

Regular Meeting and Work Session  
Monday, October 26, 2026 5:00 PM

District Office Training Room  
West St. Paul/Mendota Heights/Eagan Area  
Schools  
1897 Delaware Avenue  
Mendota Heights, Minnesota 55118

## **Agenda**

1. Call Meeting to Order and Recite Pledge of Allegiance - 5:00 p.m.  
**Presenter:** Sarah Larsen, School Board Chair
2. Approval of the Agenda  
**Presenter:** Sarah Larsen, School Board Chair
3. Approval of the Consent Agenda  
**Presenter:** Sarah Larsen, School Board Chair
  - 3.A. Approval of Minutes of the October 12, 2026 School Board Meeting
  - 3.B. Approval of Personnel Recommendations
  - 3.C. Administrative Review of Policy 403: Discipline, Suspension, and Dismissal of School District Employees
  - 3.D. Approval of Heritage Middle School Field Trip
  - 3.E. Approval of 2026-2027 READ Act Memorandum of Agreement between ISD 197 and the West St. Paul Federation of Teachers
  - 3.F. Approval of Joint Powers Agreement between Dakota County and School District 197 for Public Health-Related CAPS Program
4. Comments to the School Board - 5:05 p.m.  
**Presenter:** Sarah Larsen, School Board Chair
5. First Reading of Policy 806: Crisis Management - 5:10 p.m.  
**Presenter:** Mark Fortman, Director of Operations; Sara Lein, Director of Special Services
6. Presentation of 2026-2027 Enrollment Update - 5:20 p.m.  
**Presenter:** Peter Mau, Assistant Superintendent
7. Presentation of 2026-2027 Annual Plan - 5:35 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment
8. Presentation of Revised 2027-2028 Academic Calendar and 2028-2029 Academic Calendar Draft - 6:10 p.m.  
**Presenter:** Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment
9. Adjournment - 6:30 p.m.  
**Presenter:** Sarah Larsen, School Board Chair

School District 197  
West St. Paul-Mendota Heights-Eagan Area Schools  
Regular Meeting  
Monday, October 12, 2026  
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, October 12, 2026 beginning at 6:00 p.m. pursuant to due notice.

The meeting was called to order by current School Board Chair Larsen at 6:00 p.m. The following School Board members were present: Tim Aune, Marcus Hill, Sarah Larsen, Byron Schwab, Morgan Steele, Jon Vaupel, Randi Walz. School Board student representatives Aubrey McMahon and Clara Rebhan were present. Superintendent Peter Olson-Skog was present.

Also present for the meeting were: Peter Mau, Assistant Superintendent; Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment; Sara Lein, Director of Special Programs; Brian Schultz, Director of Finance; Sara Blair, Director of Communications; Tye Michaels, Director of Human Resources, Lisa Grathen, Director of Community Education; Mark Fortman, Director of Operations.

**Agenda**

*It was moved by Ms. Steele and seconded by Mr. Aune to approve the 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. Walz and seconded by Mr. Vaupel to approve the consent agenda items as presented:*

- Approval of the September 28, 2026 School Board Meeting Minutes
- Approval of Personnel Recommendations
- Administrative Review of Policy 421: Gifts to Employees
- Approval of August 2026 Accounts Payable Report
- Approval of August 2026 Treasurer's Report
- Approval of September 2026 Wire Transfers Report
- Approval of TRHS Key Club Field Trip
- 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).*

**Student Representatives' Report**

Student representatives Clara Rebhan and Aubrey McMahon shared updates highlighting student activities, community engagement, and school events throughout the district. Elementary schools celebrated fall festivals, fundraisers, family activities, and outdoor learning opportunities, while middle school students participated in cultural exchanges, environmental education, and school spirit events. At Two Rivers High School, students celebrated Homecoming, participated in the Warrior 5K, and demonstrated leadership through Future Warrior Day and community service activities. The representatives also highlighted athletic accomplishments, academic

recognition, and student involvement in charitable initiatives.

### **Recognitions**

The School Board recognized the Heritage E-STEM Mariachi Band, led by Cristela Koski, for sharing their musical talents at school and community events. Two Rivers High School students Adam Hauth and Grant Jedlicka were recognized as National Merit Semifinalists, and Archer Jedlicka was recognized as a National Merit Commended Student. The Board also honored retired district employee Stacie O'Leary, recipient of the National School-Based Health Alliance's G.R.I.T. Award, for her leadership in establishing Warrior Care at Two Rivers High School. Additionally, Tim Johnson and Brenda Myran were recognized for their work supporting programming for adults age 55 and older at Thompson Park Activity Center.

### **Superintendent's Report**

Superintendent Peter Olson-Skog highlighted a positive start to the school year, including Homecoming celebrations, Future Warrior Day, and the Warrior 5K and Family Mile benefiting the ISD 197 Education Foundation. He recognized the 2026 Warrior Hall of Fame inductees: Phil Haig, Ann Kennedy, Joe Stinziani, and Avery Vogen, for their accomplishments in athletics and contributions beyond high school. The Superintendent also acknowledged Hispanic Heritage Month and Indigenous Peoples Day, emphasizing the district's commitment to celebrating diverse cultures and honoring the Dakota people's historical and ongoing connection to the land. He concluded by recognizing district principals for their leadership and dedication during National Principals Month.

### **Site Report: Early Learning Center**

Laurie Hume, Assistant Director of Early Learning, presented an update highlighting the Early Learning Center's commitment to providing high-quality, developmentally appropriate early childhood experiences. Points of pride included expanded nature-based learning opportunities, a reorganization of Early Childhood Family Education (ECFE) to strengthen family outreach, and partnerships with community organizations. Looking ahead, the Early Learning Center is piloting three curricula, including Frog Street, Creative Curriculum for Preschool, and TeachTown, and will welcome three Early Learning Reading Corps tutors. Staff, including paraprofessionals, will also participate in Ready for Rigor equity training to support inclusive learning environments.

### **Site Report: Branch Out**

Rachel Johnston, Special Education Supervisor, presented an update on the Branch Out Transition Program, which supports students in developing independent living, employment, and self-advocacy skills. Highlights included the grant-funded Ambassadors for Respect initiative, an accessible outdoor classroom, and Career Climber Awards recognizing student accomplishments. The program is expanding community-based employment opportunities and partnerships, including an Adopt-a-Stop initiative with Metro Transit that provides volunteer experiences and transportation benefits. Future priorities include improving pedestrian and transit accessibility, expanding vocational training sites, and offering additional educational opportunities through community and postsecondary partnerships.

### **Presentation of Levy Update**

Superintendent Olson-Skog presented an informational update regarding the proposed capital project levy appearing on the November 3, 2026, ballot. The presentation outlined the district's approximately \$2 million annual funding gap, more than \$3.2 million in budget reductions over the past two years, and the proposed levy, which would generate approximately \$4.6 million annually for 10 years beginning in the 2027-28 school year. Funds would support existing eligible expenses, including instructional materials, safety and security, building maintenance, utilities, and transportation, while helping rebuild the district's fund balance toward its 8% target. The presentation also addressed estimated property tax impacts, potential additional budget reductions of \$2 million to \$4 million if the levy is not approved, and the separate Permanent School Fund constitutional amendment appearing on the November ballot.

### **Adjournment**

***It was moved by Mr. Schwab and seconded by Ms. Steele to adjourn the meeting at 7:43 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 Monday, October 26, 2026 at 5:00 p.m. It will be held in the School District 197 District Office Training Room, 1897 Delaware Avenue, Mendota Heights. *Please refer to the district website for possible changes to any meeting times/locations.*

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.

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Sarah Larsen  
School Board Chair

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Jon Vaupel  
School Board Clerk

**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** October 26, 2026

**SUBJECT:** Personnel Recommendations

The following personnel items are recommended for approval at the School Board Meeting on October 26, 2026.

**Non-Licensed Employment**

- Fox, Daniel - 8 hours a day Districtwide Bus Driver at an hourly rate of \$25.71 effective October 20, 2026.
- Larsen, Sarah - 1.0 FTE Community Education Adult and Family Program Coordinator at Thompson Park Activity Center at an annual salary of \$70,140 effective October 15, 2026.
- Leonhardt, Daniel - 3.75 hour a day Kitchen Assistant at Two Rivers High School at an hourly rate of \$19.24 effective October 12, 2026.
- Taylor, Hunter - 8 hours per day Districtwide Grounds Worker at an hourly rate of \$27.81 effective October 12, 2026.
- Rode, Dawn- 6 hour a day Kitchen Assistant at Two Rivers High School at an hourly rate of \$19.24 effective October 21, 2026.
- Sanchez Viera, Jorge - 8 hours a day Buildings and Grounds worker at Friendly Hills Middle School at an hourly rate of \$21.34 effective October 20, 2026.

**Non-Licensed Employment Resignation, Retirement, Terminations**

- Goss, Timothy - Districtwide Grounds Maintenance, resignation effective October 24, 2026.
- Hanson, Eric - Special Education Paraprofessional, resignation effective October 7, 2026.



**TO:** School Board Members

**FROM:** Tye Michaels, Director of Human Resources

**DATE:** October 26, 2026

**SUBJECT:** Administrative Review of Policy 403, Discipline, Suspension, and Dismissal of School District Employees

### **BACKGROUND**

An administrative review of Policy 403 has been performed and the current policy adheres to the district's processes and procedures currently in place. The district's current policy was reviewed against MSBA's model policy and continues to match that language. This policy was last updated in April of 2024.

School District 197 reviews its policies on a 3-year cycle unless otherwise required by law. Typically, recommended policy changes are brought to the school board for three readings, with approval at the third reading. However, when the administration is recommending minor or no changes to the policy, it is labeled as an "administrative review." Consistent changes the board has asked to be applied to policies are considered minor. One example is using more inclusive language such as using "parent/guardian" instead of just "parent."

When labeled an "administrative review" the policy is placed on the consent agenda for a single reading with a recommendation to approve the policy as presented. As a reminder, board members always have the opportunity to remove a policy from the consent agenda to discuss it as part of the main agenda.

This policy was also reviewed using the district's Four-Way Equity Test. The policy is operational in nature and is designed to ensure fair and consistent employee accountability rather than directly advancing educational equity outcomes. Its strongest equity connection is the requirement that employees comply with federal and state human rights laws and the identification of violations of others' rights as misconduct subject to discipline. While the policy does not explicitly address equitable access, barrier removal, or academic rigor, it helps create the professional and legally compliant environment necessary to support those goals. Overall, the policy supports equity primarily through accountability mechanisms rather than through direct equity-focused provisions.

### **RECOMMENDED RESOLUTION**

***BE IT RESOLVED*** by the School Board of School District 197 to approve Policy 403, Discipline, Suspension, and Dismissal of School District Employees, as presented.



## OPERATIONAL EXPECTATIONS

## ISD 197 School Board

Employment & Personnel

Contact: Director of Human Resources

### **403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES**

#### **I. PURPOSE**

The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

#### **II. GENERAL STATEMENT OF POLICY**

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

#### **III. DISCIPLINE**

##### **A. Violation of School Laws and Rules**

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of the school district;

2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;

7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

#### **IV. FORMS OF DISCIPLINE**

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:
  1. oral warning;
  2. written warning or reprimand;
  3. probation;
  4. disciplinary suspension, demotion, or leave of absence with pay;
  5. disciplinary suspension, demotion, or leave of absence without pay;  
and
  6. dismissal/termination or discharge from employment.
- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

## **V. PROCEDURES FOR ADMINISTERING POLICY**

- A. When any form of discipline is imposed, the employee's supervisor will:
1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time, and nature of the oral warning.
  2. Provide directives to the employee to correct the conduct or performance.
  3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
  4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
  5. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

***Legal References:***

Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)  
Minn. Stat. § 122A.41 (Teacher Tenure)  
Minn. Stat. § 122A.44 (Contracting with Teachers)  
Minn. Stat. § 122A.58 (Coaches)  
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)  
Minn. Stat. § 123B.143 (Superintendent)  
Minn. Stat. § 123B.147 (Principals)  
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

|                                 |                                                        |
|---------------------------------|--------------------------------------------------------|
| <b>POLICY ADOPTED:</b>          | December 14, 2009                                      |
| <b>POLICY REVIEWED/REVISED:</b> | November 20, 2017; January 19, 2021;<br>April 15, 2024 |
| <b>Monitoring Method:</b>       | Administrative Review                                  |
| <b>Monitoring Frequency:</b>    | Once every three years                                 |

## DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

Form 1 must have been completed and approved before submitting Form 2  
Submit to Principal/Administrator and Superintendent's Office no less than two months  
prior to domestic travel and no less than 4 months prior to international travel.

Staff Member Name and school: Brianna Hawir - Heritage  
Date of Trip/Destination/Who trip is for: 11/9 - 11/11 Eagle Bluff 7<sup>th</sup> Grade  
Did you complete FORM 1 for this trip and receive the required approval? yes

| TOUR CHECKLIST                                                                                                                                                     | RESPONSE                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 1. Dates of travel                                                                                                                                                 | 11/9/26 - 11/11/26        |
| 2. Trip destination                                                                                                                                                | Eagle Bluff Lanesboro, MA |
| 3. <b>SUBMIT:</b> Complete roster of travelers. Include a link to your roster in the response or attach a document.<br>Link to roster template: <b>TOUR ROSTER</b> | Linked in Email           |
| 4. <b>SUBMIT:</b> Detailed Itinerary, including hotel names, addresses and phone numbers. Include a link or attach a document with these details in your response. | Attached to Email         |
| 5. Final number of <b>student</b> travelers                                                                                                                        | 159                       |
| 6. Final number of <b>adult</b> travelers who are paying their own way/fare.                                                                                       | 0                         |
| 7. Final number of <b>adults</b> travelers who are traveling with a free or reduced fare. [If any, include the amount by which their fare is reduced]              | 27                        |
| 8. Final number of <b>district employees</b> (also include in #6 and #7 counts)                                                                                    | 16                        |
| 9. <b>Ratio</b> of adults to students                                                                                                                              | 5.8 adults to students    |
| 10. <b>FINAL TOTAL</b> of Number of Travelers (Adults and Students)                                                                                                |                           |
| 11. Have parents received detailed information about the cancellation policies and fees?                                                                           | yes                       |
| 12. Is travel insurance through the tour company required OR optional for your travelers?                                                                          | No                        |

## DISTRICT 197 OVERNIGHT OR EXTENDED TRIP REQUEST- FORM 2

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

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

|                                                                                                                                                      |                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 13. Has the district completed background checks for <u>all</u> adults?                                                                              | Yes                                                                                                  |
| 14. Is this a private tour, or will you be traveling with students from other schools? If so, please include the full roster of the adjoining group. | Private we will be the only school there                                                             |
| 15. How will you communicate with travelers while on tour?                                                                                           | We will all be together at the camp staff will have cell phones                                      |
| 16. How will you communicate with families back home/not on tour?                                                                                    | Talking points + parent square<br>Families will also have a number to leave messages for a call back |
| 17. What is your plan for those requiring medication?                                                                                                | Staff member serving as "nurse"<br>School nurse prepped                                              |



Staff Member's/Group Leader's Signature

10/20/26

Date

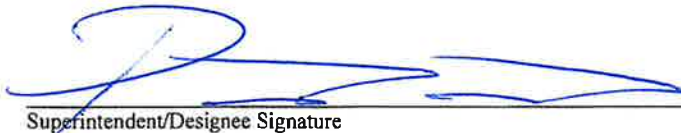
### Required Approvals:



Principal Signature

10-20-2026

Date



Superintendent/Designee Signature

10/20/26

Date

School Board Approval

Date Approved

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

MEMORANDUM OF AGREEMENT READ ACT  
(For the 2026-2027 School Year Only)

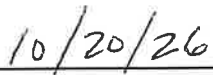
The parties agree that due to the current professional development requirements for teachers on the READ Act, E-Learning days may begin following the first full day of cancellation due to inclement weather during the 2026-27 school year.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOA on the dates shown by their signatures. This MOA will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

\_\_\_\_\_  
For the District

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
For the Union

  
\_\_\_\_\_  
Date

**JOINT POWERS AGREEMENT BETWEEN  
THE COUNTY OF DAKOTA AND INDEPENDENT SCHOOL DISTRICTS 197  
FOR PUBLIC HEALTH RELATED CAPS PROGRAM**

This Joint Powers Agreement ("Agreement") is between the County of Dakota, by and through Dakota County Public Health Department ("County") and Independent School District No. 197 (each a "School District" and collectively "TriDistrict"). This Agreement uses the word "parties" for the County and each School District.

**WHEREAS**, the County and School District are governmental units as that term is defined in Minn. Stat. § 471.59.

**WHEREAS**, Minn. Stat. § 471.59 authorizes local governmental units to jointly or cooperatively exercise any power common to the contracting parties.

**WHEREAS**, TriDistrict members operate the TriDistrict Center for Advanced Professional Studies ("TriDistrict CAPS," or "CAPS") programs designed to provide high school students with exposure to and learning opportunities in connection with various careers.

**WHEREAS**, the County is interested in facilitating student exposure to public health career paths through the TriDistrict CAPS programs.

**WHEREAS**, the County is further interested in receiving feedback from students participating in the CAPS programs on the County's youth public health outreach activities.

**WHEREAS**, the parties desire to cooperate in participating in a public health-based CAPS program for TriDistrict students as more fully described herein.

**NOW, THEREFORE**, in consideration of the mutual promises and covenants herein, the County and the School District, acting as TriDistrict, hereby agree as follows:

1. Purpose. The purpose of this Agreement is to set out the respective duties and responsibilities of the County, acting through its Public Health Department ("DCPH") and the School District, acting through TriDistrict, to provide for a public health-based CAPS program, as more fully described herein.
2. Term. This Agreement shall be effective upon execution by all of the parties and shall continue in effect through August 31, 2031, unless earlier terminated by law or according to the provisions of this Agreement.
3. Mutual Obligations. The parties agree to work cooperatively to accomplish the following:
  - (a) TriDistrict will administer a CAPS course focusing on public health careers in consultation with the DCPH (the "Program").
  - (b) TriDistrict will develop a program schedule and determine the number of student participants for the Program, in consultation with DCPH.
  - (c) TriDistrict and DCPH staff will confer on the selection of relevant public health topics, presentations, and student projects during the year/semester. Notwithstanding the foregoing, TriDistrict shall be solely responsible for CAPS programing, course content, methods of teaching, Program objectives and student evaluation. DCPH participation in Program development shall consist solely of consultation with TriDistrict staff.
  - (d) The Program may include work on new (or follow-up) design challenge questions formulated by TriDistrict and DCPH related to public health topics.
  - (e) Program activities may include attending presentations, working on individual or group projects, an overview of DCPH jobs, a tour of the DCPH offices and/or invitation to attend public events hosted by DCPH or partner organizations. TriDistrict staff shall accompany student participants when on

County property or when students are attending DCPH public events as part of the Program.

- (f) The Program will not include internships or volunteer opportunities with DCPH.
- (g) Both TriDistrict CAPS and DCPH will appoint staff members to act as coordinators to implement this agreement.
- (h) TriDistrict and DCPH shall meet following each academic year during the term of this Agreement to evaluate the Program.
- (i) There shall be no costs charged to the parties by any other party for operation of or participation in the Program.

3. TriDistrict Obligations. The School District, acting as and through TriDistrict, agree to do the following:

- (a) Determine, according to School District policies, which students may participate in the Program.
- (b) Prepare a Program consent form to be signed by each participant's parent or legal guardian, including consent for visiting DCPH offices and/or attending public events related to public health activities, to the extent applicable to the Program.
- (c) Have a TriDistrict representative present during the Programs sessions.
- (d) Provide meeting space for DCPH staff and participating students when on School District property or coordinate virtual access with DCPH as needed.
- (e) Maintain communication with DCPH regarding scheduling, student needs, and program coordination.
- (f) If meeting on Dakota County property, TriDistrict CAPS staff shall accompany students and shall be responsible for following County policies.

4. County Obligations. The County, through its Public Health Department ("DCPH"), agrees to do the following:

- (a) DCPH will participate in the TriDistrict CAPS program as a participating partner organization.
- (b) DCPH will plan presentations on public health topics, prepare any materials, and help CAPS students formulate questions for "Design Challenge" projects that are part of the Program.
- (c) Provide information to TriDistrict about public-health related events that may be of interest to participating students.
- (d) Solicit feedback provided by Program participants and integrate appropriate ideas and input into DCPH's ongoing work.
- (e) Maintain communication with TriDistrict regarding scheduling and program coordination.

5. Liability. Each party to this Agreement shall be liable for the acts of their own officers, agents, volunteers, or employees and results thereof to the extent authorized by law and shall not be responsible for the acts of the other party, its officers, agents, volunteers, or employees. It is understood and agreed that the provisions of the Minn. Stat. § 471.59, the Municipal Tort Claims Act, Minn. Stat. Ch. 466 and other applicable laws govern liability arising from the parties' acts or omissions. Each party warrants that they are able to comply with this section through an insurance or self-insurance program and that each has minimum coverage consistent with the liability limits contained in Minn. Stat. Ch. 466. Nothing in this Agreement shall be construed to allow a claimant to obtain separate judgments or separate liability caps from the individual parties. The provisions of this section 6 shall survive the expiration or termination of this Agreement.

6. Data Practices. The parties agree that any information and data received from the other party during the term of this Agreement shall be treated and maintained in accordance with all applicable federal, state, and local laws, rules and regulations governing same, including but not limited to the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13.

7. Termination.

7.1 With or Without Cause. This Agreement may be terminated with or without cause, by either party upon (30) calendar days' written notice of intent to terminate.

7.2 Non-Appropriation of Funds. Notwithstanding any provision of this Agreement to the contrary, this Agreement shall be terminated immediately by either party in the event sufficient funds from the County, State, or Federal sources are not appropriated at a level sufficient to allow payment of the amounts due for the performance of this Agreement, and the non-appropriation of funds did not result from the any act of bad faith on the part of the terminating party.

8. General.

8.1 Notices. TriDistrict, on behalf of the School Districts, or the County may, by giving written notice to the other party, designate any address or addresses to which notices or other communications to them shall be sent when required by or related to this Agreement. Until otherwise provided by the respective parties, all notices or communications shall be addressed to the parties' Authorized Representatives as designated below:

**To the County:**

Name: Gina Pistulka  
Title: Public Health Director

Address:  
Dakota County Community Services  
1 Mendota Rd W, Ste 500  
West St. Paul, MN 55118-4773  
Phone Number: 952-891-7270  
Email: [Gina.Pistulka@co.dakota.mn.us](mailto:Gina.Pistulka@co.dakota.mn.us)

**To TriDistrict:**

Name: Peter Olson-Skog  
Title: Superintendent

Address:  
ISD 197  
1897 Delaware Ave.  
Mendota Heights, MN 55118  
Phone Number: 651-403-7002  
Email: [peter.olsonskog@isd197.org](mailto:peter.olsonskog@isd197.org)

Any notices relating to termination pursuant to Section 7 shall be delivered personally or sent by U.S. mail to the other party as identified above. The parties may provide written notification to each other of any change to the designated Authorized Representatives.

8.2 Amendments. No amendments or variations of the terms and conditions of this Agreement shall be valid unless in writing and signed by the parties' Authorized Representatives.

8.3 Minnesota Law to Govern. The laws of Minnesota govern all matters related to this Agreement, without giving effect to the principles of conflict of law. Venue and jurisdiction for any litigation related to this Agreement must be in those courts located within the County of Dakota, State of Minnesota or U.S. District Court, District of Minnesota.

8.4 No Joint Venture. It is agreed that nothing in this Agreement is intended or should be construed as creating the relationship of agents, partners, joint ventures, or associates between the parties or as constituting the County, TriDistrict or the individual School District as the employee of the other entity for any purpose or in any manner whatsoever.

8.5 Survival. The provisions of this Agreement which, by their terms, impose obligations that are continuing in nature and which must survive in order to give effect to their meaning will survive the expiration or termination of this Agreement.

8.6 Authority. The person or persons executing this Joint Powers Agreement on behalf

of the School District and the County represent that they are duly authorized to execute this Joint Powers Agreement on behalf of the respective parties and represent and warrant that this Joint Powers Agreement is a legal, valid and binding obligation and is enforceable in accordance with its terms.

8.7 Assignment and Delegation. Neither party shall assign its rights or delegate its duties under this Grant Agreement without receiving the prior written consent of the other party.

8.8 Severability. In the event that any portion of this Agreement shall be held to be invalid, such invalidity shall not affect the validity of the remainder of this Agreement.

8.9 Electronic Signatures. Each party agrees the electronic signatures of the parties included in this Contract are intended to authenticate this writing and to have the same force and effect as wet ink signatures.

IN WITNESS THEREOF, the parties have caused this agreement to be executed by their duly authorized officials.

**DAKOTA COUNTY**

**ISD 197**

By: \_\_\_\_\_

By: \_\_\_\_\_

Gina Pistulka, Director

Printed Name: \_\_\_\_\_

Dakota County Public Health

Title: \_\_\_\_\_

Date of signature: \_\_\_\_\_

Date of signature: \_\_\_\_\_

Dakota County Contract #CLA21024  
County Board Res. No. 26-424



**TO:** School Board Members

**FROM:** Mark Fortman, Director of Operations  
Sara Lein, Director of Special Services

**DATE:** October 26, 2026

**SUBJECT:** First Reading of Policy 806, Crisis Management

### **BACKGROUND**

A review of Policy 806, Crisis Management, has been performed, and the current policy adheres to the district's processes and procedures currently in place. This policy requires an annual review and was last approved in February of 2026.

Minnesota statute requires the inclusion of a Cardiac Emergency Response Plan (CERP) to all school districts beginning in the 2026-2027 school year. The district is presenting updates to the policy which outline key components of the plan and ensure full compliance. Additional updates to the policy include reformatting the addendum.

The policy was reviewed using the 4-way equity test. In our commitment to fostering a safe and supportive learning environment, equity stands as a cornerstone principle ensuring that every student and staff member within our school district has access to comprehensive crisis management procedures. Regardless of gender, gender identity, race and ethnicity, national origin, ability, socioeconomic background, or age, all deserve equal protection and support during times of crisis. Through these collaborative efforts and proactive measures of crisis management and preparedness, we strive for a culture of inclusivity, empowering every student to thrive academically, emotionally, and socially.

### **RECOMMENDED RESOLUTION**

No resolution necessary, the policy will be presented for a second reading at a future meeting.



## OPERATIONAL EXPECTATIONS

ISD 197 School Board

Buildings and Sites

Contact: Director of Operations

### 806 CRISIS MANAGEMENT POLICY

#### I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

#### II. GENERAL INFORMATION

##### A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall develop tailored building-specific crisis management plans. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This Policy will be maintained and updated on an annual basis.

##### B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the building emergency response team (BERT). A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a. Lock-Down Procedures

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or their designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.

b. Evacuation Procedures

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or their designee. Each building's crisis management plan will include procedures for

relocating students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. The building administrator or their designee will announce the need for sheltering (severe weather, shelter in place, etc.) over the public address system or other designated system.

2. Crisis-Specific Procedures

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. Building Emergency Response Teams (BERT)

a. Composition

The building administrator in each school building will select a building emergency response team that will be trained to respond to emergency situations. All building emergency response team members will receive ongoing training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and shelter areas. For purposes of student safety and accountability, to the extent possible, building emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be

actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of building emergency response team members which will be updated annually. The building administrator, and their alternative designees, will know who is on the BERT in the event of a school emergency.

b. Leaders

The building administrator or their designee will serve as the leader of the BERT and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. The building administrator may elect to transfer command to a District Official based on emergency situations. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### **III. PREPARATION BEFORE AN EMERGENCY**

A. Communication

1. District Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Employees will receive periodic training on plan implementation.

2. Students and Parents/Guardians

Students and parents/guardians shall be made aware of the school district's Crisis Management Policy. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate outdoor assembly areas at least 100-500 feet away from the building to enable students and staff to evacuate. The area should not interfere with emergency responders or responding vehicles and should not be in a location where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation route. Facility diagrams and site plans must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on emergency evacuation routes. During fire drills, students and staff will practice evacuations using primary evacuation routes and are encouraged to drill on alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on preventing fires and a general awareness of fire extinguisher use.
5. In compliance with state law, each school shall conduct at least five (5) fire, five (5) lockdown and one (1) severe weather drill. State Fire Marshall requires the first fire drill to occur within the first ten (10) days of school.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or their designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes evacuation routes, exits, severe weather shelter areas, and the location of fire alarm control panel, fire alarms, fire extinguishers, water spigots, and utility shut offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the buildings and grounds department. Fire and law enforcement have access to the facility diagrams and site plans.

D. Emergency Telephone Numbers

The district will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, and mental health/suicide hotlines.

School district employees will receive training on how to make emergency contacts, including 911 calls.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, cellular phone or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. Additionally, alternative notification systems may be installed in loud, noisy environments to aid in notifying occupants of an emergency announcement.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building. Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson will remain in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.

4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

**IV. ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:

- a. a statistically significant effect on relevant outcomes based on any of the following:
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
    - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias.
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
- 4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
  - 5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

- 1. accessible;
- 2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
- 3. culturally aware;
- 4. trauma-informed; and

5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
  - a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and

- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

### V. ~~SAMPLE~~ PROCEDURES INCLUDED IN THIS POLICY

~~Sample~~ Procedures for the various hazards/emergencies listed below are attached to this Policy ~~for use when drafting specific crisis management plans~~. Additional ~~sample~~ procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy **which is publicly available on the ISD 197 website at [isd197.org/district/school-board](http://isd197.org/district/school-board)**.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
  - a) Medical Emergency: General**
  - b) Medical Emergency: Cardiac**
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide

- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

## **VI. MISCELLANEOUS PROCEDURES**

### **A. Chemical Accidents**

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

### **B. Visitors**

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See School District 197 Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

### **C. Student Victims of Criminal Offenses at or on School Property**

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

***Legal References:*** Minn. Stat. Ch. 12 (Emergency Management)  
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School)

Minn. Stat. § 326B.02, Subd. 6 (Powers)

Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)

Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Minn. Rules Ch. 7511 (Fire Safety)

Minn. Stat Ch. 13 (Government Data)

**Minn Stat. § 2025, sections 121A.241 and 121A.035 (Cardiac Emergency Response Plan)**

20 U.S.C. § 1681, *et seq.* (Title IX)

20 U.S.C. § 6301, *et seq.* (No Child Left Behind)

20 U.S.C. § 7912 (Unsafe School Choice Option)

42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)**Cross**

**References:** School District Policy 807 (Health and Safety Policy)

School District Policy 413 (Harassment and Violence)

School District Policy 501 (School Weapons Policy)

School District Policy 506 (Student Discipline)

School District Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

School District Policy 903 (Visitors to School District Buildings and Sites)

School District Policy 709 (Student Transportation Safety Policy)

School District Policy 502 (Search of Students Lockers, Desks, Personal Possessions, and Student's Person)

Minnesota School Safety Center - Resources (mn.gov)

**POLICY ADOPTED:** October 16, 2006

**POLICY REVIEWED/REVISED:** December 14, 2009; May 16, 2016; May 21, 2018; April 22, 2019; August 17, 2020; August 16, 2021; October 17, 2022; April 15, 2024; March 17, 2025; February 23, 2026

**Monitoring Method:** Administrative Review

**Monitoring Frequency:** Annually

## Policy 806 - Addendum 1: **Sample Procedures**

### **A. FIRE**

#### **1. In the event of a fire, smoke from a fire or detection of a gas odor**

- a.** Pull fire alarm and notify building occupants by means of:
- b.** Evacuate students and staff to the designated areas.
- c.** These areas should be a safe distance away from emergency personnel.
- d.** Be aware of the arrival of emergency responders. See posted map of evacuation routes and assembly areas located. ~~(or included in this manual on next page)~~
- e.** Follow primary fire drill route whenever possible. Follow alternate route if primary route is blocked or dangerous. See posted maps. ~~located: (or included in this manual on next page)~~
- f.** Teachers take class roster.
- g.** Teachers take attendance after evacuation.
- h.** Teachers report missing students to building administrator immediately.
- i.** If trapped by fire, go to Shelter-in-Place Procedures.

#### **2. Building administrator**

- a.** Building administrator notifies fire department (call 911) and superintendent.
- b.** Building administrator or designee meets with emergency officials as soon as possible.
- c.** After consulting with appropriate official, building administrator may move students to primary relocation center at:  
if weather is inclement or building is damaged.

- d. Do not reenter buildings until they are declared safe by fire or law enforcement personnel.
- e. Building administrator notifies staff and students of termination of emergency.

Fire drills should be held at varied times during the school day. Practice both primary and alternate routes. Extra staffing is necessary for students with special medical or physical needs.

## **B. HAZARDOUS MATERIALS**

### **1. Incident occurs in school**

- a. Notify building administrator/office.
- b. Call 911. If the type and/or location of hazardous material is known, report that information to 911.
- c. Evacuate to an upwind location, taking class roster. Teachers take attendance after evacuation.
- d. Seal off area of leak/spill. Close doors.
- e. Fire officer in charge will determine additional shelter-in-place or evacuation actions.
- f. Shut off heating, cooling, and ventilation systems in contaminated area to reduce the spread of contamination.
- g. Building administrator notifies superintendent.
- h. Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- i. Resume normal operations when fire officials approve.

### **2. Incident occurs near school property**

- a. Fire or law enforcement will notify school officials.

- b.** Consider closing outside air intake, evacuating students to a safe area, or sheltering students inside the building until emergency passes or relocation is necessary.
- c.** Fire officer in charge of scene will instruct school officials on the need for sheltering or evacuation.
- d.** Follow procedures for sheltering or evacuation.
- e.** If evacuating, teachers take class rosters and take attendance after evacuation.
- f.** If evacuation is not ordered, be aware of and remain alert for any change in health conditions of students and staff, especially respiratory problems. Seek medical attention if necessary.
- g.** Notify parents/guardians if students are evacuated, according to district policy and/or guidance.
- h.** Resume normal operations when fire officials approve.

Extra staffing is necessary for students with special medical and/or physical needs.

## **C. SEVERE WEATHER**

### **Tornado/Severe Thunderstorm/Flooding**

- 1. Tornado/severe thunderstorm WATCH has been issued in an area near school**
  - a.** Monitor NOAA Weather Radio All Hazards (National Weather Service) or emergency alert radio stations.
  - b.** Bring all persons inside building(s).
  - c.** Close windows.
  - d.** Review tornado drill procedures and location of safe areas.

Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.

- e. Review “drop and tuck” procedures with students.

2. **Tornado/severe thunderstorm WARNING has been issued in an area near school, or a tornado has been spotted near school**

- a. Move students and staff to safe areas.
- b. Close classroom doors.
- c. Teachers take class rosters.
- d. Ensure that students are in “tuck” positions.
- e. Teachers take attendance.
- f. Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.

Post diagrams in each classroom showing routes to areas. Attach a building diagram showing safe areas.

3. **Flooding**

- a. Monitor NOAA Weather Radio All Hazards and emergency alert radio stations. Stay in contact with emergency management officials.
- b. Review evacuation procedures with staff.
- c. Check relocation centers. Find an alternate relocation center if primary and secondary centers would also be flooded.
- d. Check transportation resources.
- e. If district officials and emergency responders advise evacuation, do so immediately.

- f.** Teachers take class rosters.
- g.** Teachers take attendance.
- h.** Notify parents/guardians according to district policy.

## **D. MEDICAL EMERGENCY**

### **1. Medical Emergency - CARDIAC ARREST**

- a.** Recognize signs of Sudden Cardiac Arrest (SCA): (may include one or more of the following).
- b.** Call 911: Direct a specific person to call and stay on the line and answer dispatcher questions.
- c.** Activate Building Emergency Response Team (BERT): Use the internal communication plan to alert the team. “BERT Team reports to [specific location].”
- d.** Retrieve Automatic Emergency Defibrillator (AED): Designate a person to retrieve the nearest AED.
- e.** Start Cardio-Pulmonary Resuscitation (CPR): Place the unresponsive person on their back, on a firm, flat surface, and begin chest compressions (100-120 per minute).
- f.** Turn on the AED: Apply the pads and follow all audio/visual prompts.
- g.** Transfer Care: Report the time found and CPR start time to Emergency Medical Services (EMS).
- h.** Document: A designated BERT member must record all event timings and conditions.

### **2. Medical Emergency - GENERAL**

- a.** Life-threatening injury or illness, or death
  - i.** Notify office staff/building administrator to make emergency calls. If unable to reach office immediately, call 911. Work as a team.
  - ii.** Give full attention to the victim(s).

- iii. Do not attempt to move a person who is ill or injured unless he/she is in immediate danger of further injury.
- iv. If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
- v. Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
- vi. Help stop bleeding.
- vii. Applying pressure on wound or elevating wound may help stop or slow bleeding.
- viii. Protect yourself from body fluids. Use gloves if available.
- ix. Check for vital signs. Initiate first aid, if you are trained.
- x. Comfort the victim(s) and offer reassurance that medical attention is on the way.
- xi. After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

**b. Non-life-threatening injury or illness**

For all non-life-threatening illnesses and injuries, call the office/nurse.

**c. Administrator**

In case of traumatic medical emergency or death at school:

- i. Notify superintendent.
- ii. Notify victim's parents, guardians, or family.

**d. Activate post-crisis procedures, if necessary.**

In all other medical emergencies, assess individual's need for post-crisis intervention.

## **E. FIGHT/DISTURBANCE**

1. Ensure the safety of students and staff first.
2. Notify building administrator/security/law enforcement. Work as a team, especially when separating participants.
3. Don't let a crowd incite participants. Disperse onlookers and keep others from congregating in the area.
4. When participants are separated, do not allow further visual or verbal contact.
5. Document all activities witnessed by staff.
6. Deal with event according to school's discipline policy.
7. Building administrator notifies parents/guardians of students involved in fight. Superintendent and police may be notified as necessary, or as indicated by school policy.
8. Assess counseling needs of participants and witnesses. Implement post-crisis procedures as needed.

For fights or disturbances that elevate to possible assault level, refer to Assault guidance.

## **F. ASSAULT**

1. Ensure the safety of students and staff first.
2. Notify building administrator. Work as a team.
3. Notify law enforcement if circumstances lead you to believe that criminal activity is involved, e.g., if a weapon is used, if there has been a sexual assault or there is a physical injury that causes substantial pain.
4. Seal off area to preserve evidence and disperse onlookers.
5. If victim requires medical attention, follow Medical Emergency procedures.
6. Do not leave the victim alone.

7. Notify parents/guardians and superintendent per district policy.
8. Document all activities witnessed by staff.
9. Assess counseling needs and implement post-crisis procedures as needed.

## **G. INTRUDER**

### **1. Intruder – an unauthorized person who enters school property**

Minn. Stat. § 609.605, Subd. 4, gives a school building administrator authority to have persons removed from school property as trespassers if they are not authorized to be there.

- a. Politely greet intruder and identify yourself.
- b. Consider asking another staff person to accompany you before approaching intruder.
- c. Inform intruder that all visitors must register at the main office.
- d. Ask intruder the purpose of his/her visit. If possible, attempt to identify the individual and/or vehicle.
- e. If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.
- f. Notify building administrator or law enforcement.

### **2. If intruder refuses to leave**

- a. Notify building administrator and law enforcement if intruder refuses to leave. Give law enforcement full description of intruder.
- b. Back away from intruder if he/she indicates a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.
- c. Be aware of intruder's actions at this time (where he/she is located in school building, whether he/she is carrying a weapon or package, etc.).

- d.** Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.

Should the situation escalate quickly, the building administrator may decide at any time to initiate lockdown procedures.

Note: To assist staff members who interact with a stranger at school, use the “I CAN” rule.

Intercept  
Contact  
Ask  
Notify

## **H. WEAPONS**

### **1. Staff or students who are aware of a weapon brought to school**

- a.** Immediately notify building administrator, teacher or law enforcement.
- b.** Give the following information:
  - i. Name of person suspected of bringing the weapon.
  - ii. Location of the weapon.
  - iii. Whether the suspect has threatened anyone.
  - iv. Any other details that may prevent the suspect from hurting someone or himself/herself.
- c.** Teachers who suspect that a weapon is in the classroom: STAY CALM.
- d.** Do not call attention to the weapon.
- e.** Notify the building administrator, the school resource officer or a neighboring teacher as soon as possible.
- f.** Teacher should not leave the classroom.

### **2. Building administrator**

- a.** Call law enforcement to report that a weapon is suspected in school.

- b.** Ask another administrator or a law enforcement officer to participate in questioning the suspected student or staff member.
- c.** Consider the best time and place to approach the person, taking into account these factors if possible:
  - i. Need for assistance from law enforcement.
  - ii. Type of weapon.
  - iii. Safety of persons in the area.
  - iv. State of mind of the suspected person.
  - v. Accessibility of the weapon.
- d.** Separate student/staff member from weapon, if possible.
- e.** If the suspect threatens you with the weapon, DO NOT try to disarm him/her. Back away with your hands up. STAY CALM.
- f.** Follow district procedures if you need to conduct a weapons search.
- g.** Document all activities related to a weapons incident according to reporting requirements of the district and Minnesota Statutes.
- h.** If the suspect is a student, notify parent(s)/guardian(s) according to district policy.

## **I. ACTIVE SHOOTER**

### **1. If a person displays a firearm or begins shooting**

- a.** Move to or seek safe shelter. Go to lockdown procedures.
- b.** Notify building administrator/law enforcement.
- c.** Call 911.

### **2. If you hear gunshots**

- a.** If possible, determine where shooting is taking place.
- b.** Seek safe shelter.

- c. If outside, stay as low to the ground as possible, and find any kind of cover.
- d. If inside, go to lockdown procedures.
- e. Teachers take attendance and notify the building administrator of missing students or staff as soon as it is safe to do so.

3. Building administrator/school resource officer/security/law enforcement

Building administrator may order lockdown procedures.

- a. Assess the situation as to:
  - i. The shooter's location.
  - ii. Injuries.
  - iii. Potential for additional shooting.
- b. Call 911 and give as much detail as possible about the situation.
- c. Secure the school, if appropriate.
- d. Help students and staff find safe shelter.
- e. Care for the injured if it is safe to do so until emergency responders arrive. Do not add to the victim list by exposing yourself to danger.
- f. Notify superintendent's office.
- g. Refer media to district spokesperson per media procedures.
- h. Initiate post-crisis procedures.

Work with local law enforcement to identify their response methods and capabilities. Provide them with updated building diagrams.

J. **HOSTAGE**

1. Witness to a hostage situation

If the hostage-taker is unaware of your presence, DO NOT INTERVENE!

- a. Notify building administrator. Building administrator may wish to initiate lockdown procedures or evacuation.
- b. Call 911. Give dispatcher details of situation.
- c. Seal off area near hostage scene.
- d. Police will take control of hostage scene; building administrator coordinates with police for safety and welfare of students and staff.
- e. Document all activities.

**2. If taken hostage**

- a. Cooperate with hostage-taker to the fullest extent possible.
- b. Try not to panic. Calm students if they are present.
- c. Treat the hostage-taker as normally as possible.
- d. Be respectful to the hostage-taker.
- e. Ask permission to speak; do not argue or make suggestions.

**K. BOMB THREAT**

**1. Critical information**

- a. Schools are responsible for assessing bomb threats to determine credibility.
- b. All bomb threats must be taken seriously until they are assessed.
- c. The decision whether or not to evacuate rests with the school, not the responding agencies, unless a device is located.

**2. Procedures upon receiving a bomb threat**

- a. By phone call

- i. Complete the Checklist for Telephone Threats.
  - b. By written note
    - i. Preserve evidence.
    - ii. Place note in plastic bag, if available.
  - c. Photograph words written on walls.
    - i. Notify building administrator or designee.
    - ii. Notify law enforcement.
    - iii. Building administrator orders evacuation or other actions according to threat assessment and school policy.

Caution: Overreacting may encourage additional threats.

### **3. Scanning process considerations**

- a. Scan classrooms and common areas for suspicious items. Scans should be made by people who are familiar with the building. Assign staff to certain areas of the building. Keep in mind that a bomb could be placed anywhere on school property – inside or outside.
- b. Any suspicious devices, packages, etc., should be pointed out to emergency responders. Do not touch.
- c. Once a device is located, emergency responders take responsibility for it.

### **4. Evacuation considerations**

- a. If a decision is made to evacuate, notify staff via phone system, hardwired PA system or by messenger. Do not use cell phones, radios or fire alarm system because of risk of activating a device.
- b. While notification is being made, other staff should survey the grounds to clear exits and areas where students and staff will be going. Exit routes should be altered accordingly if the location of the device is known.
- c. When evacuating, leave everything as-is. Leave room doors unlocked. Teachers take class roster.

Bomb squads generally will not search a building unless a suspicious package has been located.

## **L. CHEMICAL OR BIOLOGICAL THREAT**

If a telephone threat references a chemical or biological device or package, complete the Checklist for Telephone Threats procedures and refer to safety procedures in Bomb Threat and Hazardous Materials sections.

This section addresses receiving, by mail or delivery service, a suspicious letter or package that might be a chemical or biological threat.

### **1. When sorting mail or receiving delivered packages**

- a.** Look for characteristics that make you suspicious of the content:
  - i.** excessive postage, excessive weight;
  - ii.** misspellings of common words;
  - iii.** oily stains, discolorations, odor;
  - iv.** no return address or showing a city or state in the postmark that does not match the return address;
  - v.** package not anticipated by someone in the school or not sent by a known school vendor.

### **2. If a letter/package is opened and contains a written threat but no suspicious substance**

- a.** Notify building administrator and law enforcement.
- b.** Limit access to the area in which the letter/package was opened to minimize the number of people who might directly handle it. It is considered criminal evidence.
- c.** Ask the person who discovered/opened the letter or package to place it into another container, such as a plastic bag.

- d. Turn the letter/package over to law enforcement. Document all activities.

**3. If a letter or package is opened and contains some type of suspicious substance**

- a. Notify building administrator and law enforcement.
- b. Isolate the people who have been exposed to the substance. The goal here is to prevent/minimize spreading contamination.
- c. Limit access to the area in which the letter/package was opened.
- d. Ask the person who discovered/opened the letter/package to place it into another container, such as a clear plastic zip-lock bag. Handle with gloves if possible.
- e. Emergency officials will determine the need for decontamination of the area and the people exposed to the substance.

**4. Building administrator**

- a. Building administrator and emergency officials determine whether evacuation is necessary.
- b. Building administrator notifies superintendent. Notification is made to parents/guardians, according to district policies.
- c. Implement post-crisis procedures as necessary.

Consider having gloves and zip-lock bags available at mail sorting areas.

**M. CHECKLIST FOR TELEPHONE THREATS**

If you receive a telephone threat (bomb/chemical/other):

- 1. Remain calm
- 2. Do not hang up. Keep the caller on the line as long as possible and listen carefully.

Ask the following questions:

1. Where is the bomb/chemical or other hazard?
2. When will it explode/be activated?
3. What does it look like?
4. What kind of bomb/hazard is it?
5. What will cause it to explode/activate?
6. What is your name?
7. Did you place the bomb/hazard? WHY?
8. Where are you?

Exact wording of the threat: \_\_\_\_\_

If voice is familiar, who did it sound like? \_\_\_\_\_

Caller ID information:      male              female              adult              juvenile              age

Call origin:    local              long distance              internal              cell phone

Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

|         |          |            |                |        |          |
|---------|----------|------------|----------------|--------|----------|
| Calm    | Excited  | Loud       | Soft           | Deep   | Nasal    |
| Raspy   | Distinct | Slurred    | Normal         | Crying | Laughter |
| Slow    | Rapid    | Disguised  | Accent         | Lisp   | Stutter  |
| Drunken | Familiar | Incoherent | Deep breathing |        |          |

Background sounds: Check all that apply.

|        |              |               |        |                  |       |
|--------|--------------|---------------|--------|------------------|-------|
| Voices | Airplanes    | Street noises | Trains | Quiet            | Bells |
| Clear  | Static       | Animals       | Party  | Vehicles         |       |
| Horns  | House noises | PA system     | Music  | Factory machines |       |

Motor              Phone booth              Other:

Threat language: Check all that apply.

Well-spoken

(educated)

Foul

Taped

Incoherent

Irrational              Message read from script

Did caller indicate knowledge of the building?

Give specifics: \_\_\_\_\_

Person receiving call: \_\_\_\_\_

Phone number where call received: \_\_\_\_\_

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

## **N.      DEMONSTRATION**

### **1.      If demonstrators are near but not on school property**

- a.**      Building administrator notifies staff and superintendent's office.
- b.**      Monitor situation. Notify law enforcement if necessary.

### **2.      If demonstrators are on school property**

- a.**      Ensure safety of students and staff, particularly safe entry into and exit from the building.
- b.**      Building administrator notifies staff and superintendent's office.
- c.**      Building administrator asks demonstrators to leave school property. Warn them that they are violating the state trespass statute. Notify law enforcement if necessary.
- d.**      If demonstrators leave, continue to monitor the situation.

- e. If demonstrators do not leave, notify law enforcement. Building administrator may initiate “lockdown with warning.” (See Lockdown Procedures)

## **O. SUICIDE**

### **1. Suicide threat**

- a. Consider any student reference to suicide as serious.
- b. Do not leave the student alone.
- c. Notify the school counselor, social worker, psychologist, or building administrator immediately.
- d. Stay with the student until suicide intervention staff arrives.
- e. Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **2. Suicide attempt in school**

- a. Notify building administrator, school nurse, or other appropriate professional staff.
- b. Call 911 if the person needs medical attention, has a weapon, needs to be restrained, or parent/guardian cannot be reached.
- c. Try to calm the suicidal person.
- d. Stay with the suicidal person until suicide intervention staff arrives.
- e. Isolate the suicidal person or the area, if possible.
- f. Initiate first aid.
- g. Do not allow the student to leave school without parent, guardian, or other appropriate adult supervision.

### **3. Building administrator**

- a.** Call parent(s) or guardian(s) if the suicidal person is a student.
- b.** Call family or emergency contact if suicidal person is a staff member.
- c.** Notify superintendent or appropriate district level administrator.
- d.** Work with district public information officer.
- e.** Implement post-crisis procedures.

## **P. LOCKDOWN PROCEDURES**

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

### **1. Lockdown with warning procedures**

The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.

- a.** Building administrator will order and announce “lockdown with warning” procedures. Repeat announcement several times. Be direct. Code words lead to confusion.
- b.** Bring people inside.
- c.** Lock exterior doors.
- d.** Clear hallways, restrooms, and other rooms that cannot be secured.
- e.** Pull shades. Keep students away from windows.
- f.** Control all movement, but continue classes. Disable bells. Move on announcement only.
- g.** Building administrator will announce “all clear.”

### **2. Lockdown with intruder procedures (these actions happen rapidly)**

The threat/intruder is inside the building.

- a.** Building administrator will order and announce “lockdown with intruder.” Repeat announcement several times. Be direct. Code words lead to confusion.
- b.** Immediately direct all students, staff and visitors into nearest classroom or secured space. Classes that are outside of the building **SHOULD NOT** enter the building. Move outside classes to primary evacuation site.
- c.** Lock classroom doors.
- d.** **DO NOT** lock exterior doors.
- e.** Move people away from windows and doors. Turn off lights.
- f.** **DO NOT** respond to anyone at the door until “all clear” is announced.
- g.** Keep out of sight.
- h.** Building administrator will announce “all clear.”

Some other threats may override lockdown, i.e., confirmed fire, intruder in classroom, etc. Consider making an action plan for people in large common areas, i.e., cafeteria, gymnasium.

Lockdown may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or disturbance.

## **Q. SHELTER-IN-PLACE PROCEDURES**

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado, environmental hazard, blocked evacuation route).

**Shelter areas may change depending on the emergency.**

- 1.** Identify safe areas in each school building.

2. Building administrator announces that students and staff must go to shelter areas.
3. Bring all persons inside building(s).
4. Teachers take class rosters.
5. Close all exterior doors and windows, if appropriate.
6. Turn off ventilation leading outdoors, if appropriate.
7. Teachers account for all students after arriving in shelter area.
8. All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

**If all evacuation routes are blocked**

1. Stay in room and close door.
2. Keep air as clean as possible.
3. Seal door.
4. Open or close windows as appropriate.
5. Limit movement and talking in room.
6. Communicate your situation to administration or emergency officials by whatever means possible.

**R. EVACUATION/RELOCATION**

**1. Evacuation**

- a. Building administrator initiates evacuation procedures.
- b. Evacuation routes may be specified according to the type of emergency. They may need to be changed for safety reasons.

- i. Bombs: Building administrator notifies staff of evacuation route dictated by known or suspected location of device.
  - ii. Fire: Follow primary routes unless blocked by smoke or fire. Know the alternate route.
  - iii. Chemical spill: Total avoidance of hazardous materials is necessary as fumes can overcome people in seconds. Plan route accordingly.
- c. Teachers take class rosters.
- d. Do not lock classroom doors when leaving.
- e. When outside the building, account for all students. Immediately inform building administrator of any missing student(s).

## 2. Relocation

- a. Building administrator determines whether students and staff should be evacuated to a relocation center.
- b. Building administrator or school emergency response team designee notifies relocation center.
- c. If necessary, a school emergency response team designee coordinates transportation to relocation center.
- d. Teachers stay with class en route to the relocation center and take attendance upon arriving at the center.
- e. Use student release forms for students who are picked up from a relocation center.
- f. Notify superintendent's office and district public information office of relocation center address.

## 3. Relocation centers:

List primary and secondary student relocation centers. The primary site is usually located close to the school. The secondary site is usually located farther away. Include maps and written directions to centers for staff reference.

Primary Relocation Center: \_\_\_\_\_ Secondary Relocation Center: \_\_\_\_\_  
Address: \_\_\_\_\_ Address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

## **S. MEDIA PROCEDURES**

All staff must refer media contacts to district spokesperson. The school district, in coordination with assisting agencies, assumes responsibility for issuing public statements during an emergency.

Superintendent serves as district spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

District spokesperson: \_\_\_\_\_  
Name Contact number(s)

Alternate spokesperson: \_\_\_\_\_  
Name Contact number(s)

Consider pre-designating site spokespersons.

District Public Information (PI) person helps district spokesperson coordinate media communications.

District PI: \_\_\_\_\_  
Name Contact number

Alternate PI: \_\_\_\_\_  
Name Contact number

### **1. Media checklist**

- a.** Building administrator relays all factual information to superintendent and public information person.
- b.** Establish a media information center away from the affected area.  
Consider:

- c. Media need timely and accurate information. However, protect the privacy of staff and students when necessary and justified.
- d. Media will want to be close enough to shoot video footage and photographs, but they should not be allowed to hinder responders.
- e. Before holding a news conference, brief the participants and coordinate information.
- f. Determine the message you want to convey. Create key messages for target audiences: parents, students, and the community.
- g. Emphasize the safety of students and staff.
- h. Engage media to help distribute important public information. Explain how the emergency is being handled.
- i. Respect privacy of victims and families of victims. Do not release names to media.
- j. Update media regularly. DO NOT say “No comment.” Ask other agencies to assist with media.
- k. Maintain log of all telephone inquiries for future use.

## **T. POST-CRISIS INTERVENTION PROCEDURES**

- 1. Assess the situation to determine the need for post-crisis interventions for staff, students, and families.
- 2. Provide post-crisis briefings for staff, students, and families as appropriate.
- 3. Re-establish school and classroom routine as quickly as possible.
- 4. Consider interventions:
  - a. Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency.

Defusings are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the

effects of the incident. Defusing should be conducted by trained individuals.

- b.** Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency.

CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for student's development level. CISD should only be conducted by trained professionals.

- 5.** Counseling – Provide grief counseling.
- 6.** Provide on-going support as necessary for staff, students and families.
- 7.** Monitor and support staff.
- 8.** Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
  - a.** Identify and monitor at-risk students.
  - b.** Provide individual crisis or grief counseling, if necessary.
  - c.** Conduct outreach to homes.
  - d.** Provide follow-up referral for assessment and treatment, if necessary.

The district should identify a 24-hour contact person or agency responsible for post-crisis assessment and interventions.

In the event of a tragic, highly publicized event, mental health professionals from federal, state and non-government agencies may respond to offer post-crisis aid. Effective coordination is critical. Consult with the Minnesota Department of Education for support, advice and assistance in coordinating the activities of outside entities.

## **U. SCHOOL EMERGENCY RESPONSE TEAM**

Build the school's emergency response team with people who can perform the functions identified below. Backup personnel should be assigned to each function, and key personnel

should be cross-trained in critical requirements of the functions. Staff members who are not responsible for students should fill as many of the functions as possible. Depending on the emergency, one person may be able to perform multiple assignments.

| Function                                                                      | Staff Assigned | Backup Staff |
|-------------------------------------------------------------------------------|----------------|--------------|
| Incident Commander (person in charge)                                         |                |              |
| Safety                                                                        |                |              |
| Public Information                                                            |                |              |
| Liaison                                                                       |                |              |
| Operations                                                                    |                |              |
| Chief Medical (attach list of qualified first-aid/CPR responders in building) |                |              |
| Site Security/Facility Check                                                  |                |              |
| Student Release Coordinator                                                   |                |              |
| Logistics Chief                                                               |                |              |
| Communications                                                                |                |              |
| Transportation                                                                |                |              |
| Planning Chief                                                                |                |              |
| Financial/Recordkeeping                                                       |                |              |

These functions mirror the National Incident Management System (NIMS) used by emergency responders.

## SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

Incident Commander (person in charge): Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies district authorities and provides situation updates; requests resources.

Safety: Responsible for safety and security of the site; stops operations if conditions become unsafe.

Public Information: May be designated site spokesperson; cooperates with the district and other agencies on joint news releases; coordinates media briefings as necessary.

Liaison: Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.

Operations Chief: Directs actions, i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.

Medical: Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school's first aid/CPR responders.

Site Security/Facility Check: Responsible for seeing that the school building and grounds are visually inspected and secured.

Student Release Coordinator: Responsible for implementing school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.

Logistics Chief: Estimates logistical needs; gets personnel, facilities (relocation sites), services, and materials to support operations.

Communications: Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.

Transportation: Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.

Planning Chief: Assists in assessing emergencies; establishes priorities, identifies issues and prepares an action plan with Incident Commander.

Financial/Recordkeeping: Manages financial aspects of an emergency; compiles record of expenditures; tracks injuries and lost or damaged property; coordinates with district for insurance; initiates business recovery efforts.

## **V. EMERGENCY PHONE NUMBERS**

### Fire/Ambulance/Police

Emergency: 911

Dispatch Center:  
(for local police, fire and emergency medical services)

Public Utilities

Electricity:   Company  
                  Contact person  
                  24-hour emergency number(s)

Gas:   Company  
          Contact person  
          24-hour emergency number(s)

Water: Company  
          Contact person  
          24-hour emergency number(s)

Emergency Management Agencies

Local emergency management director:

Name  
Telephone

County emergency management director:

Name  
Telephone

Referrals

Hazardous Materials: Report hazardous materials leaks or spills to Minnesota Duty  
Officer  
24-hour numbers:       Statewide (800) 422-0798       Metro area (651) 649-5451

Poison Control Center

Crime Victim Services

Post-Crisis Intervention/Mental Health Hotline

## **W.     HIGHLY CONTAGIOUS SERIOUS ILLNESS OR PANDEMIC FLU**

The school district may provide information on the proper methods for hand washing, covering coughs, and social distancing. Reminders of these methods may be placed throughout the school district's buildings.

Children and staff should be asked to wash their hands thoroughly and frequently. All classroom surfaces should be disinfected according to guidance from health officials.

If a case of highly contagious serious illness is suspected, the sick student, employee, or visitor should be immediately sent home. If that is not possible, the person should be isolated, as much as possible, until arrangements can be made for the person to leave the school.

If a serious illness is confirmed, the local health agency should be notified and communication efforts initiated. See Emergency Phone Numbers and Media Procedures.

In the absence of a school closure order from a state agency, the superintendent, in consultation with the school board, will determine when to close school due to significant risk of spreading the illness. See Early School Closure Procedures, Part III.F., especially if school is closed before the end of a school day.

If an extended school closure is ordered, the school district may make online learning or other at home learning options available to the extent feasible.

Any closed school buildings should be disinfected according to guidance from health officials before reopening.



# School District 197 Enrollment Update

Presented by Peter Mau, Assistant Superintendent  
October 26, 2026

# Centralized Enrollment

Up to June

2

- 310 resident enrollments (36 increase)
- 89 open enrollments (7 increase)

# Centralized Enrollment

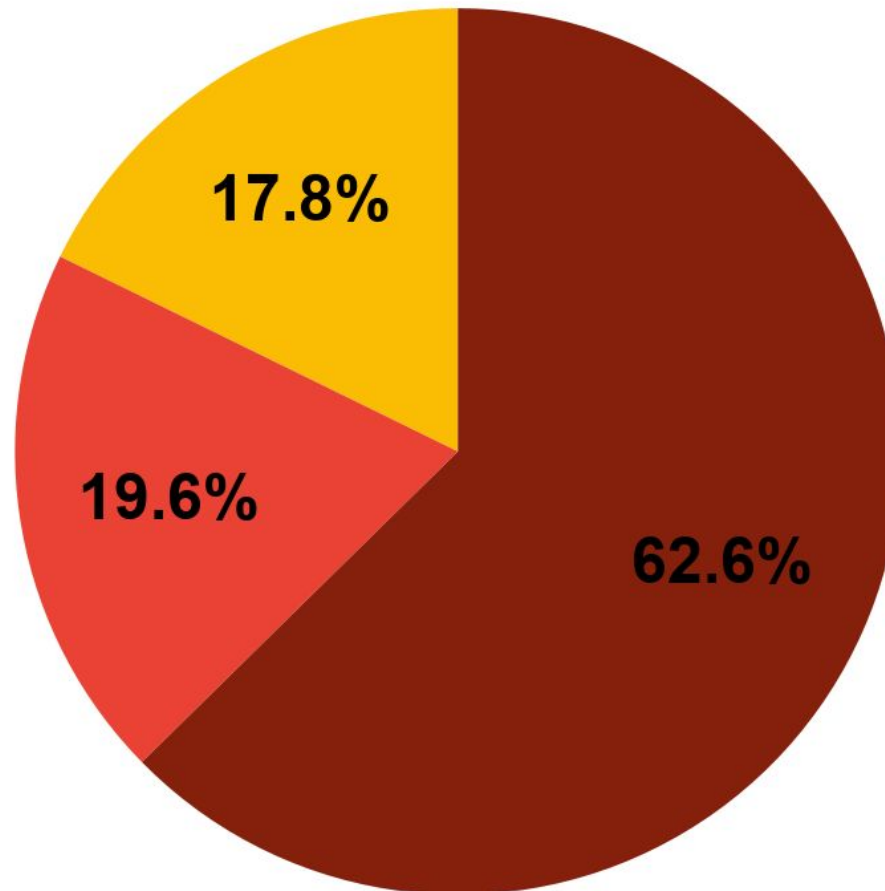
June-September

3

- 339 resident enrollments (29 decrease)
- 60 open enrollments (38 decrease)
- Average of 100 per month (21 decrease)

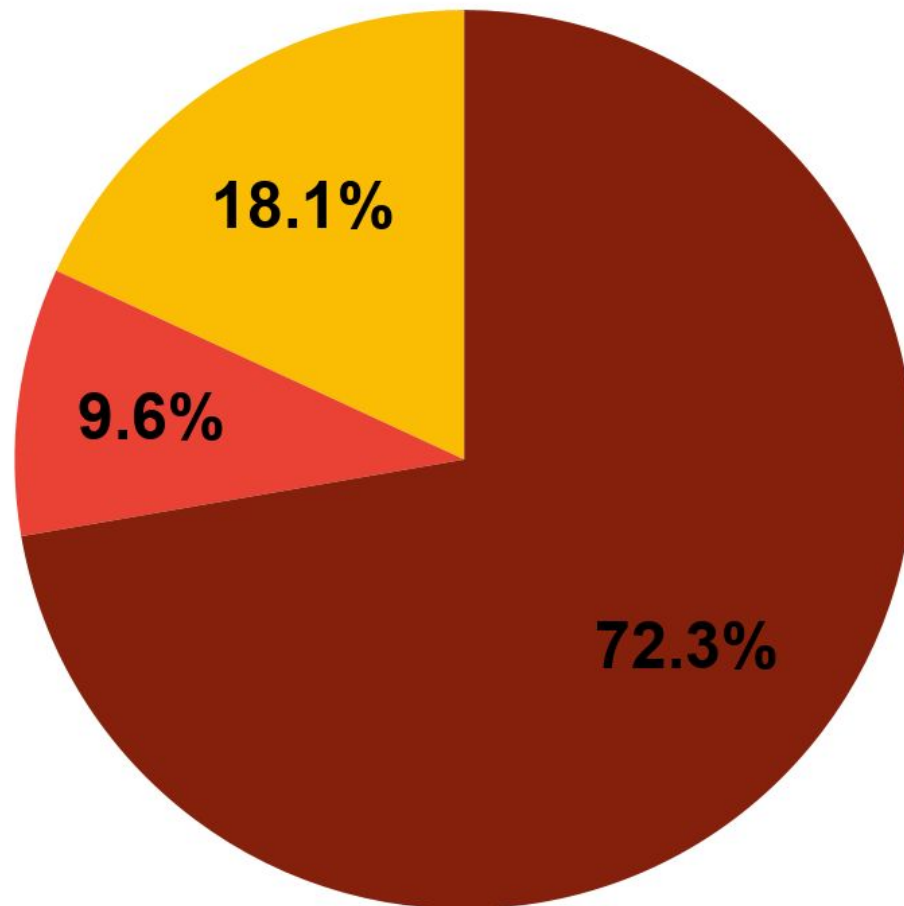
# K-4 Enrollment by Type

- Resident
- Transfer
- OE



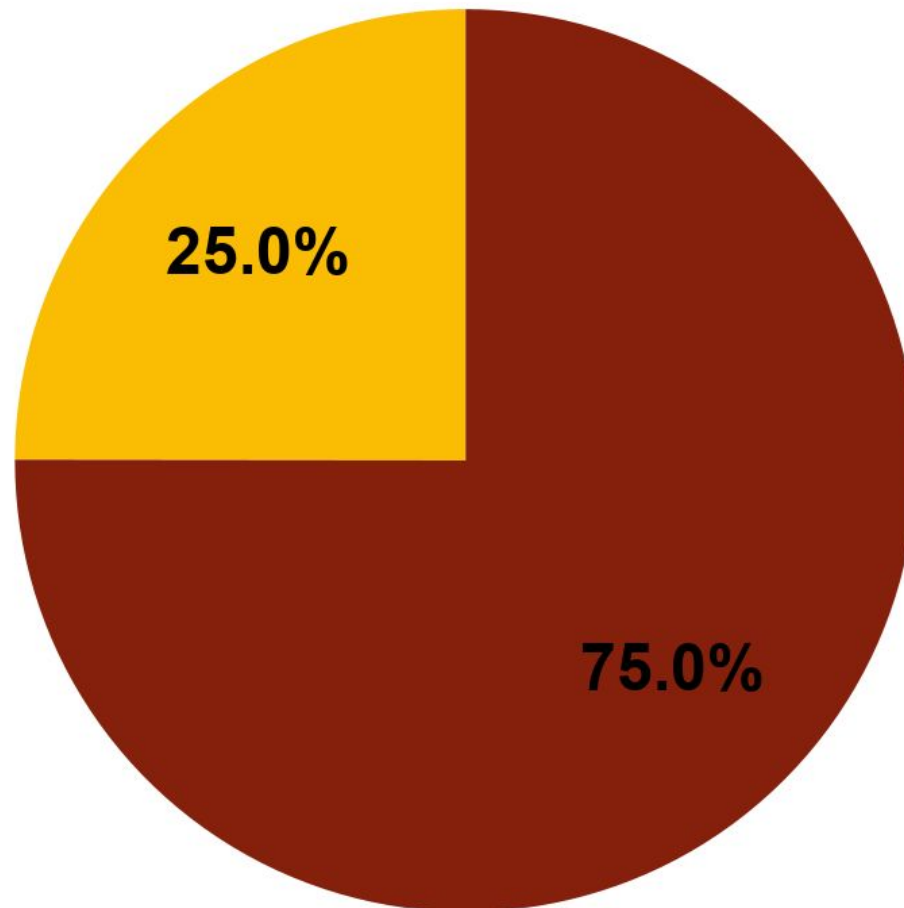
# 5-8 Enrollment by Type

- Resident
- Transfer
- OE



# 9-12 Enrollment by Type

- Resident
- OE



# Preliminary Enrollment

- MDE uses October 1<sup>st</sup> counts for a variety of funding and reporting functions.
- Historically we lose some students between October 1 and end of year.
- October 1st K-12 enrollment decreased 66 students between 2025 and 2026.

# Student Enrollment - Oct. 1 Vs. Projection

8

| Level        | Projection   | Actual       | Difference |
|--------------|--------------|--------------|------------|
| Elementary   | 1,908        | 1,922        | 14         |
| Middle       | 1,546        | 1,538        | -8         |
| High         | 1,651        | 1,618        | -33        |
| <b>TOTAL</b> | <b>5,105</b> | <b>5,078</b> | <b>-27</b> |

# Staffing

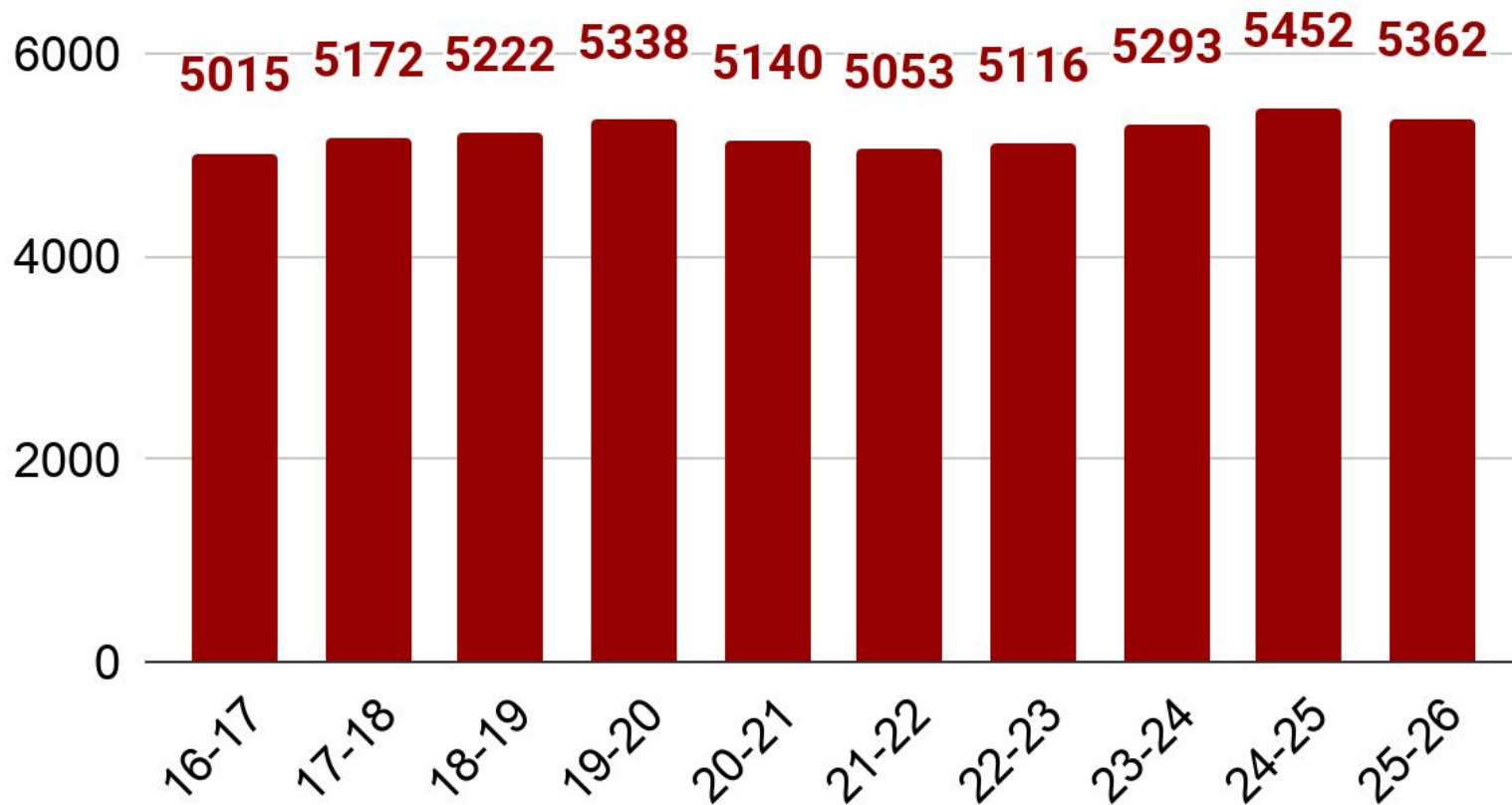
- Based on enrollment, we:
  - Reduced Kindergarten sections by 1 over the summer
  - Added an Instructional Para at Moreland to support 2nd
- GEMS and Pilot Knob both chose to add staffing using Title I funds

# Enrollment History

- The data in the following charts come from the official MDE public file on enrollment
- The most recent data available is for the 2025-2026 school year
- Note: These charts include our PreK and Branch Out programs

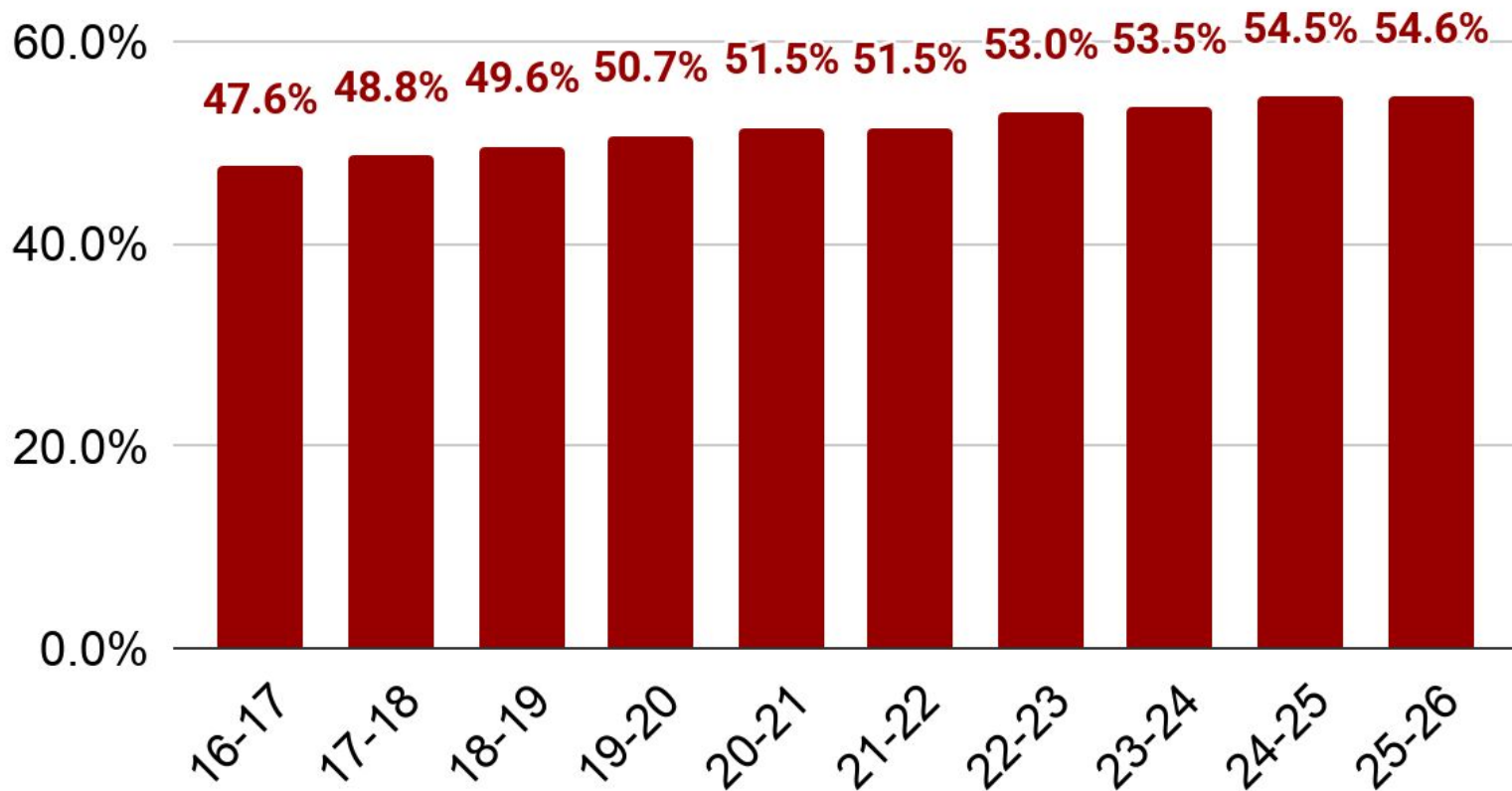
# Enrollment History

## Total w/Branch Out & PreK



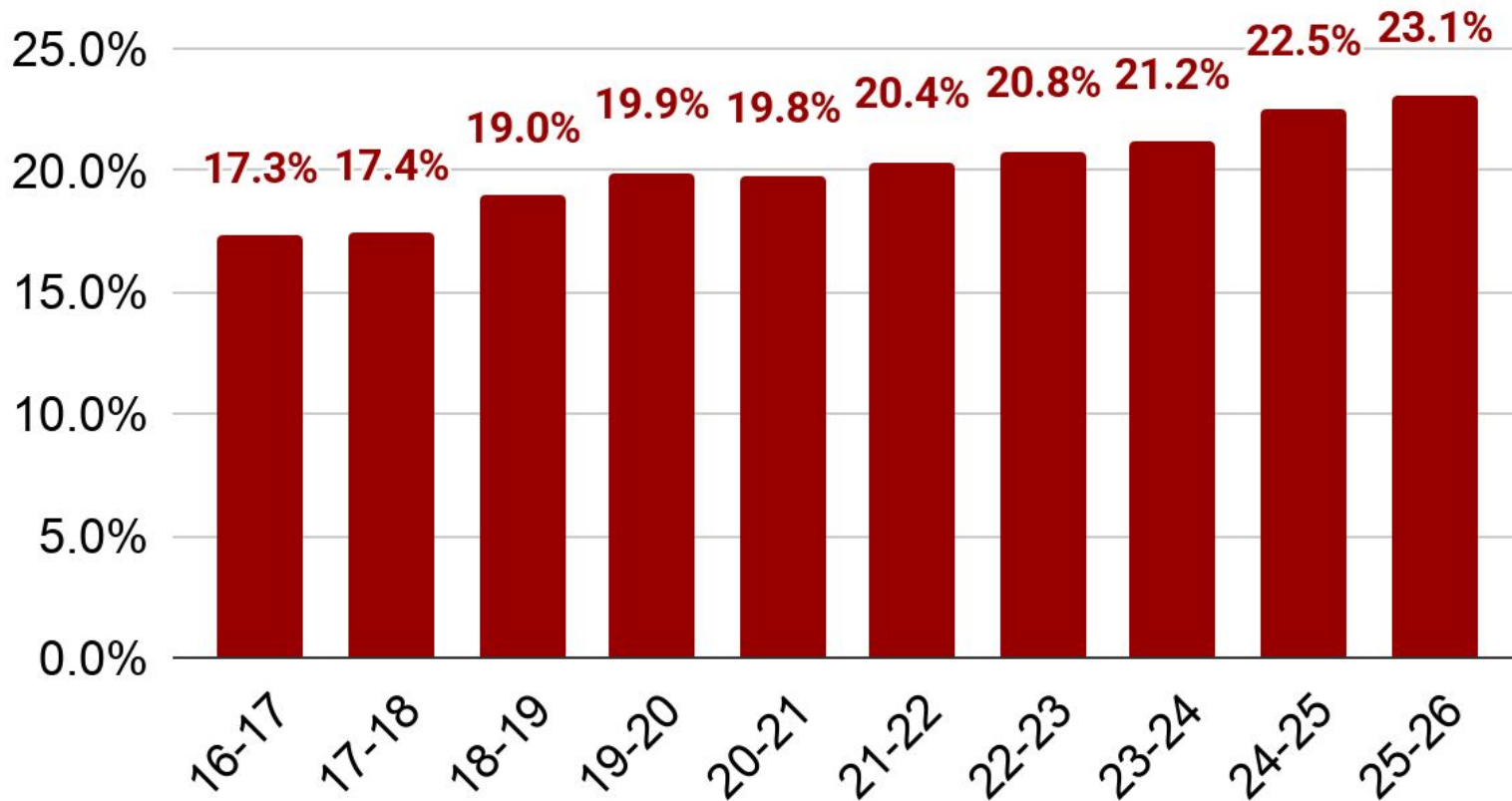
# Enrollment History

## Students of Color



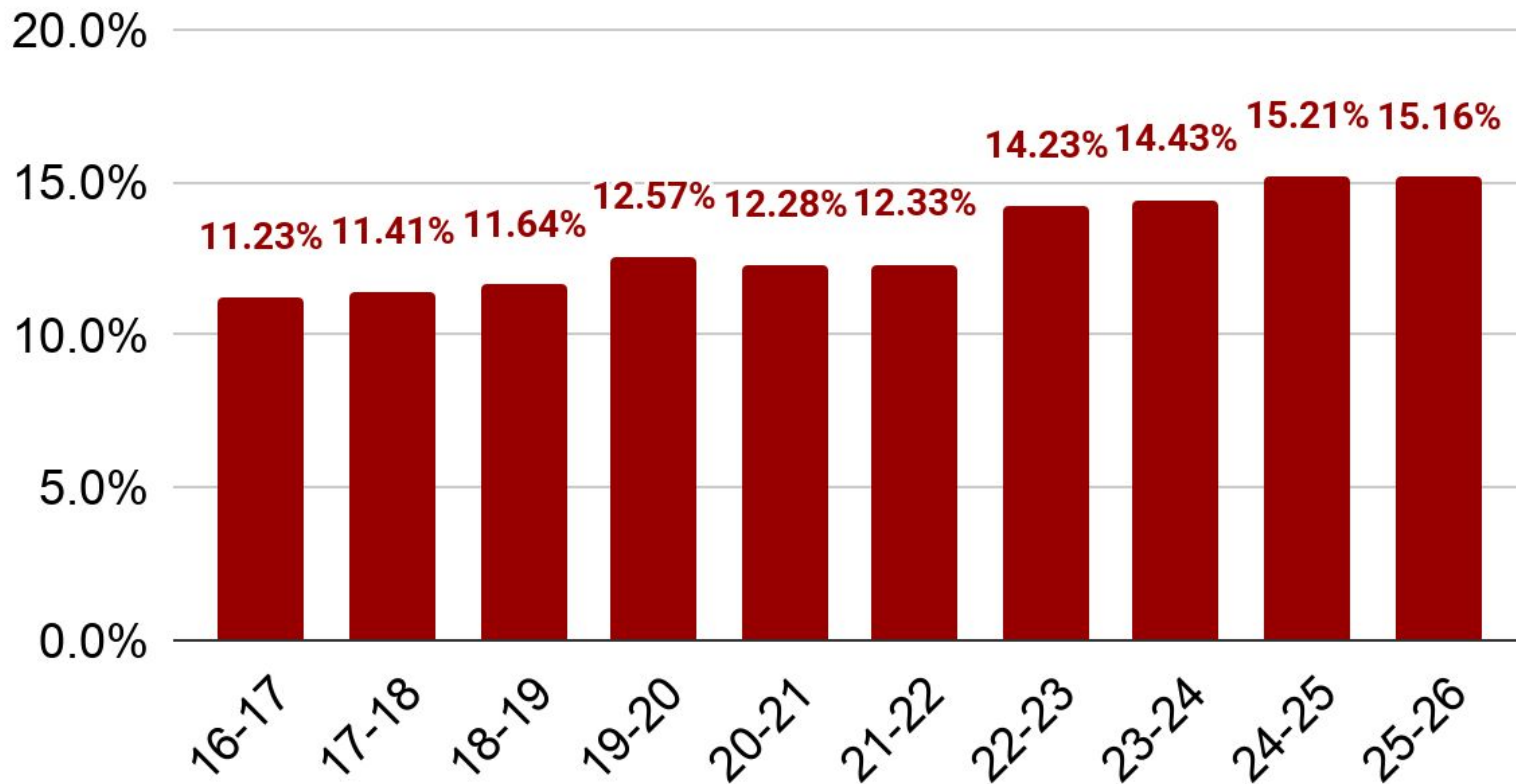
# Enrollment History

## Special Education



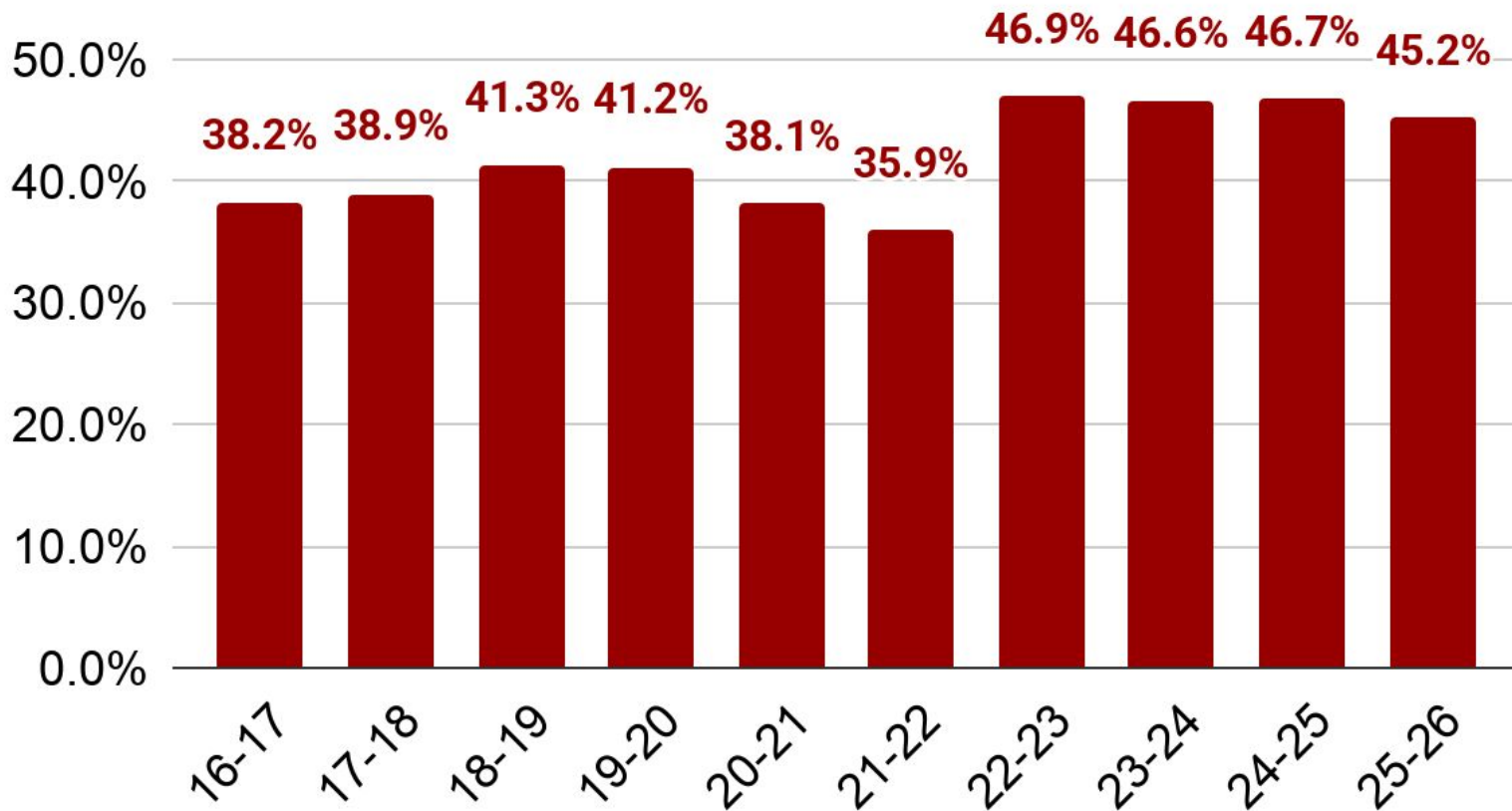
# Enrollment History

## English Learners



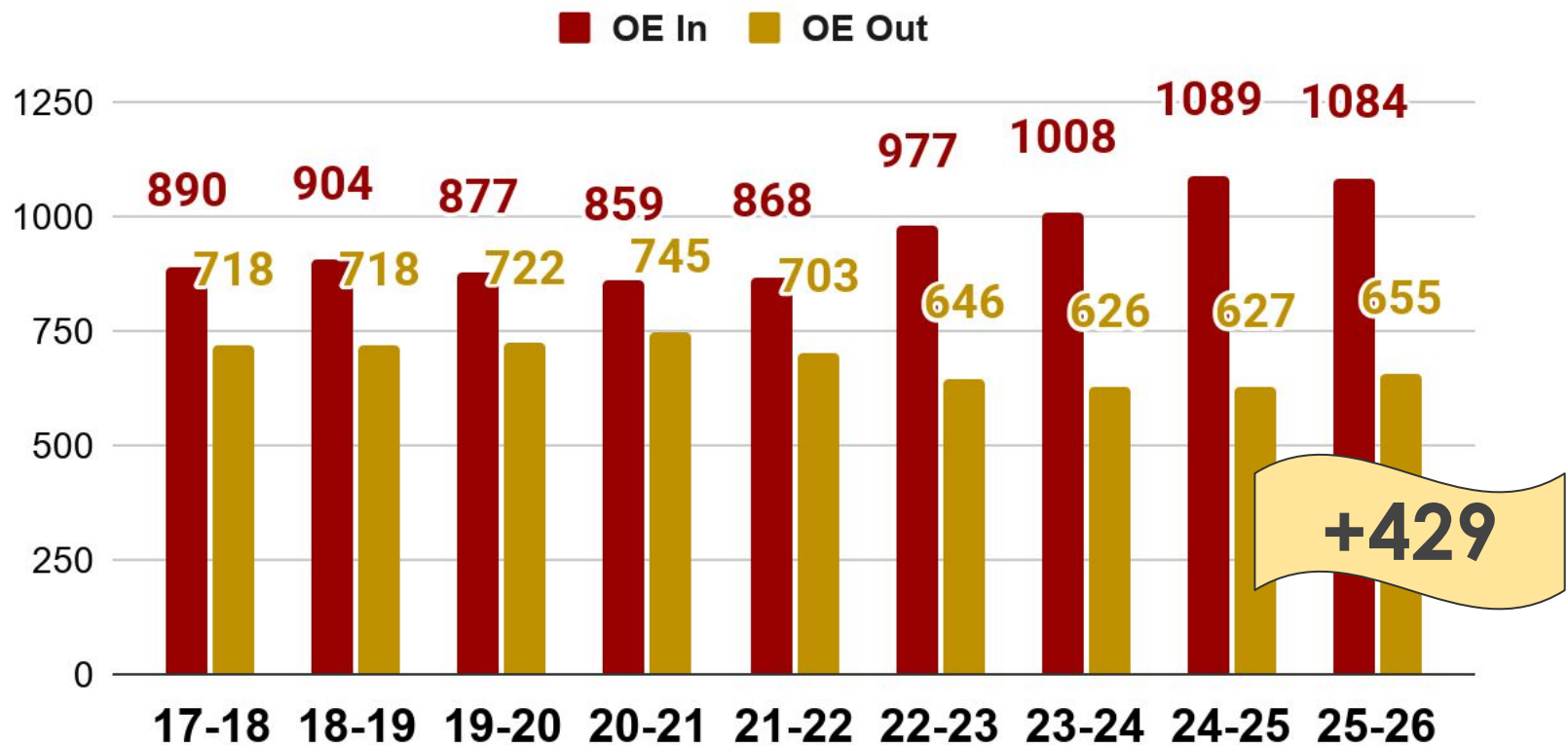
# Enrollment History

## Free & Reduced-Price Meal



# Enrollment History

## Overall Open Enrollment Counts



# Enrollment Update

17

■ Questions or comments?



# **Strategic Framework**

## ***Annual Plan / Implementation Targets***

### **2026-2027**

Presented By:

Sara Lein, Director of Special Service

Peter Mau, Assistant Superintendent

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

# STRATEGIC IMPLEMENTATION PLAN



2026-2027

## TABLE OF CONTENTS

|                                                               |    |
|---------------------------------------------------------------|----|
| Introduction.....                                             | 3  |
| Strategic Framework (adopted June 2020).....                  | 4  |
| Focus Areas and Implementation Targets.....                   | 5  |
| Focus Area Overview: Social Emotional Learning.....           | 6  |
| Focus Area Implementation Targets for 2026-27: SEL.....       | 7  |
| Focus Area Overview: Equity.....                              | 10 |
| Focus Area Implementation Targets for 2026-27: Equity.....    | 12 |
| Focus Area: Career and College Readiness (CCR).....           | 16 |
| Focus Area Implementation Targets for 2026-27: CCR.....       | 20 |
| Annual Report and Other Performance Measures.....             | 22 |
| Plan for Program Improvement.....                             | 23 |
| 2026-2027 Annual Academic Achievement Targets.....            | 24 |
| District Goals.....                                           | 24 |
| Site Goals.....                                               | 25 |
| Multi-Tiered Intervention Model.....                          | 26 |
| Required Notices.....                                         | 27 |
| Access to Diverse Teachers.....                               | 27 |
| Gifted and Talented Identification Process.....               | 27 |
| Acceleration.....                                             | 27 |
| Early Entrance to Kindergarten.....                           | 28 |
| School Readiness.....                                         | 28 |
| Parent, Community, Student and Staff Advisory Committees..... | 29 |
| Constituent Feedback.....                                     | 29 |
| Annual Budget.....                                            | 30 |

# District Tagline & Mission Statement

## **SCHOOL DISTRICT 197**

*Nurture. Inspire. Prepare. Together, We Thrive.*

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

# 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.

New State Goal requirement: All students are prepared to be lifelong learners.

# 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

# Implementation Target Updates

- SEL - Dec 8, April 6
- Equity - Jan 12, May 4
- CCR - Nov 10, March 2
- Superintendent - Mid-Year - Jan 26
- Superintendent - End of Year - May 18

## School District 197 Strategic Framework

In School District 197, our Strategic Framework provides an organized approach to achieving educational goals and supporting student learning and development. It aligns District operations with community values and helps us create clear expectations for our schools and administration.

### How the Strategic Framework was Developed

In the fall of 2019, we hosted community-wide sessions to gather input into creating a revised strategic plan. Hundreds of community members, students, and staff discussed what students need to learn to prepare for their future, what they value about our schools, and what new opportunities the District should explore. A representative group from the school community met to discuss the input and create a new Strategic



<https://www.isd197.org/district/strategic-framework>

# Focus Area: Social-Emotional Learning

1

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

# Overview

- Structured based on CASEL indicators
- Input from Administrators
- Partnership with district wellness work and the Whole Child, Whole School, Whole Community model
- Planning and coordination of effort with leaders in equity and career and college readiness

| <br>INDICATORS OF SCHOOLWIDE SEL                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                            |                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators: |                                                                                                                            |                                                                                                                                                                                                  |
| CLASSROOM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  Explicit SEL instruction                 | Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  SEL integrated with academic instruction | SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Youth voice and engagement               | Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.                                             |
| SCHOOL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  Supportive school and classroom climates | Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Focus on adult SEL                       | Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Supportive discipline                    | Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.                                                                              |
| COMMUNITY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  A continuum of integrated supports       | SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Authentic family partnerships            | Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Aligned community partnerships           | School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  Systems for continuous improvement       | Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.                                          |

1

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

# Explicit SEL Instruction

1

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

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:*

- Complete a PK-12+ inventory of explicit SEL instruction, including counselor lessons, iTime experiences, health and wellness instruction, and other universal SEL learning opportunities.
- Implement the high school personal finance course requirement to intentionally integrate SEL competencies, such as self-management, responsible decision-making, and self-awareness, through planned units on budgeting, saving, goal setting, and financial planning. (also in CCR)

# Integrated SEL with Academic Instruction

1

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

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

## *Objective:*

- Collect, document, and share examples of SEL integration across academic and specialist settings to establish a common understanding of effective practice.
- Increase implementation of CharacterStrong resources and other district SEL tools by promoting common language, visuals, and instructional strategies across learning environments.

# Youth Voice and Engagement

1

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

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

- Develop and implement an annual review of participation in student leadership organizations, advisory groups, and extracurricular activities, including analysis of representation across student groups, with consideration for students whose voices have been historically underrepresented.

# Supportive School and Classroom Climates

1

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

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

## *Objective:*

- Facilitate professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate in the early learning and elementary sites. (also in equity targets)
- Complete a review of classroom technology use and develop guidance for how and when it should be used to strengthen both career and college readiness, along with supporting social-emotional development

# Focus on Adult SEL

1

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

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.

- Expand feedback loops for new staff to identify opportunities to strengthen workplace climate, staff well-being, professional support, and employee retention.
- Develop and share resources for new staff and their mentors that foster social-emotional well-being, professional connection, collaboration, and a sense of belonging within the district community.

# Supportive Discipline

1

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

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

## *Objectives:*

- Conduct semester reviews of discipline, exclusionary practice, and behavioral data, disaggregated by disability status, and engage site leaders in reviewing results to inform practice and decision-making.
- Increase staff capacity to support students with disabilities through professional learning focused on behavior, regulation, accommodations, manifestation determination, and restorative practices.

# Continuum of Integrated Supports

1

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

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:*

- Launch and implement a district-wide “Warrior Wellness” help feature in Canvas for grades 5–12 that provides students direct access to mental health, school counseling, and chemical health supports.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes.(also in CCR)

# Authentic Family Partnerships

1

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

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

## *Objectives:*

- Share district SEL initiatives and gather family feedback by presenting to the Parent Ambassador Network and supporting participants in sharing information with site-based parent and family groups.
- Revise and implement a kindergarten readiness framework and communication tools that emphasize developmental readiness and provide families with clear, accessible, and parent-friendly guidance for supporting early learning (also in Equity targets).

# Aligned Community Partnerships

1

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

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.

- Expand work-based learning opportunities for students through partnerships with community organizations and local employers, including job shadowing, career exploration experiences, and on-the-job learning opportunities that support career readiness (also in equity and CCR).
- Strengthen and expand the Ambassadors for Respect program by engaging adult students with disabilities to provide classroom learning experiences in elementary schools focused on inclusion, disability awareness, person-first language, and self-advocacy.

# Systems for Continuous Improvement

1

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

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:*

- Continue to analyze SEL-related data, including survey, attendance, discipline, extracurricular participation, and academic achievement data, to identify trends and areas for improvement.

# Focus Area: Equitable Systems and Supports

2

Build equitable  
systems and support  
throughout the district

# Overview

- Structured based on Policy 106 Equity - Commitments (7)
- Input from Equity Advisory and Admin Team
- Refinement and feedback with Equity Advisory
- Most are DO led. Some need site support. Sites are fully responsible for one.
- Some targets that have an equity element to them may be reported in Career and College Readiness or Social Emotional Learning instead.

# Diverse Classrooms and Schools

## Objectives:

- Increase Unified programming/opportunities for middle school students
- Continue to 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 (also in CCR and SEL).

# Staff Quality & Diversity

## Objectives:

- Continue implementation of the new cultural competency elements of the updated School District 197 Teacher Evaluation Rubric
- Engage more staff and sites in the immersive learning experience called Learning from Place: Bdote
- Offer updated, differentiated 2SLGBTQ+ allyship sessions for district staff
- Implement a required review of our district Equity Policy for district staff

# Equitable Resource Allocation

## Objectives:

- Investigate the need for an activities scholarship fund as a way to expand participation of underrepresented students

# Equitable Curriculum, Instruction, and Assessment

## Objectives:

- Engage early learning and elementary teachers in ongoing professional development on the Ready for Rigor Framework for culturally responsive teaching
- Continue professional development on the Ready for Rigor Framework for culturally responsive teaching at the middle school
- Engage secondary teachers in the Science of Reading and literacy training
- Implement a series of professional development sessions for special education staff serving grades 5–12 to examine and evaluate evidence-based instructional practices, curriculum, and resources to improve literacy and math outcomes for students with disabilities.
- Develop literacy-based instructional resources that promote belonging for K-4 classrooms

# Equitable School and Classroom Environment

## Objectives:

- Implement the updated DEI tool for physical spaces at each site to further increase the inclusivity of our school environments
- Disseminate the Start of the Year Equity considerations developed by Equity Advisory to all staff as the school year begins

# Equitable Student Leadership and Voice

## Objectives:

- Support the student-led efforts for a Land Acknowledgment, mural and plaque at Two Rivers High School
- Develop a student affinity club leaders group to cultivate leadership capacity and promote collaboration
- Create opportunities for middle school and elementary students to provide input on school menu items

# Equitable Family Partnerships

## Objectives:

- Disseminate the newly adopted Language Access Plan to promote family awareness of the district translation and interpretation services available.
- Review and revise the districtwide kindergarten readiness document for families with an equity lens
- Consolidate, expand, and promote the list of community support resources available to district families

# Focus Area: College and Career Readiness

3

Increase E-12  
opportunities for  
career exploration  
and preparation

3

Increase E-12  
opportunities for  
career exploration  
and preparation

# Overview

3

Increase E-12  
opportunities for  
career exploration  
and preparation

- Structured on four central categories of work
- Input from Curriculum Advisory Committee (CAC), student CAC, Gifted and Talented Advisory Committee (GTAC), Career and Technical Education (CTE) advisory, Dakota County Perkins Consortium, post secondary partners, curriculum review, HS admin team
- Refinement and feedback through CIA, tri-district CAPS and HS admin team
- Most are DO led. Site supported especially at HS
- Some targets that have a CCR element to them may be reported in Equity or Social Emotional Learning instead.

# Focus Area: College and Career Readiness

3

Increase E-12  
opportunities for  
career exploration  
and preparation

3

Increase E-12  
opportunities for  
career exploration  
and preparation

- Course, School and Structural Support
- Direct Student Supports
- Career and College Readiness
- Career and Technical Education Pathways

# Course, School and Structural Support

Expanding and sustaining opportunities to improve student outcomes

## *Objectives:*

- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Implement Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Continued and refined implementation of direct admissions process with an emphasis on communication and support.
- Implement phase 2 science of reading training.
- Implement a new K-4 math curriculum.
- Implement the high school personal finance course requirement to intentionally integrate post high school planning, including career and college. (also in SEL)

# Direct Student Supports

3

Increase E-12 opportunities for career exploration and preparation

Reducing barriers to improve student outcomes for underrepresented student groups.

## *Objectives:*

- Implement student tutoring as part of Native Language Restoration grant
- Continue to use student focus groups for regular feedback related to curriculum and instruction, this includes MS and HS as well as American Indian student focus group related to curriculum.
- Continue to 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.

# Career and College Readiness

3

Increase E-12  
opportunities for  
career exploration  
and preparation

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

## *Objectives:*

- Implement TriDistrict Native Language Restoration Course option
- Prepare, implement, monitor, and adjust new middle school electives.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes.(also in SEL)
- Installation of Student Help Desk course.

# Career and Technical Education Pathways

3

Increase E-12 opportunities for career exploration and preparation

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

## *Objectives:*

- Explore solutions for student transportation to allow for all students to job shadow, serve as interns, participate in industry and college tours, and importantly, to have reliable transportation to and from their worksites, particularly during work-based learning experiences supported by the school.
- Increase Industry Relevant Programming: Increase the attainment of licenses, certifications, internships and concurrent enrollment options in CTE, as well as continue to support the growth and right-sized expansion of work-based learning
- Develop strategies for widening access to the career and college center in the work based learning classroom for all students, including those not in WBL.
- Expand the advanced computer science pathway for implementation in 26-27

SCHOOL DISTRICT 197

# STRATEGIC IMPLEMENTATION PLAN



2026-2027

# TABLE OF CONTENTS

|                                                               |    |
|---------------------------------------------------------------|----|
| Introduction.....                                             | 3  |
| Strategic Framework (adopted June 2020).....                  | 4  |
| Focus Areas and Implementation Targets.....                   | 5  |
| Focus Area Overview: Social Emotional Learning.....           | 6  |
| Focus Area Implementation Targets for 2026-27: SEL.....       | 7  |
| Focus Area Overview: Equity.....                              | 10 |
| Focus Area Implementation Targets for 2026-27: Equity.....    | 12 |
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| Annual Report and Other Performance Measures.....             | 22 |
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| 2026-2027 Annual Academic Achievement Targets.....            | 24 |
| District Goals.....                                           | 24 |
| Site Goals.....                                               | 25 |
| Multi-Tiered Intervention Model.....                          | 26 |
| Required Notices.....                                         | 27 |
| Access to Diverse Teachers.....                               | 27 |
| Gifted and Talented Identification Process.....               | 27 |
| Acceleration.....                                             | 27 |
| Early Entrance to Kindergarten.....                           | 28 |
| School Readiness.....                                         | 28 |
| Parent, Community, Student and Staff Advisory Committees..... | 29 |
| Constituent Feedback.....                                     | 29 |
| Annual Budget.....                                            | 30 |

# 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

# 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 racial and economic achievement gaps are closed
- All students graduate from high school
- All students are college and career ready.
- All students are prepared to be lifelong learners.

In the pages that follow, you will find the specific strategies (aka Implementation Targets) we have selected for the 2026-27 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 2026-2027: 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:**

- Complete a PK-12+ inventory of explicit SEL instruction, including counselor lessons, iTime experiences, health and wellness instruction, and other universal SEL learning opportunities.
- Implement the high school personal finance course requirement to intentionally integrate SEL competencies, such as self-management, responsible decision-making, and self-awareness, through planned units on budgeting, saving, goal setting, and financial planning. (also in CCR 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:**

- Collect, document, and share examples of SEL integration across academic and specialist settings to establish a common understanding of effective practice.
- Increase implementation of CharacterStrong resources and other district SEL tools by promoting common language, visuals, and instructional strategies across learning environments.

### **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:**

- Develop and implement an annual review of participation in student leadership organizations, advisory groups, and extracurricular activities, including analysis of representation across student groups, with consideration for students whose voices have been historically underrepresented.

### **Supportive School and Classroom Climates**

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

#### **Objectives:**

- Facilitate professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate in the early learning and elementary sites. (also in equity targets)
- Complete a review of classroom technology use and develop guidance for how and when it should be used to strengthen both career and college readiness, along with supporting social-emotional development

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: SEL

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

### 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:

- Expand feedback loops for new staff to identify opportunities to strengthen workplace climate, staff well-being, professional support, and employee retention.
- Develop and share resources for new staff and their mentors that foster social-emotional well-being, professional connection, collaboration, and a sense of belonging within the district community.

### Supportive Discipline

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

#### Objectives:

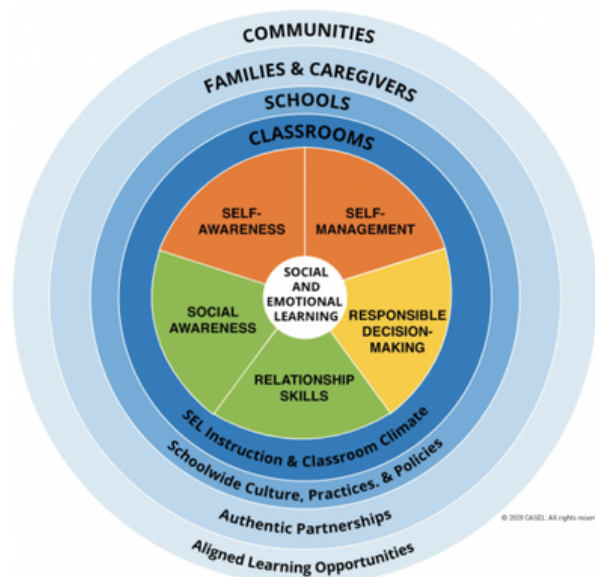
- Conduct semester reviews of discipline, exclusionary practice, and behavioral data, disaggregated by disability status, and engage site leaders in reviewing results to inform practice and decision-making.
- Increase staff capacity to support students with disabilities through professional learning focused on behavior, regulation, accommodations, manifestation determination, and restorative practices.

### 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:

- Launch and implement a district-wide “Warrior Wellness” help feature in Canvas for grades 5–12 that provides students direct access to mental health, school counseling, and chemical health supports.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes. (also in CCR targets)



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: 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:**

- Share district SEL initiatives and gather family feedback by presenting to the Parent Ambassador Network and supporting participants in sharing information with site-based parent and family groups.
- Revise and implement a kindergarten readiness framework and communication tools that emphasize developmental readiness and provide families with clear, accessible, and parent-friendly guidance for supporting early learning (also in Equity targets).

### **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.

#### **Objective:**

- Continue to analyze SEL-related data, including survey, attendance, discipline, extracurricular participation, and academic achievement data, to identify trends and areas for improvement.

### **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:**

- Expand work-based learning opportunities for students through partnerships with community organizations and local employers, including job shadowing, career exploration experiences, and on-the-job learning opportunities that support career readiness (also in equity and CCR).
- Strengthen and expand the Ambassadors for Respect program by engaging adult students with disabilities to provide classroom learning experiences in elementary schools focused on inclusion, disability awareness, person-first language, and self-advocacy.

# 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**

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. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

## **Teacher and Leader Quality and Diversity**

School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

## **Equitable Resource Allocation**

School District 197 commits to 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, including historically marginalized students, have the access and opportunity necessary to succeed.

# FOCUS AREA OVERVIEW:

## EQUITY (continued)

### **Equitable Curriculum, Instruction and Assessment**

Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

### **Equitable Learning in Classroom and Other School Environments**

School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

### **Equitable Student Leadership and Voice**

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

### **Equitable Family and Community Partnerships**

School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: EQUITY

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

## **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. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

### **Objectives:**

- Increase Unified programming/opportunities for middle school students
- Continue to 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 (also in CCR and SEL).

## **Teacher and Leader Quality and Diversity**

School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

### **Objectives:**

- Continue implementation of the new cultural competency elements of the updated School District 197 Teacher Evaluation Rubric
- Engage more staff and sites in the immersive learning experience called Learning from Place: Bdote
- Offer updated, differentiated 2SLGBTQ+ allyship sessions for district staff
- Implement a required virtual training for licensed staff on our district Equity Policy

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: EQUITY (continued)

## **Equitable Resource Allocation**

School District 197 commits to 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, including historically marginalized students, have the access and opportunity necessary to succeed.

### Objectives:

- Investigate the need for an activities scholarship fund as a way to expand participation of underrepresented students

## **Equitable Curriculum, Instruction and Assessment**

Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

### Objectives:

- Engage early learning and elementary teachers in ongoing professional development on the Ready for Rigor Framework for culturally responsive teaching
- Continue professional development on the Ready for Rigor Framework for culturally responsive teaching at the middle school
- Engage secondary teachers in the Science of Reading and literacy training
- Implement a series of professional development sessions for special education staff serving grades 5–12 to examine and evaluate evidence-based instructional practices, curriculum, and resources to improve literacy and math outcomes for students with disabilities.
- Develop literacy-based instructional resources that promote belonging for K-4 classrooms

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: EQUITY (continued)

## **Equitable Learning in Classroom and Other School Environments**

School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

### Objectives:

- Implement the updated DEI tool for physical spaces at each site to further increase the inclusivity of our school environments
- Disseminate the Start of the Year Equity considerations developed by Equity Advisory to all staff as the school year begins

## **Equitable Student Leadership and Voice**

School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

### Objectives:

- Support the student-led efforts for a Land Acknowledgment, mural and plaque at Two Rivers High School
- Develop a student affinity club leaders group to cultivate leadership capacity and promote collaboration
- Create opportunities for middle school and elementary students to provide input on school menu items

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: EQUITY (continued)

## **Equitable Family Partnerships**

School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

### Objectives:

- Disseminate the newly adopted Language Access Plan to promote family awareness of the district translation and interpretation services available.
- Review and revise the districtwide kindergarten readiness document for families with an equity lens
- Consolidate, expand, and promote the list of community support resources available to district families



# 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.



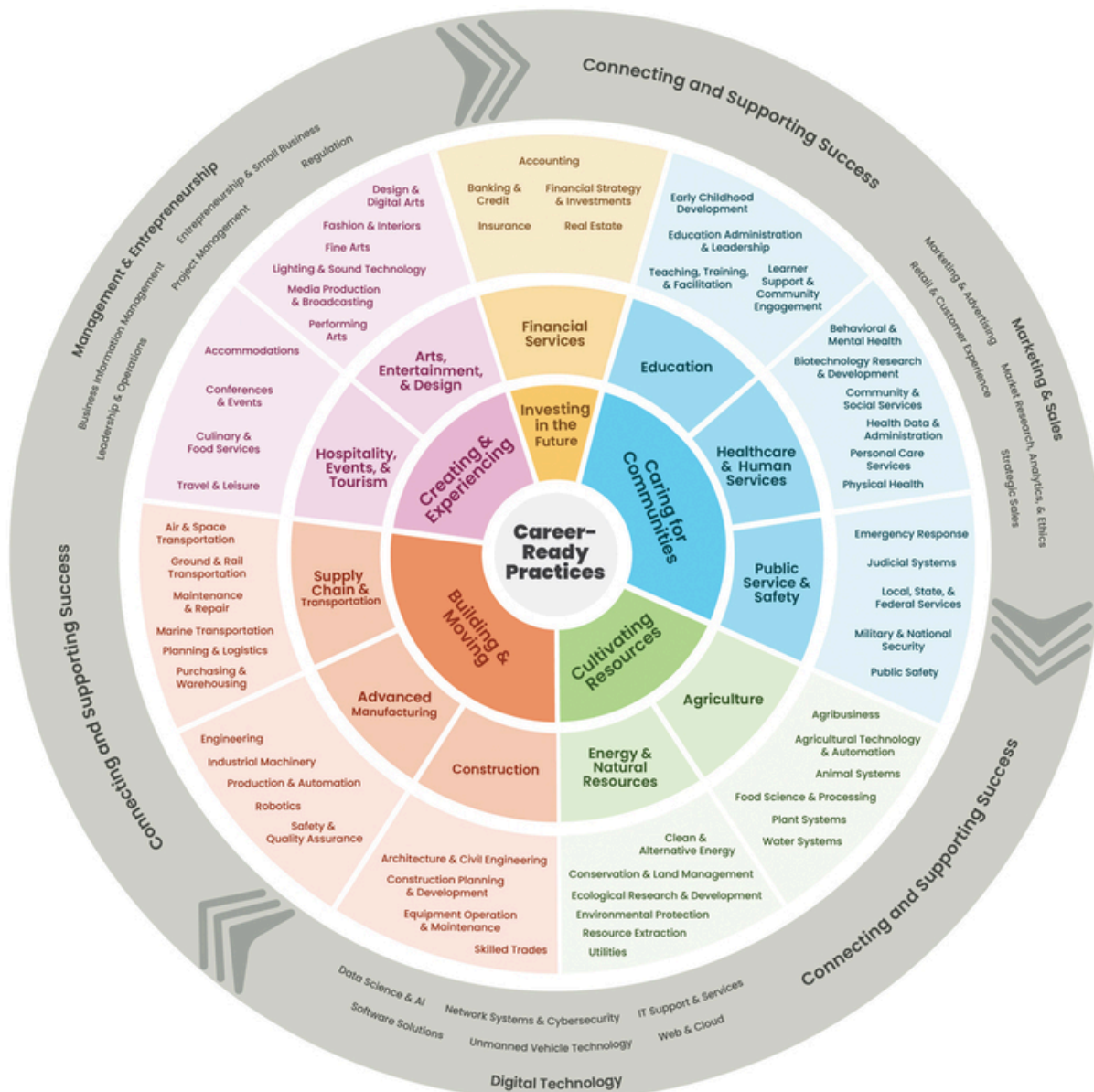
**Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.**

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.



A newly updated graphic organizer, developed by Advance Career and Technical Education (CTE) is in the graphic below. This framework is aligned with the modernized National Career Clusters® Framework, is used to organize career fields, clusters, and pathways. The updated national framework re-organizes the previous 16 clusters into 14 clusters and 72 sub-clusters to better reflect the modern world of work. As this work continues to evolve we are working to align our course sequencing and offerings at the middle schools and high school.



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2026-2027: CCR

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

### **Course, School and Structural Support**

Expanding and sustaining opportunities to improve student outcomes

#### Objectives:

- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Implement Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Continued and refined implementation of direct admissions process with an emphasis on communication and support.
- Implement phase 2 science of reading training.
- Implement a new K-4 math curriculum.
- Implement the high school personal finance course requirement to intentionally integrate post high school planning, including career and college. (also in SEL)

### **Direct Student Supports**

Reducing barriers to improve students outcomes for underrepresented student groups.

#### Objectives:

- Implement student tutoring as part of Native Language Restoration grant
- Continue to use student focus groups for regular feedback related to curriculum and instruction, this includes MS and HS as well as American Indian student focus groups related to curriculum.
- Continue to 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 2026-2027: 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:**

- Implement TriDistrict Native Language Restoration Course option
- Prepare, implement, monitor, and adjust new middle school electives.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes.(also in SEL)
- Installation of Student Help Desk course.

### **Career and Technical Education Pathways**

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

#### **Objectives:**

- Explore solutions for student transportation to allow for all students to job shadow, serve as interns, participate in industry and college tours, and importantly, to have reliable transportation to and from their worksites, particularly during work-based learning experiences supported by the school.
- Increase Industry Relevant Programming: Increase the attainment of licenses, certifications, internships and concurrent enrollment options in CTE, as well as continue to support the growth and right-sized expansion of work-based learning
- Develop strategies for widening access to the career and college center in the work based learning classroom for all students, including those not in WBL.
- Expand the advanced computer science pathway for implementation in 27-28.

# 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 students are prepared to be lifelong learners. (NEW)
- 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



# 2026-2027 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 2027.

### **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 2026 to 64% in spring 2027

### **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 28% in fall 2026 to 26% in spring 2027 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 77% in fall 2026 to 79% in spring 2027
  - Students of color will increase 4% from 49% in fall 2026 to 53% in spring 2027
- The gap between students of color and white students in grades 1-8 will decrease by 2% from 31% in fall 2026 to 29% in spring 2027 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 2026 to 80% in spring 2027
  - Students of color will increase 4% from 47% in fall 2026 to 51% in spring 2027

### **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 89.3% in 2025 to 91.3% in 2026.
- 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 76% in 25-26 school year to 78% in 26-27 school year.

# 2026-2027 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

## **All students are prepared to be lifelong learners.**

- By the 2026-2027 school year, at least 35% of Black, American Indian and Hispanic students will be enrolled in at least one rigorous course (AP, CIS and concurrent enrollment).

## **All students are ready for career and college.**

- The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 28% in spring 2026 to 30% in spring 2027.
- The percentage of students with a cumulative GPA of 2.7 will increase from 62% in spring 2026 to 64% in spring of 2027.

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 1-9, 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.

## GIFTED AND TALENTED IDENTIFICATION PROCESS

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
- Native American Student Curriculum Advisory
- Padres Latinos en Acción
- Title I Parent Advisory
- Parent Ambassador Network (PAN)
- Career and Technical Education Committee (CTE)
- Superintendent Student Advisory Committee

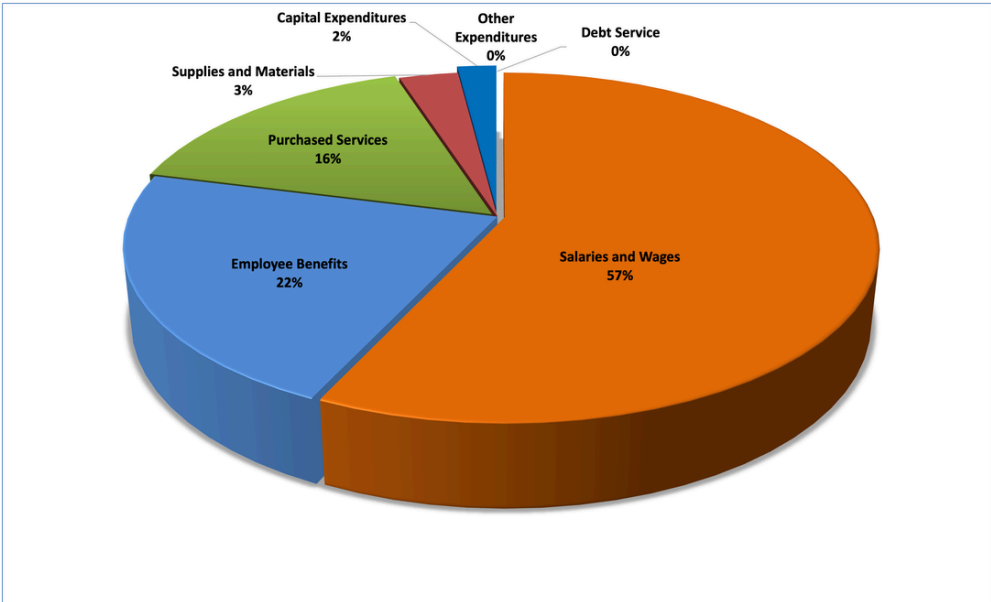
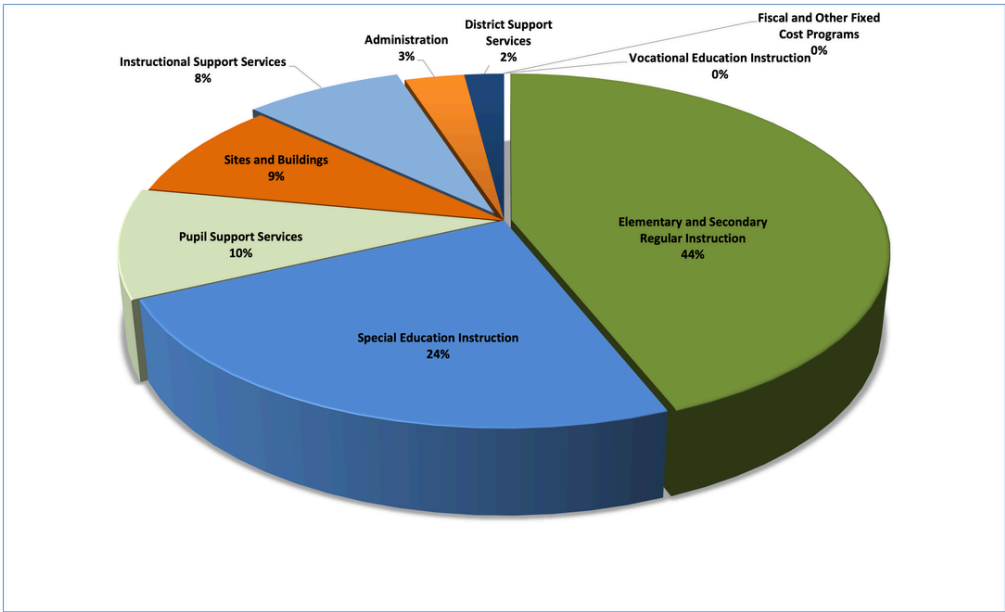
## CONSTITUENT FEEDBACK

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 2026-27 school year.



**TO:** School Board Members

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

**DATE:** October 26, 2026

**SUBJECT:** Presentation of Revised 2027-2028 and Draft 2028-2029 District Academic Calendars

### **BACKGROUND**

Each fall, the School Board reviews two academic calendars: the upcoming school year for final approval and the following year in draft form. This two-year cycle was developed with the Meet and Confer Committee. It gives families and staff predictability and leaves time to refine each calendar before final adoption.

Calendars are developed under School Board Policy 602 and Minnesota statutory requirements for instructional days and hours. Drafts are reviewed with the Meet and Confer Committee before they come to the School Board in November. This timeline lets high school registration and other systems be updated on time.

Both the 2027-28 and 2028-29 calendars continue to balance instructional consistency, professional learning needs, and inclusion of the district's diverse community.

### **Meet and Confer Committee Input**

The Meet and Confer Committee includes representatives from the teachers' federation, principals, and district administration. The committee met to review the draft 2027-28 and 2028-29 calendars. It looked at proposed start and end dates, the placement of professional development days, religious observances, and overall instructional balance. The committee reached consensus on the changes described below. It also discussed broader questions about start dates, holiday observances, and flexibility within the calendar framework.

### **Discussion Summary**

*2027-28 calendar:* District administration recommended moving the October professional development day from October 1 to October 11, and the committee agreed. Members noted that elementary sites will still need time to hold data meetings before that day. They suggested using collaborative team time or staff meeting time for those meetings.

*2028-29 calendar:* The committee reviewed the draft calendar recommended by district administration and focused on where to place the second professional collaboration day. A mid-semester date would put it immediately before or after spring break. The committee instead agreed to move it later in April and pair it with a professional development day so the two fall on consecutive days, April 23 and 24, 2029.

*Conferences:* The committee also discussed the late evenings that conferences require of teachers. Some districts reduce this burden by scheduling conference nights next to a professional development day or a day off. That approach is harder for our district, because we spread conferences out to serve families and to make sure interpreters are available.

*Religious inclusion:* The discussion also connected to the district's ongoing work to support religious inclusion through policy and practice. When the calendar allows, the district aligns professional development days with Yom Kippur and one of the two Eids, typically when these religious holidays fall next to a break or a weekend. The district does not incorporate religious holidays into the calendar when doing so would create isolated midweek days off. The district also continues to strengthen its School Events and Religious Holidays guidance on excused absences, tests and events, homework, and classroom practices, so students and families can observe religious holidays without academic penalty.

### **2027-28 Calendar (Final Approval)**

The 2027-28 calendar was approved in draft form last year and is now presented for final approval. The only proposed change is moving the October 1 professional development day to October 11.

The calendar keeps the transition day on the first day of school for kindergarten, grade 5, and grade 9 students. All other grades start the following day. The calendar includes 169-170 student days, depending on grade level, and 185 teacher days.

Highlights include:

- Professional development days on October 11 and May 5 account for Yom Kippur and Eid al-Adha, respectively.
- The district worked with the College Board to adjust AP testing so it avoids conflicts with religious observances on May 5.
- Winter break runs December 22-31, which keeps the school year from extending into mid-June.
- Professional development days continue to align with Election Day and related Mondays. This avoids the security adjustments needed when the public has access to school buildings.

These choices reflect the district's continued practice of scheduling non-student days around both operational and community needs.

### **2028-29 Calendar (Draft Approval)**

The 2028-29 calendar continues the district's pattern of starting after Labor Day. It keeps the transition day on the first day of school for kindergarten, grade 5, and grade 9 students, with all other grades starting the following day. The calendar includes 169-170 student days, depending on grade level, and 185 teacher days.

Highlights include:

- Professional development days on September 29 and April 23 account for Yom Kippur and Eid al-Adha, respectively.
- Winter break runs December 22 through January 2, which keeps the school year from extending into mid-June.
- Professional development days continue to align with Election Day and related Mondays. This avoids the security adjustments needed when the public has access to school buildings.

These choices reflect the district's continued practice of scheduling non-student days around both operational and community needs.

### **Religious and Cultural Observances**

The district continues to refine its administrative guidance for accommodating religious observances. Staff are reminded of three expectations:

- Absences for religious holidays must be excused.
- Students should get reasonable time to complete make-up work.
- Tests and events should be avoided on major observances whenever possible.

The School Events and Religious Holidays guidance document is updated each year to help staff plan thoughtfully. The district also continues to use professional development and other non-student days strategically to reduce conflicts with religious holidays observed by a significant portion of our community.

### **Summary**

The calendars presented this year reflect ongoing collaboration through the Meet and Confer process and careful consideration of staff feedback, instructional needs, community diversity, and operational realities. Together, they provide a stable foundation for planning while keeping flexibility and sensitivity to community needs.

### **RECOMMENDED RESOLUTION**

No resolution is necessary at this meeting. The calendars will be brought to the Board for approval at a future meeting.

# 2027 - 2028 ISD 197 School Calendar for Staff

## Important Dates

|                    |                               |
|--------------------|-------------------------------|
| July 5             | Holiday - July 4              |
| Aug 25 & 26        | New Teacher Workshop          |
| August 30 - Sept 2 | Workshop Week                 |
| Sept 6             | Holiday - Labor Day           |
| Sept 7             | First Day of K, 5 and 9       |
| Sept 8             | First Day 1-4, 6-8, 10-12     |
| <b>Oct 11</b>      | <b>No School - Prof Dev</b>   |
| Oct 21 & 22        | No School - Fall Break        |
| Nov 1              | PC - Elem/PD - Secondary      |
| Nov 2              | PD - Elem/PC - Secondary      |
| Nov 24             | Conference Comp               |
| Nov 25 & 26        | Holiday                       |
| Dec 22 - 31        | Winter Break                  |
| Jan 17             | Holiday - MLK Day             |
| Jan 27             | PD - Elem/Grading - Secondary |
| Jan 28             | Grading - Elem/PD - Secondary |
| Feb 21             | Holiday - President's Day     |
| March 24           | Professional Collaboration    |
| March 27 - 31      | Spring Break                  |
| May 5              | PD - Professional Dev         |
| May 29             | Holiday - Memorial Day        |
| June 8             | Last Day of School, K- 11     |
| June 9             | Grading                       |
| June 12 & 13       | Conference Comp               |
| June 19            | Holiday - Juneteenth          |

## JULY

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

## AUGUST

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

## SEPTEMBER

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

## OCTOBER

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

## NOVEMBER

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

## DECEMBER

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

## JANUARY

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

## FEBRUARY

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

## MARCH

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

## APRIL

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

## MAY

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

## JUNE

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



Conference Comp

PC = Professional Collaboration

Employee Holiday

Teacher Day

PD = Professional Development

Not Teacher Work Day

# 2027 - 2028 ISD 197 School Calendar for Staff

## Student Days Per Month

0 – August  
 17 or 18 – September  
 18 – October  
 17 – November  
 15 – December  
 18 – January  
 20 – February  
 17 – March  
 20 – April  
 21 – May  
 6 – June  
 TOTAL = 169 or 170 student days

## Student Days Per Semester

Semester 1  
 85 days – 9/7 to 1/26  
 Semester 2  
 85 days – 1/31 to 6/8  
 TOTAL  
 170 student days (K, 5, 9)  
 169 student days (1-4, 6-8, 10-12)

## Teacher Days per Month

2– August  
 20– September + 1 Holiday (Labor Day)  
 19 – October  
 20 – November + 2 Holidays (Thanksgiving and Friday after Thanksgiving)  
 15 – December  
 20 – January  
 20 – February + 1 Holiday (President's Day)  
 18 – March  
 20 – April  
 22 – May + 1 Holiday (Memorial Day)  
 9– June  
 TOTAL = 185 Teacher Days + 5 Holidays = 190 Total Teacher Days

## District Office Closed

July 5, 2027  
 September 6, 2027  
 November 25, 2027  
 November 26, 2027  
 December 23, 2027  
 December 24, 2027  
 December 30, 2027  
 December 31, 2027  
 January 17, 2028  
 February 21, 2028  
 May 29, 2028  
 June 19, 2028

# 2028 - 2029 ISD 197 School Calendar for Staff

## Important Dates

|                |                                    |
|----------------|------------------------------------|
| July 4         | Holiday - July 4                   |
| Aug 23 & 24    | New Teacher Workshop               |
| August 28 - 31 | Workshop Week                      |
| Sept 4         | Holiday - Labor Day                |
| Sept 5         | First Day of K, 5 and 9            |
| Sept 6         | First Day 1-4, 6-8, 10-12          |
| Sept 29        | PD - Professional Dev              |
| Oct 19 & 20    | No School - Fall Break             |
| Nov 6          | PC - EL & Elem/PD - Secondary      |
| Nov 7          | PD - EL & Elem/PC - Secondary      |
| Nov 22         | Conference Comp                    |
| Nov 23 & 24    | Holiday                            |
| Dec 22-Jan 2   | Winter Break                       |
| Jan 15         | Holiday - MLK Day                  |
| Jan 25         | PD - EL & Elem/Grading - Secondary |
| Jan 26         | Grading - EL & Elem/PD - Secondary |
| Feb 19         | Holiday - President's Day          |
| March 26-30    | Spring Break                       |
| April 23       | PC - Professional Collaboration    |
| April 24       | PD - Professional Dev              |
| May 28         | Holiday - Memorial Day             |
| June 7         | Last Day of School, K-11           |
| June 8         | Grading                            |
| June 11-12     | Conference Comp                    |
| June 19        | Holiday - Juneteenth               |

## JULY

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

## AUGUST

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

## SEPTEMBER

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

## OCTOBER

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

## NOVEMBER

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

## DECEMBER

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

## JANUARY

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

## FEBRUARY

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

## MARCH

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

## APRIL

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

## MAY

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

## JUNE

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



■ Conference Comp    
 ■ Employee Holiday    
 ■ Teacher Day    
 ■ Not Teacher Work Day  
 PC = Professional Collaboration     PD = Professional Development

# 2028 - 2029 ISD 197 School Calendar for Staff

## Student Days Per Month

0 – August  
 17 or 18– September  
 20 – October  
 17 – November  
 15 – December  
 18 – January  
 19 – February  
 17 – March  
 19 – April  
 22 – May  
 5 – June  
 TOTAL = 169 or 170 student days

## Teacher Days per Month

4– August  
 18– September + 1 Holiday (Labor Day)  
 20 – October  
 20 – November + 2 Holidays (Thanksgiving and Friday after Thanksgiving)  
 15 – December  
 20 – January  
 19 – February + 1 Holiday (President's Day)  
 17 – March  
 21 – April  
 22 – May + 1 Holiday (Memorial Day)  
 8– June  
 TOTAL = 185 Teacher Days + 5 Holidays = 190 Total Teacher Days

## District Office Closed

July 4, 2028  
 September 4, 2028  
 November 23, 2028  
 November 24, 2028  
 December 22, 2028  
 December 25-29, 2028  
 January 1, 2029  
 January 15, 2029  
 February 19, 2029  
 March 26-30, 2029  
 May 28, 2029  
 June 19, 2029

## Student Days Per Semester

Semester 1  
 85 days – 9/5 to 1/24  
 Semester 2  
 85 days – 1/29 to 6/7  
 TOTAL  
 170 student days (K, 5, 9)  
 169 student days (1-4, 6-8, 10-12)