



# ***Equity Advisory and Strategic Framework Equity Implementation Target Update***

**May 4, 2026  
School Board Meeting**

Presented By:

Peter Mau, Assistant Superintendent

Kevin Sheridan, Educational Equity Coordinator

# School District 197 Equity Advisory

## 2025-2026

# Role

The role of the District 197 Equity Advisory is to advise district administration in matters related to equity, especially as they relate to the work of the Strategic Framework.

Specifically, the Equity Advisory will provide input and feedback on the broad outcomes for the Equity Focus Area of the Strategic Framework as well as goals and metrics of equity-related action plans. Further, the Equity Advisory will receive regular updates on the progress of the equity action plans. In addition, members will have opportunities to share about site-specific equity work they are engaged in as well as equity challenges they are facing.

# Equity Focus Area

## **Commitments for District 197's Equity Work:**

- Diverse Classrooms and Schools
- Teacher and Leader Quality and Diversity
- Equitable Resource Allocation
- Equitable Curriculum, Instruction and Assessment
- Equitable School and Classroom Environments
- Equitable Student Leadership and Voice
- Equitable Family and Community Partnerships

# Members

- Andrea Boe, Pilot Knob Teacher
- Nell Barri, American Indian Ed. Coordinator
- Jess Cabak, HS Principal
- Olivia Caban, HS Student
- Logan Crabtree, HS Student
- Salma Dalmar, HS Student
- Allie Duellman, Somerset Teacher
- Farhiyo Farah, East African Liaison
- Leah Foxhill, Family
- Evangeline Fuentes, HS Student
- Sean Garrick, Family
- Dominique Harness, Family & FH Teacher
- Imogen Hegg, HS Student
- Arafo Issa, HS Student
- Chucky Her, Friendly Hills Counselor
- Arafo Issa, HS Student
- Debbi Krohn, Mendota Teacher
- Miles Lawson, Secondary Curriculum Coordinator
- Alana Lucio, Family
- Sara Maldonado, Moreland Teacher
- Peter Mau, Assistant Superintendent
- Aubrey McMahon, HS Student
- Nicole McMahon, Family, AIPAC Chair
- Aliya Mohamed, HS Student
- Halima-Nawaal Mohamoud, HS Student
- Andrea Saenz, ESL Coordinator
- Rob Sahli, Moreland Principal
- Kevin Sheridan, Educational Equity Coordinator
- Jon Vaupel, School Board Member
- Kelli Walters, ELC Lead Teacher
- Kate Wedewer, HS Student

# Highlights

## **Continued updates to Equity Advisory about targets and other initiatives.**

- Supporting People Who Identify 2SLGBTQ+ professional development session for all licensed staff
- Progress with creating a student advisory group for the Nutrition Services Team
- Update on the Ojibwe class at Two Rivers
- Progress with increasing the number of internships and earned certifications by high school students of color

# Highlights

## **Provided a forum for groups to share:**

- The Chair of our American Indian Parent Advisory Committee shared about AIPAC's role in the district and their process for an annual vote
- Queer Equity Leadership Team shared suggestions for updating language in our Diversity, Equity and Inclusion Tool for sites to reflect on how our physical spaces make people feel seen and affirmed.

# Highlights

## **Supported the development of the Language Access Plan:**

- Reviewed various district plans and MDE guidance
- Provided input and feedback on the School District 197 Plan

# Highlights

## **Input and Feedback opportunities for the development of our new three year Achievement & Integration Plan**

- Reviewed current programs and provided feedback
- Offered recommendations for the FY27-29 Plan

# Equity Focus Area Implementation Targets 2025-2026

# 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.

# 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

# 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 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:

Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.

- Making Each Student Feel Seen and Welcome
- Creating a class environment that is affirming and inclusive
- Engaging Families in Affirming and Inclusive Ways



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 Student Leadership & Voice

2

Build equitable systems and support throughout the district

## Youth Ambassadors

- Develop equity driven leadership
- Explore personally important equity issues
- Co-lead a break session at the Equity Summit



# 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.

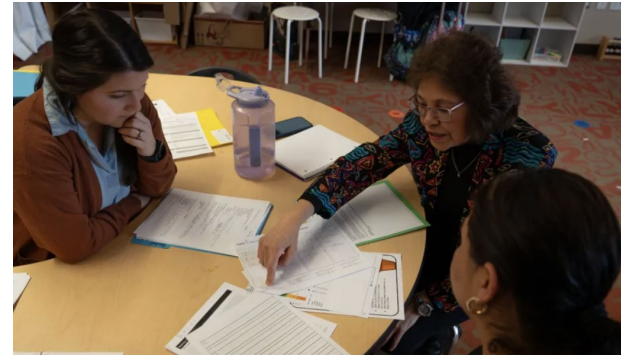
## *Objectives:*

- 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.

# Equitable Family & Community Partnerships

**Objective:** 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.

**Objective:** Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.



# Equitable Family & Community Partnerships



**Together we CARE.**  
**Together we THRIVE.**

Our team of cultural liaisons, translators, and interpreters plays a vital role in our school community, and we are deeply grateful for the care, connection, and expertise they bring to their work each day. While their role is always essential, this year they stepped in to support students and families in even more ways—meeting needs with heart and a deep commitment to our community.

Their impact reaches across every school. They are trusted partners in helping families feel welcomed, supported, and connected.



**Together, we want all families to know: you belong here, and we are grateful you are a part of our community.**

**Questions?**