



Strategic Framework

Equity

Implementation Target Update

January 12, 2026

School Board Meeting

Presented By:

Peter Mau, Assistant Superintendent

Focus Areas

FOCUS AREAS

1

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

2

Build equitable
systems and support
throughout the district

3

Increase E-12
opportunities for
career exploration
and preparation

Equity Advisory

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

We Are All Responsible for Equity

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

Focus Area: Equity



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

Diverse Classrooms and Schools

School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools.

Objectives:

- Increase Unified programming/opportunities for middle school students.
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation.

Diverse Classrooms and Schools

Objective:

Increase Unified programming/opportunities for middle school students.

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:

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

2

Build equitable
systems and support
throughout the district

Teacher and Leader Quality and Diversity

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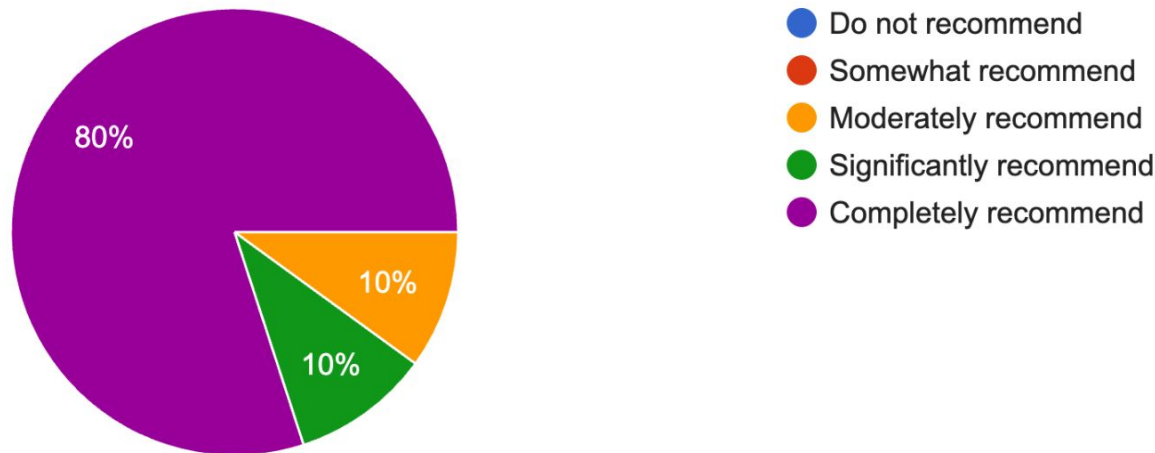
We had over 30 participants join the Learning from Place: B'dote trip hosted by the MN Humanities Center.

- Fort Snelling State Park – The site of the Bdote
- Wicahapi (formerly Indian Mounds Regional Park)
- Ojéyawahe/Pilot Knob Preservation Site

Teacher and Leader Quality and Diversity

To what extent would you recommend other School District 197 staff attend the B'dote tour?

10 responses



Teacher and Leader Quality and Diversity

Perspectives and Impact:

- “It has made me far more thoughtful in how I present the content specific to the literature and units we have created.” - Sarah Walburg, Middle School Reading Teacher
- “I am currently teaching a unit on Honoring Native Voices through picture books. I think the tour has indirectly impacted my work because it increased my awareness and understanding of certain topics and empowered me to share my knowledge even though I am not an expert.” - Participant

Teacher and Leader Quality and Diversity

Perspectives and Impact:

- “I try to make sure curriculum and program services include voices from our Native American community.” - Laurie Hume, Assistant Director of Early Learning
- “I view the community I live in differently knowing its history. It deepened my passion for educational equity for marginalized communities.” - Katie Quinlan, Elementary Curriculum Coordinator

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:

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

Equitable Curriculum, Instruction & Assessment

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

Objectives:

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

Equitable Curriculum, Instruction & Assessment

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

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



Equitable School and Classroom Environments

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

Objectives:

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

Equitable School & Classroom Environments

Objective:

Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.

**Supporting
2SLGBTQ+
People in Our
Schools**

School District 197 - Together We Thrive!
SY25-26



Staff expectations:

1. Immediately intervene if bullying, put-downs, or any discriminatory comments or actions are taking place.
2. Promote and model inclusion and acceptance in their classrooms, programs, and other spaces.
3. Participate in professional development intended to improve the knowledge, skill, and capacity to prevent, identify, and respond to bullying, harassment, discrimination, violence, or another marginalizing action.

2

Build equitable systems and support throughout the district

Equitable Student Leadership & Voice

2

Build equitable
systems and support
throughout the district

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:

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

Equitable Family and Community Partnerships

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

Objectives:

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

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Questions?