03/2024	SCORECARD LLC
295269	37,602.00	07/03/2024	SKYWARD
295270	100	07/03/2024	SNDM
295271	1,037.53	07/03/2024	XCEL
295272	81.32	07/11/2024	AERCOR WIRELESS INC
295273	9,244.00	07/11/2024	AMSD
295274	10,836.90	07/11/2024	ARVIG
295275	21	07/11/2024	AWARDS BY HAMMOND
295276	15,634.10	07/11/2024	BEAUDRY OIL & PROPANE CO
295277	2,051.88	07/11/2024	BUSINESS ESSENTIALS
295278	543.75	07/11/2024	C2 COMMUNICATION & CREATIVE
295279	4,745.25	07/11/2024	CAPSTONE
295280	2,336.20	07/11/2024	COMMERCIAL TRUCK & TRAILER REPAIR INC
295281	147	07/11/2024	ECKROTH MUSIC
295282	7,140.00	07/11/2024	EDPUZZLE
295283	2,026.99	07/11/2024	FUTURA LANGUAGE PROFESSIONALS
295284	400	07/11/2024	GROTH MUSIC CO
295285	1,000.00	07/11/2024	HOWARD, KAREN
295286	24,575.97	07/11/2024	INSTRUCTURE INC

295287	591.28	07/11/2024	JERRY'S ENTERPRISES
295288	1,790.50	07/11/2024	KONICA MINOLTA PREMIER FINANCE
295289	700	07/11/2024	L & A CLEAN MACHINE
295290	5,544.00	07/11/2024	LEARNING A-Z
295291	972	07/11/2024	MESPA
295292	1,575.00	07/11/2024	MN MOBILE TELEPHONE CO INC
295293	6.36	07/11/2024	NCS PEARSON INC
295294	3,104.28	07/11/2024	NORTH CENTRAL BUS & EQUIP INC
295295	1,402.44	07/11/2024	PRO-TEC DESIGN INC
295296	950	07/11/2024	PROJECT LEAD THE WAY
295297	951	07/11/2024	SCANTRON CORPORATION
295298	10,988.00	07/11/2024	SEESAW LEARNING INC
295299	180	07/11/2024	SG TECHNOLOGIES LLC
295300	5,798.70	07/11/2024	SMARTPASS INC
295301	5,229.56	07/11/2024	SPRWS
295302	280	07/11/2024	STEFFEL, LAUREN
295303	874	07/11/2024	STOUT LINDA
295304	2,689.00	07/11/2024	SYNOVIA SOLUTIONS LLC
295305	3,274.78	07/11/2024	T MOBILE USA INC
295306	5,282.22	07/11/2024	TURNITIN LLC
295307	3,197.50	07/11/2024	TWO RIVERS BOYS BASKETBALL BOOSTERS
295308	255.59	07/11/2024	VESTIS GROUP INC
295309	718.05	07/11/2024	XCEL
295310	5,450.00	07/11/2024	YOUSCIENCE PRECISION EXAMS
295311	174	07/05/2024	DISTRICT LODGE # 737 IAMAW
295312	1,213.00	07/05/2024	IUOE #70
295313	320	07/05/2024	MN TEAMSTERS LOCAL #320
295314	67,500.00	07/18/2024	ABRE.IO INC
295315	208	07/18/2024	AMUNDSON, SAMUEL
295316	2,984.85	07/18/2024	ASPEN WASTE SYSTEMS OF MN INC
295317	134.13	07/18/2024	AT&T MOBILITY
295318	1,571.50	07/18/2024	BENEFIT EXTRAS INC

295319	383	07/18/2024	BIFFS INC
295320	4,608.20	07/18/2024	BSN SPORTS
295321	1,671.00	07/18/2024	BUSINESS ESSENTIALS
295322	1,694.50	07/18/2024	CENGAGE LEARNING INC
295323	3,500.00	07/18/2024	CESO HR LLC
295324	104	07/18/2024	CHANDLER, ELLIOT
295325	20,000.00	07/18/2024	CMRS-FP
295326	4,619.16	07/18/2024	CONSOLIDATED COMMUNICATIONS
295327	140	07/18/2024	COUNCIL FOR EXCEPTIONAL CHILDREN
295328	161.6	07/18/2024	CULLIGAN
295329	3,858.02	07/18/2024	DAKOTA ELECTRIC ASSN
295330	352.41	07/18/2024	ECKROTH MUSIC
295331	42.28	07/18/2024	FLEETPRIDE
295332	1,335.00	07/18/2024	GOPHERMODS LLC
295333	268.77	07/18/2024	GRAINGER
295334	350	07/18/2024	HEALTH SPECIAL RISK INC
295335	32,756.25	07/18/2024	ILLUMINATE EDUCATION
295336	8,668.72	07/18/2024	KINECT ENERGY GROUP
295337	300	07/18/2024	L & A CLEAN MACHINE
295338	411	07/18/2024	LARSON COMPANIES
295339	9,705.16	07/18/2024	LOFFLER MANAGEMENT SOLUTIONS
295340	356.53	07/18/2024	LOFFLER COMPANIES INC
295341	130	07/18/2024	LUBE TECH & PARTNERS LLC
295342	56,602.00	07/18/2024	LUNIESKI & ASSOCIATES
295343	516	07/18/2024	MEDICINE LAKE TOURS
295344	595	07/18/2024	MILLES, RICHARD
295345	33,500.00	07/18/2024	MINNESOTA HISTORICAL SOCIETY
295346	35	07/18/2024	MN DEPT OF HEALTH
295347	170	07/18/2024	MSNA
295348	176.65	07/18/2024	NEO ELECTRICAL SOLUTIONS
295349	120	07/18/2024	NESSIM & ASSOCIATES
295350	2,237.12	07/18/2024	NORTHFIELD LINES INC

295351	42.4	07/18/2024	POMP'S TIRE SERVICE INC
295352	48,992.99	07/18/2024	POWERSCHOOL GROUP LLC
295353	130	07/18/2024	ROTARY CLUB W ST PAUL/MENDOTA HTS
295354	360	07/18/2024	SATT
295355	21,150.00	07/18/2024	SAYOO TRANSPORTATION LLC
295356	1,267.81	07/18/2024	SCHUMACHER ELEVATOR COMPANY
295357	126	07/18/2024	SO ST PAUL COMM ED
295358	308.33	07/18/2024	SPRWS
295359	7,670.02	07/18/2024	SQUIRES WALDSPURGER & MACE PA
295360	286.8	07/18/2024	T MOBILE USA INC
295361	2,649.00	07/18/2024	TEAM SPORTING GOODS INC
295362	4,760.00	07/18/2024	TMB PROPERTIES
295363	1,543.85	07/18/2024	VALLEY SCREEN PRINTING
295364	128.26	07/18/2024	VESTIS GROUP INC
295365	800	07/18/2024	WILLIS, MELVIN
295366	305	07/18/2024	ZAHL PETROLEUM
295367	1,000.00	07/23/2024	QUREISHY, IZHAN
295368	12,400.00	07/25/2024	A & C KITCHEN EXHAUST SERVICES
295369	21,108.95	07/25/2024	AMPION PBC
295370	943.43	07/25/2024	AT&T MOBILITY
295371	2,027.00	07/25/2024	AUTUMN RIDGE LANDSCAPING INC
295372	1,847.54	07/25/2024	BILL RASCHER MECHANICAL INC
295373	558.02	07/25/2024	BIMBO BAKERIES USA
295374	3,457.85	07/25/2024	BIX PRODUCE CO
295375	238.94	07/25/2024	CENTURYLINK
295376	596.52	07/25/2024	CINTAS CORPORATION #2
295377	395	07/25/2024	CITY OF MENDOTA HEIGHTS
295378	11.36	07/25/2024	COLUMBIA PIPE AND SUPPLY CO
295379	11,061.66	07/25/2024	DG MN CS 2021 LLC
295380	27,418.45	07/25/2024	FAE LSE 6 LLC
295381	68,810.37	07/25/2024	FLOORS BY FARMER INC
295382	109.88	07/25/2024	HD SUPPLY

295383	4,200.00	07/25/2024	HEARTLAND
295384	1,968.75	07/25/2024	INFINITE HEALTH COLLABORATIVE
295385	2,950.00	07/25/2024	INTEGRATED FOOD SERVICE
295386	179.3	07/25/2024	JERRY'S ENTERPRISES
295387	5,054.78	07/25/2024	KINECT ENERGY GROUP
295388	3,064.03	07/25/2024	MADISON ENERGY INVESTMENTS III LLC
295389	125.78	07/25/2024	MADISON ENERGY INVESTMENTS II LLC
295390	194.46	07/25/2024	MENARDS
295391	8,820.21	07/25/2024	MSC RICE01
295392	74,469.20	07/25/2024	NASSEFF MECHANICAL CONTRACTORS
295393	1,359.39	07/25/2024	OHANA MIDWEST ENERGY LLC
295394	3,940.00	07/25/2024	PACE CONCRETE CONSTRUCTION
295395	1,245.00	07/25/2024	PIONEER MANUFACTURING CO
295396	38,514.00	07/25/2024	PRO TRACK & TENNIS INC
295397	2,100.00	07/25/2024	SATT
295398	1,028.25	07/25/2024	SHERWIN WILLIAMS
295399	633.51	07/25/2024	SHRED N GO INC
295400	745.5	07/25/2024	SMITH, KATHERINE
295401	875.51	07/25/2024	SOUTH ST PAUL PUBLIC SCHOOLS
295402	269.46	07/25/2024	SPRWS
295403	518.97	07/25/2024	STATE SUPPLY COMPANY
295404	1,443.58	07/25/2024	SUMMIT COMPANIES
295405	154.32	07/25/2024	TWIN CITY HARDWARE
295406	3,197.50	07/25/2024	TWO RIVERS BOYS BASKETBALL BOOSTERS
295407	17,549.86	07/25/2024	UPPER LAKES FOODS
295409	759.44	07/25/2024	VESTIS GROUP INC
295410	2,100.00	07/25/2024	WIZARDS OF CHESS LLC
295411	28,790.46	07/25/2024	XCEL ENERGY SOLUTIONS
295412	347.03	07/19/2024	GURSTEL LAW FIRM P C
295413	8	07/19/2024	NCPERS GROUP LIFE INS
295414	100	07/19/2024	RANGE CREDIT BUREAU INC
295415	135	07/19/2024	WI SCTF

295416	4,112.90	07/30/2024	ARCHKEY TECHNOLOGIES
295417	135	07/30/2024	DAVEY TREE EXPERT CO
295418	9,450.00	07/30/2024	DESIGN TREE ENGINEERING
295419	3,600.00	07/30/2024	H & B SPECIALIZED PRODUCTS
295420	61,354.51	07/30/2024	ICS CONSULTING LLC (DBA ICS)
295421	52,800.00	07/30/2024	JORGENSEN CONSTRUCTION INC
295422	2,442.00	07/30/2024	KIDCREATE STUDIO
295423	255.75	07/30/2024	KRECH IRON WORKS INC
295424	176	07/30/2024	KUBISTA, TERRY
295425	1,125.89	07/30/2024	LAUGHLIN'S PEST CONTROL
295426	685	07/30/2024	MARZINSKE, NAOMI
295427	1,373.30	07/30/2024	MASTER MECHANICAL
295428	154.91	07/30/2024	MEDTOX LABORATORIES INC
295429	205	07/30/2024	MN OCCUPATIONAL HEALTH
295430	2,349.00	07/30/2024	NATIONAL TREASURE KUNG FU INC
295431	8,970.62	07/30/2024	NEO ELECTRICAL SOLUTIONS
295432	2,490.00	07/30/2024	NORTHERN DAKOTA COUNTY CABLE COMMUNICATIONS
295433	374	07/30/2024	OCCUPATIONAL HEALTH CENTERS OF MN PC
295434	405	07/30/2024	ROHLING, LAUREN
295435	315.72	07/30/2024	SHRED N GO INC
295436	3,755.97	07/30/2024	ST PAUL BEVERAGE SOLUTIONS LLC
295437	48,877.40	07/30/2024	TEACHERS ON CALL
295438	66.48	07/30/2024	TESSMAN COMPANY
295439	384.85	07/30/2024	VESTIS GROUP INC
295440	613	07/30/2024	WESTMOR INDUSTRIES
295441	34.24	07/30/2024	WORKFORCEQA
295442	305	07/30/2024	ZAHL PETROLEUM
295443	4,815.00	07/31/2024	DEPARTMENT OF THE TREASURY
242500001	112.83	07/15/2024	AMIDON, MARY
242500002	630.74	07/15/2024	BARRI, NELL
242500003	57.29	07/15/2024	BARTELS, MARGARET
242500004	39.53	07/15/2024	BENSON, THOMAS

242500005	49.58	07/15/2024	BENTON, KIMBERLY
242500006	52.6	07/15/2024	BROOKINS, CARRIE
242500007	17.12	07/15/2024	DEMULLING, MELANIE
242500008	21.24	07/15/2024	DREELAN, STACY
242500009	85	07/15/2024	FANGEL, JANET
242500010	202.74	07/15/2024	GRATHEN, LISA
242500011	72.63	07/15/2024	HEINZ, LEANNE
242500012	113.9	07/15/2024	HILL, MELANIE
242500013	84.42	07/15/2024	HITI, CHRISTOPHER
242500014	131.73	07/15/2024	HULBERT-TRAN, MICHELLE
242500015	1,016.24	07/15/2024	JOHNSTON, RACHEL
242500016	28.93	07/15/2024	KANAVATI-ORTH, DOMONIQUE
242500017	394.07	07/15/2024	KASELLA, SHERYL
242500018	88.97	07/15/2024	KIENITZ, ANTHONY
242500019	1,252.37	07/15/2024	KUSCH, BENJAMIN
242500020	2,664.29	07/15/2024	LEIN, SARA
242500021	101.04	07/15/2024	LONDON-NYHUS, RACHEL
242500022	229.18	07/15/2024	LUCIO THOMAS, ALANA
242500023	24.99	07/15/2024	LUFKIN, STACY
242500024	46.1	07/15/2024	MACKEY, ARIANNA
242500025	894.58	07/15/2024	MALMBERG-MERTHAN, MATTHEW
242500026	128.61	07/15/2024	MCKENZIE, BENJAMIN
242500027	181.7	07/15/2024	MILLER, CYNTHIA
242500028	89.81	07/15/2024	MONSOUR, JILLIAN
242500029	43.48	07/15/2024	MYRAN, BRENDA
242500030	68.41	07/15/2024	NELSON, TAMAR
242500031	74.37	07/15/2024	O'KEEFE, EMILY
242500032	106.24	07/15/2024	OWENS, DAVID
242500033	46.5	07/15/2024	PARADISE, ELIZABETH
242500034	57.89	07/15/2024	PIRELA-DIAZ, MARIA
242500035	38.56	07/15/2024	POWELL, SUSAN
242500036	142.11	07/15/2024	RABE, ELIZABETH

242500037	235.64	07/15/2024	SEBASTIAN, DANIEL
242500038	10.35	07/15/2024	SHERIDAN, KEVIN
242500039	41.54	07/15/2024	SHETKA, KATHERINE
242500040	1,545.69	07/15/2024	SISK, DOUG
242500041	73.5	07/15/2024	SOLSENG, KARYN
242500042	87.3	07/15/2024	SPINNER, AMANDA
242500043	37.59	07/15/2024	VEENENDALL, JENNIFER
242500044	45.02	07/15/2024	VESEY, BENJAMIN
242500045	55.21	07/15/2024	WEYER, TERA
242500046	106.8	07/15/2024	WOLFER, JEFFREY
242500047	60	07/15/2024	YOUNESS, MICHAEL
242500048	71.49	07/15/2024	ZELLMER, KIMBERLY
<hr/>			
	2,131,513.60	Total	
	2,349,547.30	P/R 8/2/2024	
	2,631,782.37	P/R 8/16/2024	
	2,521,810.44	P/R 8/30/2024	
<hr/>			
	9,634,653.71	Grand Total	

**INDEPENDENT SCHOOL DISTRICT NO. 197
WEST ST. PAUL, MINNESOTA
TREASURER'S REPORT TO SCHOOL BOARD**

Jul-24

Fund	Balance Beginning Of Month	Receipts	Disbursements	Balance End Of Month
General	928,291.79	2,024,955.73	2,565,481.91	387,765.61
Food Service	1,743,630.08	140,648.72	138,855.90	1,745,422.90
Comm. Service	1,948,975.35	681,656.79	465,966.11	2,164,666.03
Building Construct	31,008.21	3.10		31,011.31
Debt Service	6,061,632.37	546,426.29	2,413,786.25	4,194,272.41
Trust & Agency	582,598.23	14,281.30	32,977.67	563,901.86
Custodial Fund	32,025.13			32,025.13
OPEB Trust	5,721,481.18	132,690.89		5,854,172.07
Internal Service	2,559,933.80			2,559,933.80
Total	19,609,576.14	3,540,662.82	5,617,067.84	17,533,171.12

Bank	Balance Per Bank Statement	Outstanding Checks	Other Reconciling Items	Balance Per Treasurer's Books
US Bank	11,837,444.37	482,482.02		11,354,962.35
PFM				-
PMA				261,588.54
PMA Bond	2,735.53			2,735.53
PERA				5,853,443.92
CD'S				60,440.78
Total				17,533,171.12

-

ISD 197 WEST ST. PAUL SCHOOLS**Wire Transfers****8/1/24 thru 8/31/24**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Reason</u>
8/2/24	MSDLAF - General	MSDLAF - Payroll	1,395,836.72	A/P - P/R*
8/2/24	MSDLAF _ - Payroll	State of MN	77,911.79	Payroll taxes
8/2/24	MSDLAF - Payroll	IRS	467,824.30	Payroll taxes
8/2/24	MSDLAF - Payroll	PERA	75,251.97	Pension
8/2/24	MSDLAF - Payroll	TRA	236,555.69	TRA contrib.
8/2/24	MSDLAF - Payroll	EBC	93,472.28	403B
8/2/24	MSDLAF - Payroll	Further	2,694.55	Flex
8/16/24	MSDLAF - General	MSDLAF - Payroll	1,589,539.11	A/P - P/R* Retro Pmt
8/16/24	MSDLAF _ - Payroll	State of MN	92,403.50	Payroll taxes
8/16/24	MSDLAF - Payroll	IRS	547,645.28	Payroll taxes
8/16/24	MSDLAF - Payroll	PERA	85,692.36	Pension
8/16/24	MSDLAF - Payroll	TRA	246,538.24	TRA contrib.
8/16/24	MSDLAF - Payroll	EBC	69,963.88	403B
8/16/24	MSDLAF - Payroll	Further	0.00	Flex
8/30/24	MSDLAF - General	MSDLAF - Payroll	1,472,419.08	A/P - P/R* Retro Pmt
8/30/24	MSDLAF _ - Payroll	State of MN	83,927.83	Payroll taxes
8/30/24	MSDLAF - Payroll	IRS	501,392.37	Payroll taxes
8/30/24	MSDLAF - Payroll	PERA	70,725.17	Pension
8/30/24	MSDLAF - Payroll	TRA	277,879.98	TRA contrib.
8/30/24	MSDLAF - Payroll	EBC	111,766.42	403B
8/30/24	MSDLAF - Payroll	Further	3,699.59	Flex
		Total	<u>7,503,140.11</u>	

* To cover accounts payable or payroll checks.



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

TO: School District 197 School Board Members

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

DATE: October 7, 2024

SUBJECT: 2024-2025 Strategic Implementation Plan

BACKGROUND:

Per Minnesota Statute 120B.11, “a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning. The school board meets this requirement (and others detailed in 120B.11), primarily through three actions.

1. The adoption of a long-term **Strategic Framework**. The board adopted its current framework in the spring of 2020.
2. The adoption of the **Annual Report**, which analyzes progress toward the goals of the Strategic Framework in the prior school year. This was presented to the board in detail at the September 23rd work session. The administration is seeking formal approval from the board at this meeting.
3. The adoption of an annual **Strategic Implementation Plan**, including specific actions intended to continue advancing the goals of the Strategic Framework. This, too, was presented to the board in detail at the September 23rd work session. Here again, the administration is seeking formal approval from the board at this meeting.

RECOMMENDATION:

BE IT RESOLVED, by the School Board of School District 197, to approve the School District 197 Annual Report (2023-24) and the School District 197 Strategic Implementation Plan (2024-25) as presented.



2023-2024

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share this year's Annual Report. This report shares key information on our student's educational progress in the last year and how we're working toward meeting our district mission and goals.

This year, we're proud of our progress while acknowledging our commitment to improve every year. Our literacy program remains strong and will be enhanced by the new READ Act legislation. We will continue to analyze our results in our curricular areas and identify opportunities for growth and improvement. At the same time, we know that student success goes beyond standardized test scores, and I'm thrilled that we've expanded extracurricular activity offerings by 34 percent, with a 56 percent increase in student participation.

One area of success has been implementing the BARR program (Building Assets, Reducing Risks) at our high school, which has helped reduce the number of ninth-grade students failing core classes. Additionally, the students in our trades programs reflect the demographics of our entire student body, which is a testament to our commitment to equity in all areas of learning.

Equity, college and career readiness, and social-emotional learning are our three focus areas. We made significant improvements in the offerings and support in each of these areas last year and have plans to make many more in the upcoming year.

We're excited about all that the 2024-2025 school year will hold, and I am incredibly proud of the dedication of our staff, families, and community. Together, we thrive.

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



About School District 197

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

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



2023-24 DISTRICT PROFILE

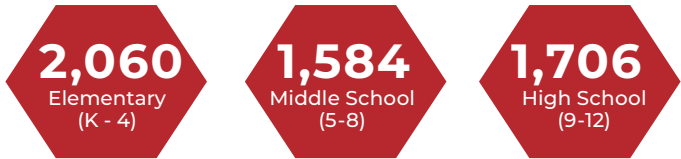
NUMBER OF SCHOOLS



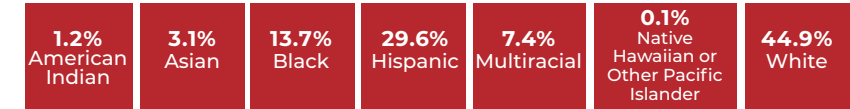
K-12 STUDENT ENROLLMENT



BY GRADE LEVEL

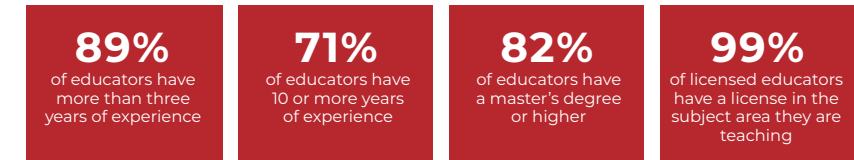


ETHNICITY INFORMATION



OUR EDUCATORS

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



Our Mission

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

We Believe:

■ Relationships

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

■ Equity

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

■ Achievement

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



Strategic Plan Goals and Results

The state of Minnesota requires an annual report and plan, which we are pleased to complete and present to the public each year. This 2023-2024 annual report provides our community members with the opportunity to learn about and provide feedback on the district and school goals for instruction and achievement for all students.



Curriculum Advisory Committee

The committee addresses continuous improvement, community involvement, and annual public reporting on curriculum, instruction, and student achievement. This committee is comprised of parents, community members, teachers, administrators, and district office staff to ensure a range of issues and viewpoints are examined and discussed. The 2023-2024 committee members are listed below.

Name	Role
Cari Jo Drewitz	Director
Katie Shetka	Coordinator
Miles Lawson	Coordinator
Randi Walz	School Board
Scott Schwister	Parent
Jason Laux	Teacher
Makenna Bishop	Student
Abby Hendricks	Parent
Matthew Schempp	Parent
Haley Holtan	Parent
Sue Powell	Principal
Jessica Nelson	Teacher
Mario Watson Sr	Parent
Laura Blanks	Parent
Brenda Corbett	Community Member
Andrea Heymans	Parent
Amelia Berry	Parent
Karen Allen	Principal
Enrique Rodrigues	Student
Nicole McMahon	American Indian Parent Rep

Strategic Plan Goals and Results

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

District Strategic Goals	2023-2024 School District 197 Goals	2023-2024 School District 197 Results	2023-2024 School District 197 Strategies to Achieve Goals
1. All Children are Ready for School	The percentage of students in the district's four-year-old preschool program who are "kindergarten ready" in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2024.	Goal Met, 84%	<ul style="list-style-type: none"> Teachers analyzed data from our formative assessment (TS Gold) to document student skills in language development 3 times per year. They met as collaborative teams to analyze the data, identify gaps in student learning, and implement strategies to close the gaps. Teachers utilized the early learning equity library to provide ways to teach target vocabulary and provided visual mirrors of the students in the classroom.
2. All 3rd Graders Can Read at Grade Level	The percentage of third grade students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 58% fall 2023 to 60% in spring 2024.	Goal Met, 66%	<ul style="list-style-type: none"> Continued Fast for Success- Reading to support educators in interpreting and using FastBridge data to improve reading outcomes for students through targeted instruction. Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms.
3. All Racial and Economic Achievement Gaps Between Students are Closed	<ul style="list-style-type: none"> The gap between students of color and white students in grades 1-8 will decrease 2% from 27% in fall 2023 to 25% in spring 2024 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows: White students will increase 2% from 75% in fall 2023 to 77% in spring 2024. Students of color will increase 4% from 48% in fall 2023 to 52% in spring 2024. The gap between students of color and white students in grades 1-8 will decrease by 2% from 33% in fall 2023 to 31% in spring 2024 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows: White students will increase 2% from 78% in fall 2023 to 80% in spring 2024. Students of color will increase 4% from 45% in fall 2023 to 49% in spring 2024. 	<p>Reading: White students Fall: 75%; Spring: 76%; Not Met Reading: Students of color Fall: 48%; Spring: 47%; Not Met Reading: GAP Fall: 27%; Spring: 29%; Overall Not Met</p> <p>Math: White students Fall: 78%; Spring: 78%; Not Met Math: Students of color Fall: 45%; Spring: 44%; Not Met Math: GAP Fall: 33%; Spring: 34%; Overall Not Met</p>	<ul style="list-style-type: none"> Implemented AmazeWorks in 48 K-4 classrooms to increase students' sense of belonging. Continued implementation of whole-class and small-group interventions based on FASTbridge data in K-4 classrooms. Extended the use of Being A Reader Set instruction for small group reading to grades 3 & 4 at two elementary schools. Implemented Read 180 with at the high school for at risk students. Focused on deepening teacher understanding of math standards during curriculum review process and identified gaps in curriculum and instruction. Site base continuous improvement plans included targeted strategies in reading and/or math based on site data Reviewed the high school special education curriculum program and implemented of Read 180, Math 180 and Achieve 3000 to support individual student needs.
4. All Students Graduate from High School	<ul style="list-style-type: none"> The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 87.6% in 2022 to 89.6% in 2023. The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 69% in 22-23 school year to 71% in 23-24 school year. 	<p>Graduation rate Not met, 85.1%</p> <p>Course passing Not met, 61%</p>	<ul style="list-style-type: none"> Implemented Building Assets Reducing Risks (BARR) in 9th grade. Targeted after school student tutoring for students in AP Human Geography and AP Biology Offered a mid-year intervention for students who were failed the first semester of Intermediate Algebra Expanded credit recovery opportunities.
5. All Students are Ready for Career and College	<ul style="list-style-type: none"> The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2023 to 23% in spring 2024. The percentage of students with a cumulative GPA of 2.7 will increase from 59% in spring 2023 to 61% in spring of 2024. 	<p>College-level course completion, Partially Met, 22%</p> <p>Increased Cumulative GPA, Partially Met, 60%</p>	<ul style="list-style-type: none"> Designed and implemented a work-based learning program at Two Rivers. Provided deeper experiences for students through field trips and guest speakers in rigorous course grant classes. Continued refining recruitment process for students to enroll in rigorous courses. Continued to review and refine transition procedures for students from Pre-K to elementary, elementary to middle school, and from middle school to high school Increased the number of staff who are credentialed to teach courses that provide high school credit and college credit concurrently.

District Goal #1: All Children Are Ready for School

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

Early Childhood Screening

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

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



Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to pre-kindergarten opportunities to grow and learn together in a supportive and stimulating environment. The program continues to grow, as student and adult participation increased in 2023-2024.

209
children
participated

225
adults
participated

41
classes
offered

District Goal #1: All Children Are Ready for School

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

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

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



Meets/Exceeds Expectations

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

Fall 2023 Spring 2024

Social/Emotional:	27%	90%
Physical:	56%	96%
Language:	44%	84%
Cognitive:	35%	91%
Literacy:	35%	86%
Math:	30%	87%

73

students
age 3

235

Children enrolled in
School District 197
Preschool

162

students
age 4

45%

of kindergarten
students were
reading at
grade-level in
spring 2024



Kindergarten

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

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

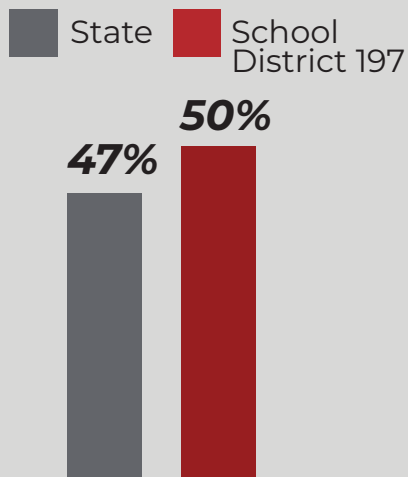
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership,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

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

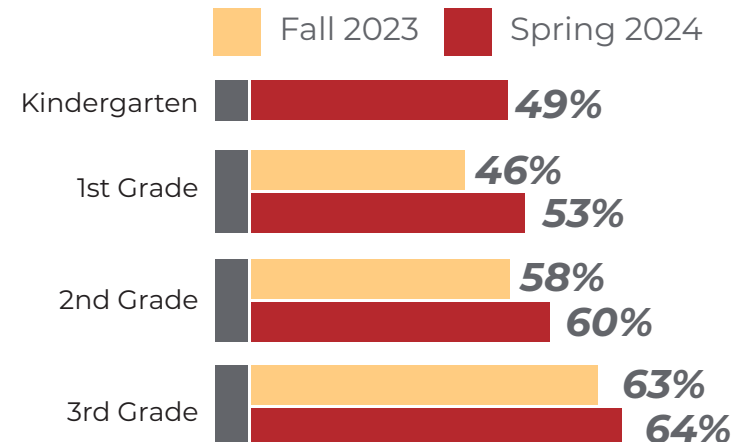
We're proud of our progress, having ranked #1 or #2 in reading proficiency for five years among 10 comparison districts. Adding new curriculum resources will build on this foundation, ensuring long-term success for all students.



2024 Grade 3 MCA Test Scores

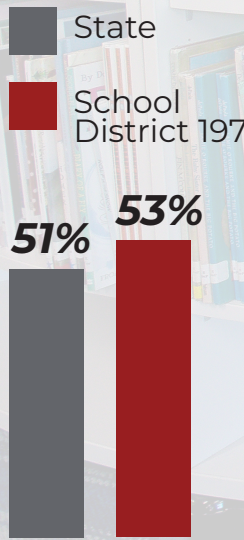


School District 197 uses FastBridge assessments at each grade level to screen all students in literacy and math. This data helps teachers determine which students may need intervention support. The data below shows the percentage of students meeting the low-risk target in literacy.



District Mission: High Achievement for All in READING

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



2024 Proficiency Rates



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

District Mission: High Achievement for All in MATH



District Mission: High Achievement for All in SCIENCE



State
School District 197

39% 46%



2024 Proficiency Rates

#1

Proficient in science
on MCAs out of
10 comparison
districts*

GRADE 5
54%
Proficient

GRADE 8
30%
Proficient

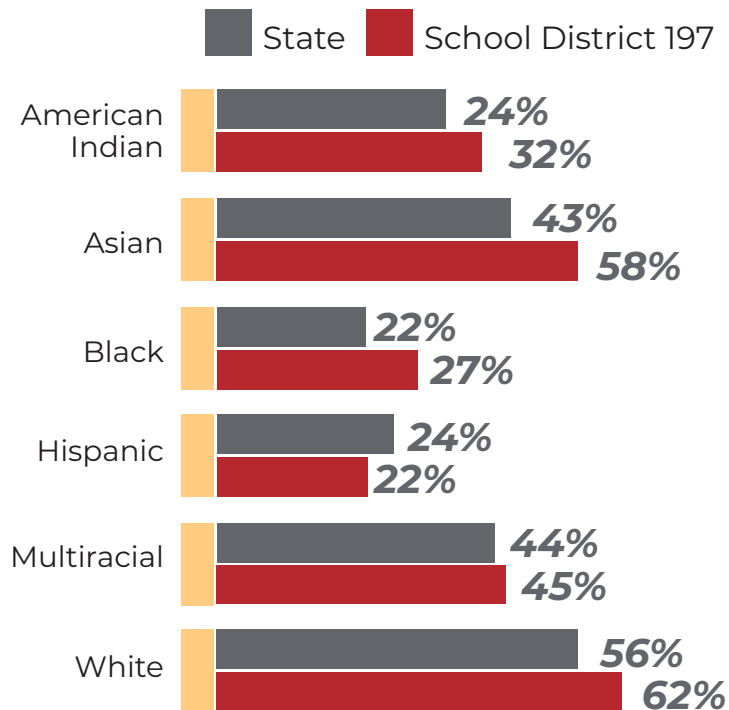
HIGH SCHOOL
54%
Proficient

District Goal #3: Narrow the Achievement Gap

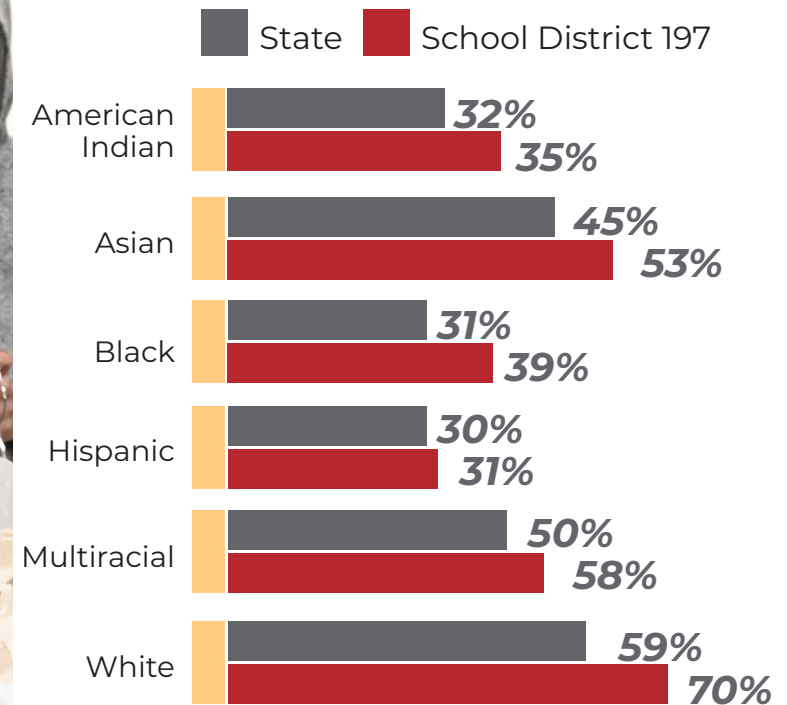
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic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



2024 Proficiency Rates in Math for Grades 3-8 & 11



2024 Proficiency Rates in Reading for Grades 3-8 & 10



District Goal #3: Narrow the Achievement Gap

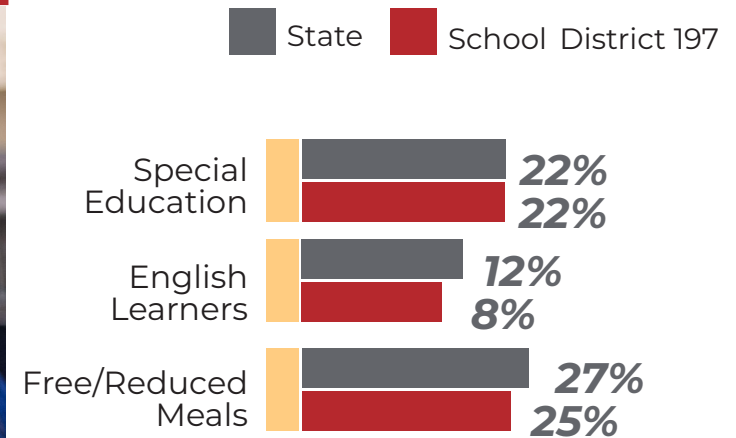


Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of three different groups on both the MCA math and MCA reading tests.

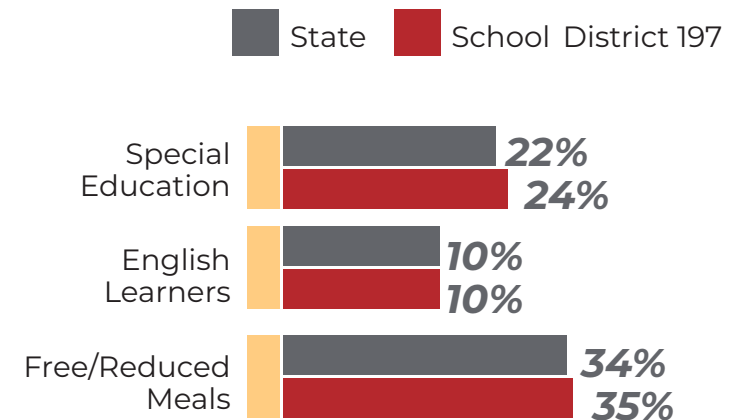


For more information, see the School District 197 Achievement & Integration plan at isd197.org.

2024 Proficiency Rates in Math for Grades 3-8 & 11



2024 Proficiency Rates in Reading for Grades 3-8 & 10



District Goal #4: All Students Graduate from High School



74%
OF HISPANIC STUDENTS
in the Class of 2023 graduated.



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

Students who graduate in four years

School
District 197

85%

State
Average

83%

The Power of Participation

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



Athletics, Activities & Clubs

63 Offered	2,396 Registrations
----------------------	-------------------------------

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

District Goal: All Students Ready for Career and College

Advanced Placement Courses

15

Offered

447

Students Enrolled

Concurrent Enrollment Courses

16

Offered

347

Students Enrolled

Centers for Advanced Professional Studies (CAPS)

4

Offered

33

Students Enrolled

Post-Secondary Enrollment Options (PSEO)

7

Institutions

28

Students Enrolled

Industry Certifications

11

Courses

351

student certifications earned



District Strategic Framework

Implemented 2023-2024 Strategic Actions



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

2023-2024 Actions

Explicit SEL Instruction

- Align elementary counseling curriculum to SEL learning targets and identify any gaps.
- Develop a coordinated approach for supporting students' social and emotional learning across the district that will include specific learning targets for students and a map for where they will be taught.

Integrated SEL with Academic Instruction

- Pilot strategies to create conditions for growth and learning across all five SEL competencies.
- Utilize AMAZEworks curriculum as part of a 3-year roll-out in the early learning and elementary sites. These books and lessons foster social-emotional learning through the lens of anti-bias education.

Youth Voice and Engagement

- Targets identified in Equity focus area under "Equitable Student Leadership and Voice"

Supportive School and Classroom Climates

- Implement administrative team learning walks (classroom visits) aligned with the Indicators of Schoolwide SEL Reflection Tool

Focus on Adult SEL

- This indicator was the focus of implementation targets in 2021-22 and 2022-23 and will be ongoing. There are no additional implementation targets in 2023-24.

Supportive Discipline

- Train school administrators on legislative changes related to school discipline practices.
- Develop and implement updated suspension procedures.
- Update non-exclusionary student support intervention resources for school teams.



District Strategic Framework

Implemented 2023-2024 Strategic Actions

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

2023-2024 Actions

Continuum of Integrated Supports

- Continue in year 2 of a nine-month cohort from MDE, enhancing the implementation of the Minnesota Multi-tiered System of Supports (MnMTSS) where SEL is integrated into a continuum of academic and behavioral supports, ensuring that all student needs are met.
- Participate in FAST for Success - Sustain with the University of Minnesota to support reading at all elementary schools.
- Participate in “Problem-Solving Teams Training” with Center for Applied Research Educational Improvement and pilot a multi-tiered system of support (MTSS) team process at Somerset.

Authentic Family Partnerships

- Develop and share information sheets with families that provide an overview of the social-emotional learning approach at each school.
- Develop content to inform families about social-emotional learning to highlight the work being done in the district, schools, and classrooms.
- Share highlights from each focus area (SEL, Equity, College/Career Exploration) in the District Newsletter regularly.
- Gather feedback on the SEL implementation targets from parents via advisory teams.

Aligned Community Partnerships

- Provide training on social-emotional competencies with a focus on adult SEL to community education coordinators, school-age care supervisors, and support staff.

Systems for Continuous Improvement

- Conduct annual surveys with students, staff, and families to gather feedback that will be analyzed and used to drive the work in SEL.
- Utilize the “Indicators of Schoolwide SEL Reflection Tool” with site leaders annually to gather feedback on SEL implementation that will guide next steps.



District Strategic Framework

Implemented 2023-2024 Strategic Actions

2 Build equitable systems and support throughout the district

2023-2024 Actions

Diverse Classrooms and Schools

- Update equity questions on student, family, and teacher survey (this item addresses all seven categories of the Equitable Systems and Supports Actions)
- Develop a method for gathering, organizing, and reporting data on participation in educational programs.
- Identify barriers to participation in extracurricular activities among underrepresented groups and develop a plan to reduce disparities in participation for the 24-25 school year at the high school level.

Teacher and Leader Quality and Diversity

- Fully implement 90-Day Check-Ins with new staff of color in the school district.
- Regularly participate in job fairs that celebrate diversity and inclusion.
- Develop partnerships with at least two Historically Black Colleges and Universities.
- Update and implement “Supporting LGBTQIA+ Students” required training at all sites.
- Offer LGBTQIA+ Allyship training at each of our secondary schools during a professional development day.
- Develop plans to add a cultural responsiveness element to teacher and principal evaluations.
- Implement Board training on the Ready for Rigor Framework for culturally responsive teaching.
- Implement Board training on Supporting LGBTQIA+ Students.

Equitable Resource Allocation

- Provide administrative team professional development about the impact of financial barriers on students and draft a plan for improvement to be implemented no later than the 24-25 school year.
- Add a summer housing instability specialist to support families over the summer months when regular school staff are not available
- Conduct regular department and site meetings, hosted by the Superintendent and Finance Director, to analyze and increase the equitable allocation of budgets and resources.



District Strategic Framework

Implemented 2023-2024 Strategic Actions

2 Build equitable systems and support throughout the district

2023-2024 Actions

Equitable Curriculum, Instruction and Assessment

- Collect and analyze data related to equitable grading practices at the secondary level and develop a plan for ensuring consistent practices and expectations.
- Continue the phased-in implementation of AMAZEworks at the Early Learning and Elementary levels.
- Implement follow-up professional development for the cohort of teachers who implemented AMAZEworks last year to integrate the tenets of anti-bias education into literacy instruction.
- Pilot schoolwide professional development on supporting multilingual learners in the mainstream classroom at Garlough.

Equitable School and Classroom Environments

- Implement administrative team learning walks aligned with the Ready for Rigor framework for culturally responsive teaching.
- Develop a tool to provide schools feedback on the diversity, equity, and inclusion of their common spaces and learning environments.
- Conduct diversity, equity and inclusion training with all operations staff and paraprofessionals over the course of the school year.
- Provide access to online training on supporting LGBTQIA+ students for non-licensed staff.
- Provide staff the option to add pronouns to their badges.



District Strategic Framework

Implemented 2023-2024 Strategic Actions



Build equitable systems and support throughout the district

2023-2024 Actions

Equitable Student Leadership and Voice

- Update the equity questions on the student survey.
- Hire at least five student ambassadors to help plan and run the multidistrict “Beyond Our Walls Equity Summit.”
- Increase student members on the Equity Advisory to at least fourteen.
- Add an Asian Student Affinity Group at the high school.
- Add a superintendent advisory group that reflects the demographics of our students.

Equitable Family and Community Partnerships

- Add at least four parent/guardian members to Equity Advisory.
- Add an equity page to the School District 197 website to share the work our students and staff are doing to build inclusive, welcoming, and equitable school communities.
- Begin to tell our equity story more intentionally in school district communications (social media, newsletters, etc.).
- Develop and implement a districtwide communications campaign to improve student attendance.
- Develop additional resources to provide at enrollment to help families new to the country navigate and advocate during the enrollment process.
- Streamline equitable intake process for students new to the country at the high school level.



District Strategic Framework

Implemented 2023-2024 Strategic Actions



Increase E-12 opportunities for career exploration and preparation

2023-2024 Actions

Course, School and Structural Support

- Design and implement a sustainable work-based learning program at Two Rivers that gives students high school credit for employment experiences in the community.
- Explore opportunities expanding intervention support at the middle and high school level.
- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Implement tasks and activities associated with the National Writing Project grant for students in grades 7-8 at Heritage Middle School.

Direct Student Supports

- Increase support for underrepresented student groups to be successful on AP exams in high priority courses.
- Support students in rigorous course grant classes (eg. AP Human Geography Enrichment, AP Biology Enrichment).
- Provide deeper experiences for students through field trips and guest speakers in rigorous course grant classes.
- Continue refining recruitment process for students to enroll in courses associated with the grant.
- Implementation of BARR - Building Assets, Reducing Risks for students in grade 9.
- Continue to review and refine transition procedures for students from elementary to middle school and from middle school to high school..



District Strategic Framework

Implemented 2023-2024 Strategic Actions



Increase E-12 opportunities for career exploration and preparation

2023-2024 Actions

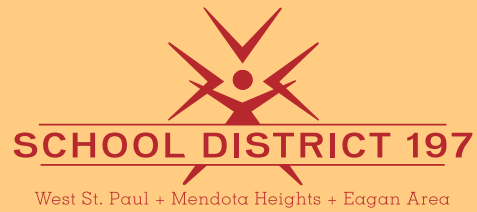
Career and College Readiness

- Implement year 2 courses within the Expansion of Rigorous Grant - AP Pre Calc, AP Government, CE Guitar Techniques
- Increase the number of staff who are credentialed to teach courses that provide high school credit and college credit concurrently.
- Increase the number of concurrent enrollment courses.
- Increase the number of students who enroll in, and are successfully completing, concurrent courses.
- Identify at least one course in each career pathway that can provide college credit or industry-relevant certifications.

Career and Technical Education Pathways

- Develop at least one course in the Agriculture, Food and Natural Resources career pathway for implementation no later than SY25-26.
- Develop a plan for creating full pathways in each of the six Career pathways.
- Develop and implement a plan to increase communication about courses and career pathways during the registration process.
- Align/consider MS elective opportunities to CTE pathways for implementation in SY24-25.





Together, We Thrive.



SCHOOL DISTRICT 197

STRATEGIC IMPLEMENTATION PLAN



2024-2025

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INTRODUCTION

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

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

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

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

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

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

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

STRATEGIC FRAMEWORK (*adopted June 2020*)

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

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

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

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

EQUITY

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

ACHIEVEMENT

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

FOCUS AREAS

1

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

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

4

FOCUS AREAS & IMPLEMENTATION TARGETS

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

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

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

...and to achieve our goals.

School District 197's goals are:

- All students are academically and socially ready for school
- All 3rd graders can read at grade level
- All racially and economic achievement gaps are closed
- All students graduate from high school
- All students are college and career ready.

In the pages that follow, you will find the specific strategies (aka Implementation Targets) we have selected for the 2024-25 school year. They are grounded in research and based on the ongoing feedback we receive from students, staff, families and our community.



FOCUS AREAS OVERVIEW: SOCIAL-EMOTIONAL LEARNING

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

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

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

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

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

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

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

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



Explicit SEL instruction



SEL integrated with academic instruction



Youth voice and engagement



Supportive school and classroom climates



Focus on adult SEL



Supportive discipline



A continuum of integrated supports



Authentic family partnerships



Aligned community partnerships



Systems for continuous improvement

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: SEL

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

Explicit SEL Instruction

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

Objectives:

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

Integrated SEL with Academic Instruction

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

Objectives:

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

Youth Voice and Engagement

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

Objective:

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

Supportive School and Classroom Climates

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

Objectives:

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

Focus on Adult SEL

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

Objective:

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

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: SEL

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

Supportive Discipline

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

Objectives:

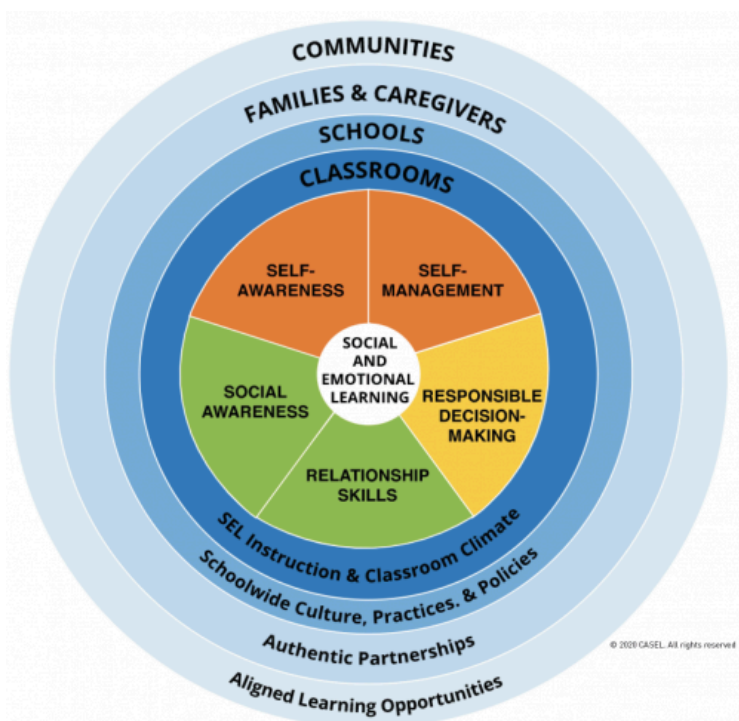
- Provide sessions on “Student Support Strategies” to establish a foundation of strategic support for emotional regulation and connection in the classroom during Training Academies for new and middle school staff.
- Explore and enhance the use of restorative practices across the district to build community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

Continuum of Integrated Supports

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

Objectives:

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



FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: SEL

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

Authentic Family Partnerships

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

Objective:

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

Aligned Community Partnerships

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

Objective:

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

Systems for Continuous Improvement

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

Objectives:

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

FOCUS AREAS OVERVIEW: EQUITY

“Build equitable systems and support throughout the district”

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

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

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

Diverse Classrooms and Schools

Removing barriers and developing systems that reduce disparities in participation in educational programs and extracurricular activities.

Teacher and Leader Quality and Diversity

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

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.

Equitable Curriculum, Instruction and Assessment

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

FOCUS AREA OVERVIEW:

EQUITY (continued)

Equitable Learning in Classroom and Other School 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.

Equitable Student Leadership and 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.

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.



FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: EQUITY

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

Diverse Classrooms and Schools

Removing barriers and developing systems that reduce disparities in participation in educational and extracurricular programs.

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

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: EQUITY (continued)

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.
- Increase awareness of financial assistance for activities fees.

Equitable Curriculum, Instruction and 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.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: EQUITY (continued)

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 Student Leadership and 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.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: EQUITY (continued)

Equitable Family 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.



FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS

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

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

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

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

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

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

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

FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS (continued)

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

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

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

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



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

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

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



FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: CCR

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

Course, School and Structural Support

Expanding and sustaining opportunities to improve student outcomes

Objectives:

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

Direct Student Supports

Reducing barriers to improve students outcomes for underrepresented student groups.

Objectives:

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

FOCUS AREA IMPLEMENTATION TARGETS FOR 2024-2025: CCR (CONTINUED)

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

Career and College Readiness

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

Objectives:

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

Career and Technical Education Pathways

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

Objectives:

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

ANNUAL REPORT & OTHER PERFORMANCE MEASURES

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

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

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

- All students are academically and socially ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students graduate from high school
- All students are ready for career and college

Measurements used to assess progress minimally include those listed below.

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



ANNUAL REPORT & OTHER PERFORMANCE MEASURES (continued)

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

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

PLAN FOR PROGRAM IMPROVEMENT

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

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

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

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

SCHOOL DISTRICT 197 CONTINUOUS IMPROVEMENT MODEL



2024-2025 ANNUAL ACADEMIC ACHIEVEMENT TARGETS

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

DISTRICT GOALS

All students are academically and socially ready for school.

- The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2025.

All third graders can read at grade level.

- The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 62% spring 2024 to 64% in spring 2025.

All racial and economic achievement gaps are closed.

- The gap between students of color and white students in grades 1-8 will decrease 2% from 29% in fall 2024 to 27% in spring 2025 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:
 - White students will increase 2% from 75% in fall 2024 to 77% in spring 2025
 - Students of color will increase 4% from 46% in fall 2024 to 50% in spring 2025
- The gap between students of color and white students in grades 1-8 will decrease by 2% from 34% in fall 2024 to 32% in spring 2024 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:
 - White students will increase 2% from 79% in fall 2024 to 81% in spring 2025
 - Students of color will increase 4% from 45% in fall 2024 to 49% in spring 2025

All students graduate from high school.

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

- The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 85% in 2023 to 87% in 2024.
- The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 61% in 23-24 school year to 63% in 24-25 school year.

2024-2025 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

All students are ready for career and college.

- The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 19% in spring 2024 to 21% in spring 2025.
- The percentage of students with a cumulative GPA of 2.7 will increase from 60% in spring 2024 to 62% in spring of 2025.

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

SITE GOALS

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

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

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

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

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

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

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

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

MULTI-TIERED INTERVENTION MODEL

Annually, each student's progress toward meeting state and local academic standards is assessed. The assessment measures vary by grade level. In kindergarten through grade 4, Curriculum Based Measures through the Formative Assessment System for Teachers (FASTBridge) are used in reading. In grades 2-9, computer adaptive tests through FASTBridge are used for reading and math.

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

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

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

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

REQUIRED NOTICES

ACCESS TO DIVERSE TEACHERS

Annually, the Human Resources Department provides data on effective teachers, which includes demographic information including race. The data is reviewed at each site prior to the spring hiring season to assess the degree to which licensed teachers in district and/or school reflect the diversity of students enrolled. The Equity Advisory Committee also makes recommendations regarding the means to improve students' equitable access to effective and more diverse teachers.

GIFTED AND TALENTED IDENTIFICATION PROCESS

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

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

ACCELERATION

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

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

REQUIRED NOTICES (continued)

EARLY ENTRANCE TO KINDERGARTEN

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

SCHOOL READINESS

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

ADVISORY COMMITTEES & FEEDBACK

PARENT, COMMUNITY, STUDENT & STAFF ADVISORY COMMITTEES

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

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

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

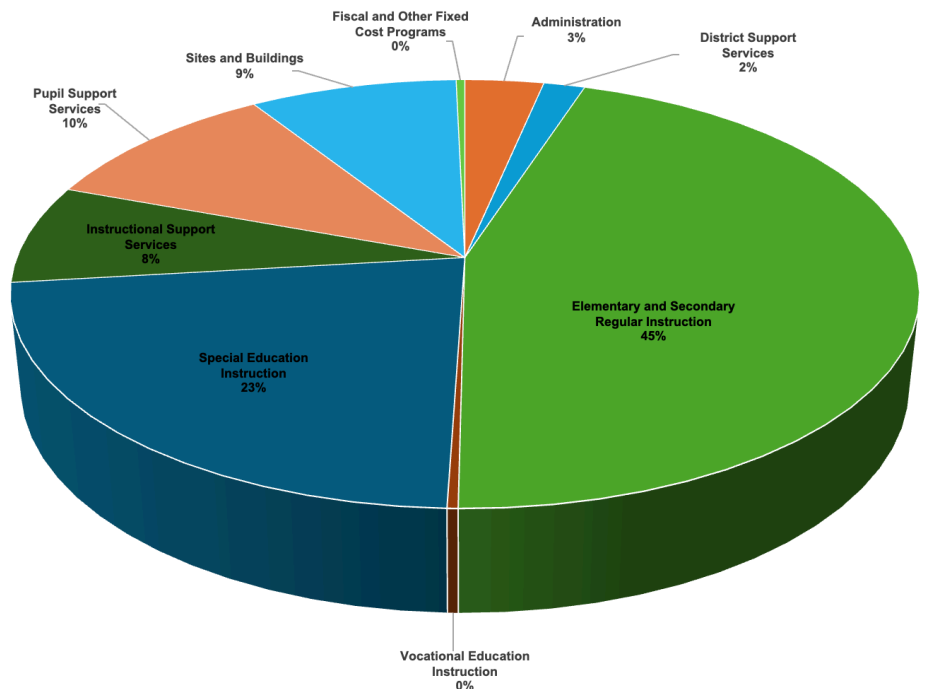
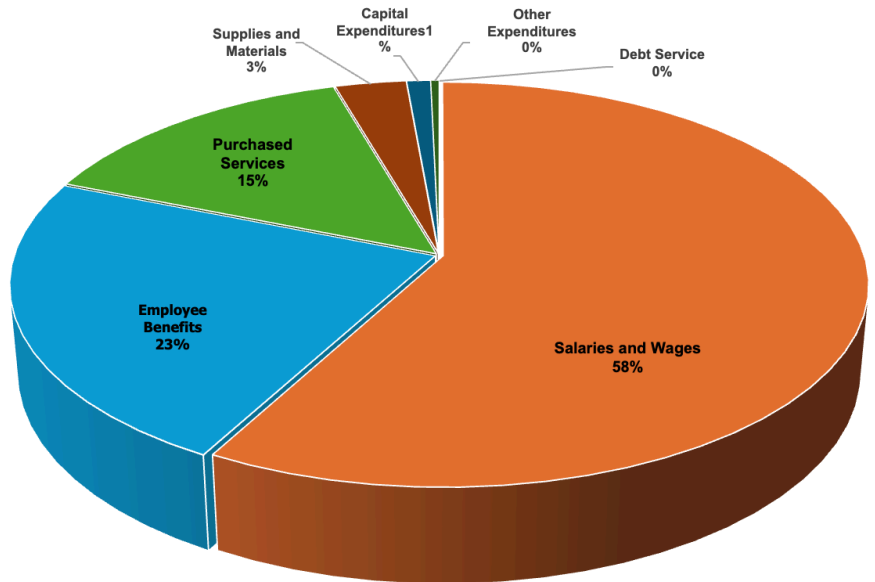
CONSTITUENT FEEDBACK

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

ANNUAL BUDGET

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

To the right you will find two graphs outlining how our budget is used. The top graph shows how our budget is used when looking at the type of expenditures. The bottom graph shows how our budget is used when looking at the percent spent on different types of programs. Within these budgets, we have allocated sufficient funds to accomplish the implementation targets for the 2024-25 school year.



SCHOOL BOARD REPORT: BRANCH OUT

**Presented by: By Rachel Johnston
Special Education Coordinator
October 7, 2024 School Board Meeting**



WHO WE ARE



OUR MISSION

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

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



INDEPENDENT LIVING



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

WORKFORCE TRAINING



We continue to broaden the work opportunities our students experience. Last year's highlight was working at Drew's Popcorn for the MN State Basketball Tournament. Other sites include Coffee Carts, Early Learning Center, Moreland Library, Thompson Park, and Wentworth Library. Our students also toured the Hastings Beauty School to learn about that career and got a little bit of papering as well!

POST-SECONDARY EDUCATION



Our students continue to experience post-secondary education opportunities at Dakota County Technical College. We are getting creative with post-secondary opportunities this year as DCTC has shifted their course offerings.

POINTS OF PRIDE



POINT OF PRIDE:

LARGEST BEGINNING CLASS EVER

We started the year with 31 students! More than in any year so far!



POINT OF PRIDE: NEW YEAR - NEW LOOK!

New carpeting +
Fresh paint +
New furniture +
New logo =
Program Pride



POINT OF PRIDE:

REAL PROGRAM TALENT SHOW



Branch Out learners are welcome to participate in the REAL Program talent show in the spring. This year we had HALF of the participants!



WHAT'S NEW



WHAT'S NEW:

NEW TEACHERS NEW IDEAS

- Two new teachers with fresh ideas and approaches to transition programming!



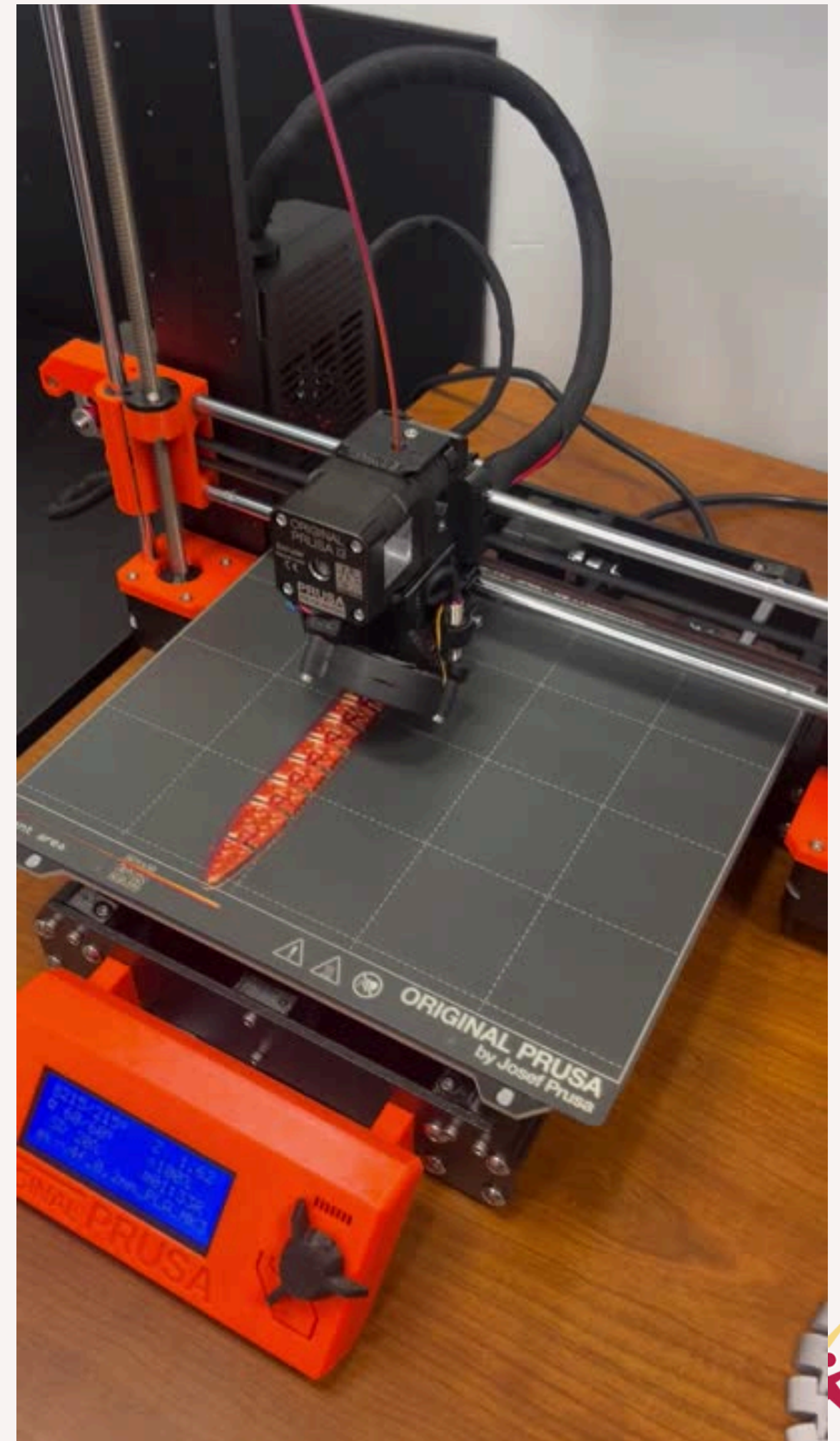
Welcome to Karen Bird and Lauren Meyer!



WHAT'S NEW

3D PRINTER EXPERIENCE

We are so excited for our new 3D printer in the Assistive Technology Resource Center for some technical work experience for our learners!



WHAT'S NEW

NEW FLAG!

We are proud that we were the first school in the district to order and display the new Minnesota State Flag.



LOOKING AHEAD



LOOKING AHEAD:

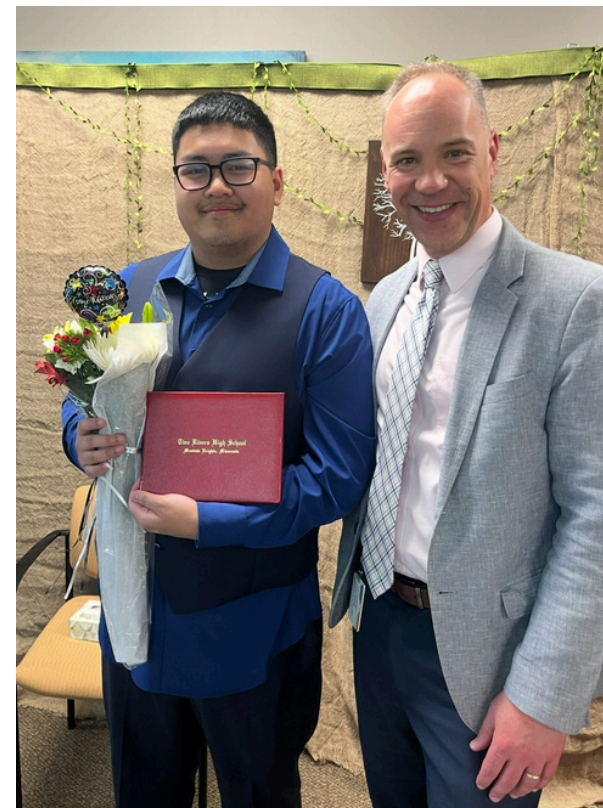
EXPANDING WORK-BASED LEARNING OPPORTUNITIES



LOOKING AHEAD:

GRADUATION AT AGE 22

With the law change that allows students to receive services until their 22nd birthday, we are navigating new graduation celebrations!



THANK YOU



SCHOOL BOARD REPORT: EARLY LEARNING

**Presented by: Laurie Hume
Assistant Director of Early Learning
October 7, 2024 School Board Meeting**





WHO WE ARE





OUR MISSION

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





OUR PROGRAMS & SERVICES

Community Preschool/School Readiness

- Children 3 years to pre-kindergarten

Early Childhood Family Education

- Families with children birth to 6 years

Early Child Special Education

- Families and children birth to 6 years

Screening

- Children 3 years to pre-kindergarten



LOCATIONS



Early Learning and Family Resource Center

- **Screening**
- **Community Preschool, School Readiness Plus, ECFE and ECSE**

Pilot Knob STEM Magnet

- **Community Preschool, ECFE and ECSE**







POINTS OF PRIDE



POINT OF PRIDE: NEW LARGE MOTOR EQUIPMENT

- Thanks to a grant from the ISD 197 Foundation, we were able to purchase new equipment for our new outdoor space and gym.



POINT OF PRIDE:

STUDENT GROWTH

- Our students made significant growth in all developmental areas from fall to spring last year.
- The TS Gold Formative Assessment was used to assess skills.

	Social/ Emotional	Physical	Language	Cognitive	Literacy	Math
Fall	27	56	44	35	35	30
Winter	70	93	73	82	74	72
Spring	90	96	84	91	86	87



POINT OF PRIDE: ENROLLMENT GROWTH

- All programs had increased enrollment in 23-24

Year	Screening	ECFE	Preschool
22-23	359	113	203
23-24	417	209	235



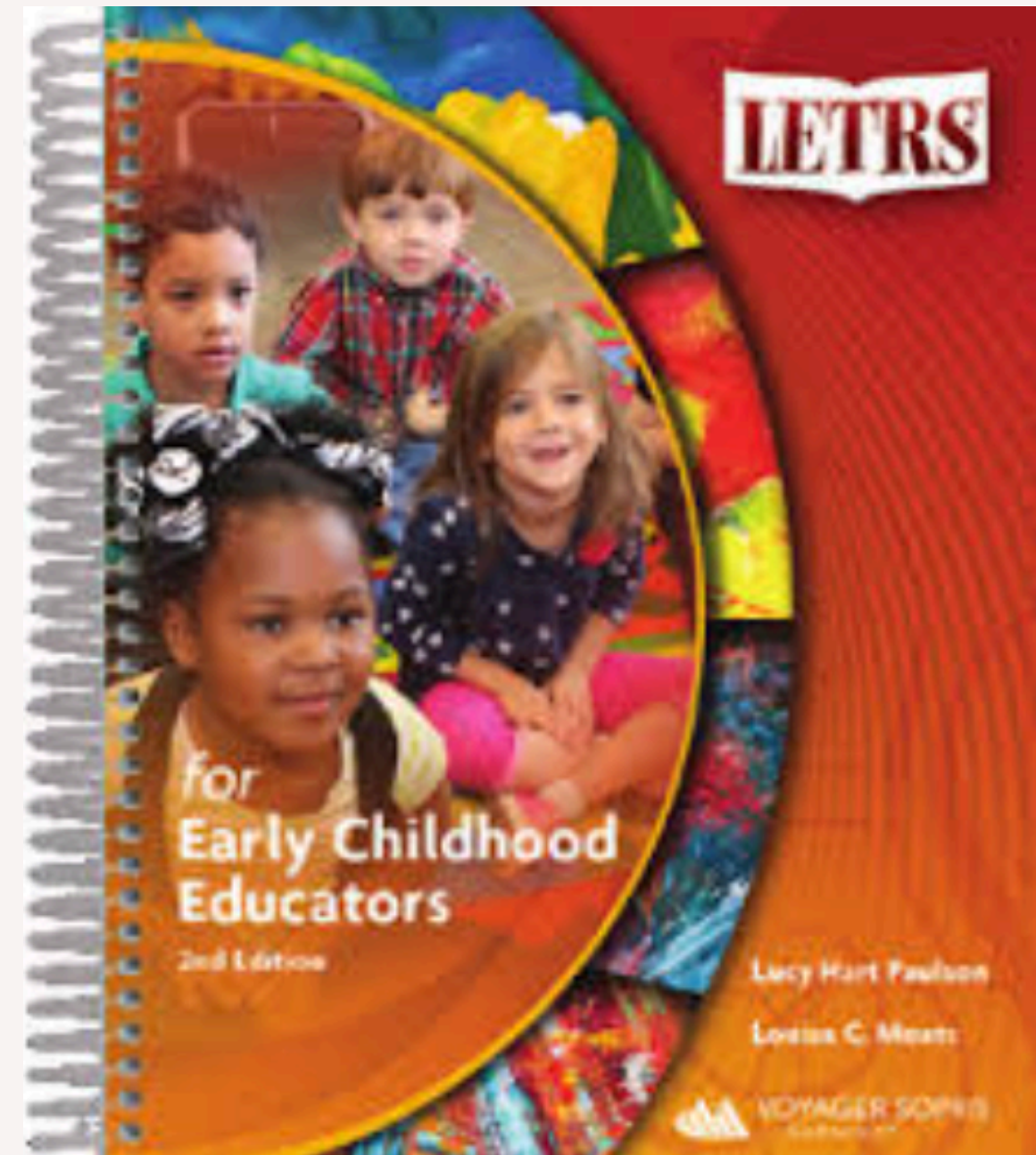
WHAT'S NEW



LOOKING AHEAD:

LETRS TRAINING FOR EARLY LEARNING STAFF

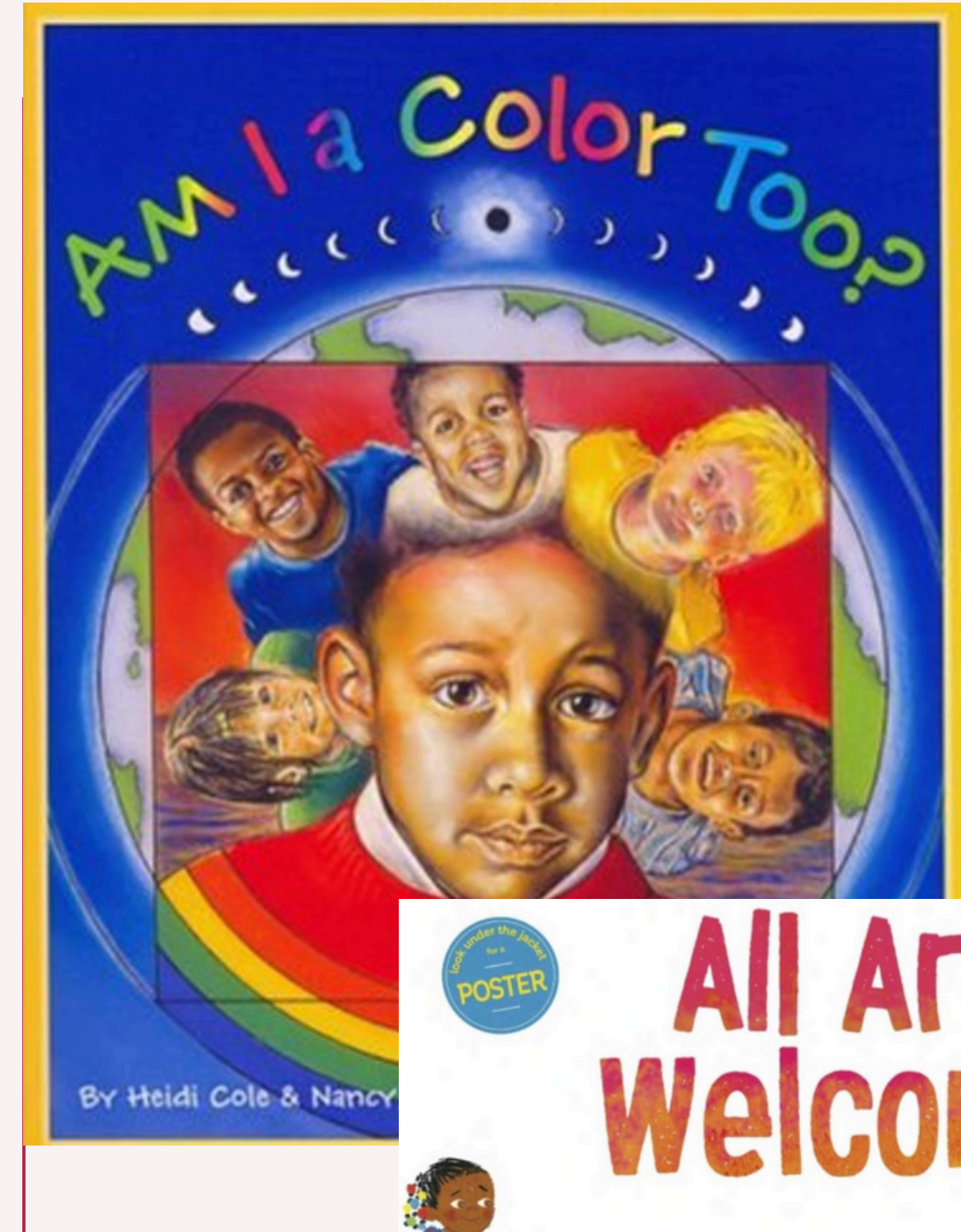
- Training in the science of reading for all preschool staff



LOOKING AHEAD:

AMAZEWORKS CURRICULUM

- Implementation of an antibias curriculum
- 20 books that allow all of our students to see themselves in literature



LOOKING AHEAD:

FAMILY DANCE PARTY

All families enrolled in an Early Learning program are invited to our Family Dance Party

ALMAS will be the DJ



THANK YOU





School Health Advisory Council (SHAC)

Presented to the School Board October 7, 2024
By Sara Lein Director of Special Services and
Stacie O'Leary, District Health Services Lead

Purpose



To provide opportunities, facilitate collaboration and promote communication among the district, community and parents in order to ensure high quality health programs in every school.

Team Members



Stacie O'Leary	Health Coordinator	Sara Blair	Director of Communications
Anna Milz	Parent/Pediatrician	Sara Lein	Director of Special Services
Beth Reilly	Dakota County Public Health Supervisor	Byron Schwab	School Board Member
Kelly Johnson	ACP - Director of Community and School-Based Services	Ben Kursch	Tri-District Director
Tracy Westman	Retired Physical Education teacher	Luke Forster	School Resource Officer
Pat Schoon	Community member and Metropolitan State University Professor	Austin Hatch	Licensed Alcohol and Drug Counselor, Phase Zero
Sue Powell	Principal - Garlough	Keri Otterson	360 Communities Partners for Success Supervisor

SHAC Vision and Mission



Vision

Coordination of health professionals, community and school members that actively work on ensuring healthy and safe learning environment for all students.

Mission

To provide a healthy and safe environment where all students achieve their personal goals and academic potential by maintaining healthy attitudes and behaviors.

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



The whole school whole community whole child approach is a national initiative occurring in many school districts around the country. MDH and CDC strongly encourage school districts to use this tool.



HEALTH AND WELL-BEING



0:03 / 2:03



HD



A Collaborative Approach to Learning and Health

[Video Link](#)

2023- 2024 School Year



- Combined chemical advisory group with the school health advisory group
- Strengthened partnerships for collaborating with stakeholders (community, county, local clinics)
- Continue to work collaboratively with the District's Wellness Program
- Big focus was on immunization compliance with great success

2024 - 2025 School Year



- Dakota County public health top eight priorities

Mental health	Substance use
Chronic school absenteeism	Food insecurity
High housing costs	Dental care access
Physical inactivity	Access to health care

- Licensed nurses in all schools
- Immunization/dental clinic options for families/community members
- All staff training on health topics (asthma, epi-pens, diabetes, seizures, 911, Naloxone, AED, Confidentiality)

Questions?