Regular Meeting and Work Session
Monday, November 23, 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 November 9, 2026 School Board Meeting
   3.B. Approval of Personnel Recommendations
   3.C. Administrative Review of Policy 423: Employee-Student Relationships
   3.D. Administrative Review of Policy 519: Interviews of Students by Outside Agencies
   3.E. Administrative Review of Policy 520: Student Surveys
   3.F. Final Reading of Policy 806: Crisis Management
4. Comments to the School Board - 5:05 p.m.
   Presenter: Sarah Larsen, School Board Chair
5. Presentation of 2025-2026 Annual Report - 5:10 p.m.
   Presenter: Cari Jo Drewitz, Director of Curriculum, Instruction & Assessment
6. Presentation of Proposed School Age Care Fee Increases for 2027-2028 and 2028-2029 - 6:10 p.m.
   Presenter: Lisa Grathen, Director of Community Education
7. Presentation of Proposed Early Learning Fee Increases for 2027-2028 and 2028-2029 - 6:20 p.m.
   Presenter: Lisa Grathen, Director of Community Education
8. Presentation of Proposed 2027-2028 School Board Meeting Dates - 6:30 p.m.
   Presenter: Peter Olson-Skog, Superintendent
9. Adjournment - 6:40 p.m.
   Presenter: Sarah Larsen, School Board Chair

School District 197
West St. Paul-Mendota Heights-Eagan Area Schools
Regular Meeting
Monday, November 9, 2026
ISD 197 District Office, Mendota Heights, MN

A meeting of the School Board of Independent School District 197 was held on Monday, November 9, 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, Jon Vaupel, Randi Walz. School Board members absent: Byron Schwab, Morgan Steele. 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; Mark Fortman, Director of Operations.

Agenda

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

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

Consent Agenda

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

- Approval of the October 26, 2026 School Board Meeting Minutes
- Approval of Personnel Recommendations
- Administrative Review of Policy 516.5: Overdose Management
- Administrative Review of Policy 702: Accounting
- Administrative Review of Policy 703: Annual Audit
- Second Reading of Policy 806: Crisis Management
- Approval of Gifts to the District
- Approval of September 2026 Accounts Payable Report
- Approval of September 2026 Treasurer's Report
- Approval of October 2026 Wire Transfers Report

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

Approval of Resolutions Canvassing Returns of Votes of School District Elections
Superintendent Peter Olson-Skog presented the results of the November 3, 2026, School District General and Special Elections for formal canvassing by the School Board. The general election included three School Board seats, with 25,041 ballots cast and a voter turnout of 76.49%, resulting in the election of Sarah Larsen, Marcus Hill, and Jon Vaupel to four-year terms beginning in January 2027. The special election included a capital

project levy authorization, which passed with 13,782 votes (63.2%) in favor and 8,013 votes (36.8%) against. The Board was asked to approve the resolutions canvassing the election results and authorizing the issuance of Certificates of Election to the three elected School Board members.

It was moved by Mr. Aune and seconded by Mr. Hill to approve the Resolutions Canvassing Returns of Votes of School District Elections as presented.

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

Student Representatives' Report
Student School Board Representatives Clara Rebhan and Aubrey McMahon provided updates on activities and accomplishments across district schools. Elementary highlights included Hispanic Heritage Month celebrations, outdoor learning experiences, community events, and student-led initiatives, while both middle schools participated in Unity Day activities and collaborative musical performances. At Two Rivers High School, students celebrated successful fall athletic seasons, participated in academic and musical events, and recognized Hispanic Heritage Month through student-led cultural presentations and performances. The representatives emphasized the variety of opportunities available for students to engage in learning, celebrate diverse cultures, and build connections throughout the district.

Recognitions
The School Board recognized individuals for their contributions to student opportunities, leadership, and community partnerships. Child Nutrition Supervisor Sabrina Kintz and Child Nutrition Manager Jeff Wolfer shared how Moreland Elementary student Connor Millerbernd's petition led to pretzel buns being added to the school lunch menu and expressed enthusiasm for increased student engagement in the district's meal program. Two Rivers High School senior Colton Hamiel was recognized for participating in a student panel at the launch of the Minnesota Aerospace Skilled Technical Workforce Hub, building on his aviation experience and internship through TriDistrict CAPS. The Board also recognized Frank Hanzal, owner of CBL Floors, for his partnership in developing *Hired! Landing a Job at 14+ Years*, an after-school program designed to help eighth-grade students develop employment readiness skills.

Superintendent's Report
Superintendent Peter Olson-Skog expressed appreciation to the School District 197 community for approving the capital projects levy with 63% of the vote, emphasizing its importance in providing financial stability and supporting students and staff. He congratulated newly elected School Board members Sarah Larsen, Jon Vaupel, and Marcus Hill, and thanked candidate Dwight Larson for his willingness to serve. In recognition of Native American Heritage Month, he highlighted the district's American Indian Education Program and its commitment to supporting more than 160 American Indian students and their families. He also celebrated the opening of an inclusive playground addition at Pilot Knob STEM Magnet School and shared information about upcoming Kindergarten Showcase events for families preparing for the 2027-28 school year.

Site Report: Friendly Hills Middle School
Friendly Hills Middle School Principal Chris Hiti and Associate Administrator Kira Fischler presented the school's annual site report, highlighting its mission to prepare, challenge, and empower every student. They shared points of pride centered on a collaborative school community, diverse learning experiences, and opportunities for students to engage beyond the classroom through field trips, guest speakers, and Lunch and Learn activities. The presentation emphasized instructional approaches that support interactive, individualized, and exploratory learning experiences. Looking ahead, the school identified continued priorities in science, mathematics, reading, student engagement, and hands-on learning opportunities that encourage curiosity and skill development.

Site Report: Somerset Elementary

Somerset Elementary School Principal Amy Kujawski presented the school's annual site report, highlighting progress in literacy, mathematics, and writing instruction aligned with the district's Strategic Framework. She reported successful implementation of the Magnetic early literacy curriculum, with students demonstrating 90% or higher mastery in phonemic awareness on the aReading assessment, along with relatively stable mathematics proficiency and improved writing scores among multilingual learners. The school also highlighted implementation of the Self-Regulated Strategy Development (SRSD) writing model and the Reveal mathematics curriculum. Looking ahead, Somerset will focus on evidence-based reading interventions, reading fluency in grades 2-4, continued implementation of SRSD writing strategies, strengthened mathematics instruction through student discourse, and relationship-building practices through the Ready for Rigor framework.

Approval of 2026-2027 Strategic Implementation Plan

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, presented the 2026-27 Strategic Implementation Plan for formal School Board approval. The plan supports the district's long-term Strategic Framework, adopted in 2020, and fulfills requirements outlined in Minnesota Statute 120B.11 regarding comprehensive planning to improve teaching and learning. The district's strategic planning process includes adoption of the Strategic Framework, an Annual Report evaluating progress toward established goals, and an annual implementation plan identifying actions to advance those goals. The implementation plan was previously presented at the October 26 work session, and the Annual Report scheduled for further review at the November 23 work session.

It was moved by Mr. Vaupel and seconded by Mr. Aune to approve the 2026-2027 Strategic Implementation Plan as presented.

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

Approval of Revised 2027-2028 and 2028-2029 Draft Academic Calendars

Cari Jo Drewitz, Director of Curriculum, Instruction, and Assessment, presented the final 2027-28 and draft 2028-29 district academic calendars, developed in collaboration with the Meet and Confer Committee. Both calendars maintain 169-170 student instructional days and 185 teacher days while balancing instructional needs, professional development, operational considerations, and religious and cultural observances. The 2027-28 calendar includes a change moving the October professional development day from October 1 to October 11, while the 2028-29 draft places professional development and collaboration days consecutively in April. The calendars were previously reviewed at the October 26 School Board work session.

It was moved by Mr. Hill and seconded by Mr. Aune to approve the Revised 2027-2028 and 2028-2029 Draft Academic Calendars as presented.

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

Adjournment

It was moved by Mr. Aune and seconded by Mr. Hill to adjourn the meeting at 7:24 p.m.

Aye: Tim Aune, Marcus Hill, Sarah Larsen, Jon Vaupel, Randi Walz
Nay: none

The motion carried (5-0).

The next regularly scheduled School Board meeting of Independent School District 197 will be Monday, November 23, 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.

_____	_____
Sarah Larsen	Jon Vaupel
School Board Chair	School Board Clerk

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: November 23, 2026

SUBJECT: Personnel Recommendations

The following personnel items are recommended for approval at the School Board Meeting on November 23, 2026.

Non-Licensed Employment

- Euerle, Gerald - 8 hours a day Building and Grounds worker at an hourly rate of $20.94 at Mendota Elementary School effective November 16, 2026.
- Handt, Michael - 8 hours a day Building and Grounds worker at an hourly rate of $20.94 at Heritage Middle School effective November 16, 2026.
- McGinnis, Darla - 6 hours a day Kitchen Assistant Districtwide Floater at an hourly rate of $19.04 effective November 9, 2026
- Molina Santiago, Alana - 6 hours a day Kitchen Assistant at an hourly rate of $19.04 at Two Rivers High School effective November 9, 2026
- Moore, Michael - 8 hours a day Building and Grounds worker at an hourly rate of $20.94 at Moreland Elementary School and Heritage Middle School effective November 16, 2026.

Licensed Employment

- Baruch, Leisha - 0.84 FTE Physical Education Teacher at Moreland Elementary School at an annual salary of $78,324.73 effective November 23, 2026.

Non-Licensed Employment Resignation, Retirement, Terminations

- Etljes, Peter - Building Substitute at Moreland Elementary School resignation effective November 12, 2026
- Kieffer, Danielle - Special Education Paraprofessional at Moreland Elementary School, termination effective November 12, 2026.
- Osten, Jordan - HR/Payroll Associate termination effective November 20, 2026.
- Stanfield, Jad - Special Education Paraprofessional at Friendly Hills Middle School, resignation effective November 12, 2026.

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Tye Michaels, Director of Human Resources

DATE: November 23, 2026

SUBJECT: Administrative Review of Policy 423, Employee-Student Relationships

BACKGROUND

A review of Policy 423, Employee-Student Relationships, has been completed. The policy adheres to the district's processes and procedures currently in place. This policy was last reviewed in August of 2023.

The policy language was changed to reflect updates to the MSBA Model Policy. Updates reflect the new grooming prohibition enacted by the 2026 Minnesota legislative session and changed the guidelines for where to direct complaints and/or concerns regarding alleged violations of the policy.

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. This policy does not provide specific opportunities for underserved, underrepresented, or disadvantaged students, but rather provides all students with appropriate guidance, understanding and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve Policy 423, Employee-Student Relationships, as presented.

Employment & Personnel Contact: Director of Human Resources

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding and direction, while maintaining a standard of professionalism, and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.

B. At all times, students will be treated by teachers and other school district employees with respect, courtesy and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.

C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.

D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.

E. Other actions that violate this policy include, but are not limited to, the following:

1. Dating students.

2. Having any interaction/activity of a sexual nature with a student.

3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.

4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.

5. Grooming as prohibited under Minnesota Statutes, section 609.352.

F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.

H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

A. Complaints and/or concerns regarding alleged violations of this policy shall be ~~handled in accordance with MSBA/MASA Model Policy 103 (the school district's Complaints – Students, Employees, Parents/Guardians, Other Persons) policy unless other specific complaint procedures are provided within any other policy of the school district.~~ **directed to the employee's supervisor. The supervisor will review the complaint and determine whether a specific complaint procedure contained in a different policy applies. If no other complaint procedure applies, the supervisor will investigate and respond as appropriate.**

B. All employees shall cooperate with any investigation of alleged acts, conduct or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed, or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References:

Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References:

School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
School District Policy 413 (Harassment and Violence)
School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
School District Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
School District Policy 421 (Gifts to Employees)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	March 20, 2017; January 21, 2020; August 21, 2023
Monitoring Method:	Administrative Review
Monitoring Frequency:	Once every three years

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Peter Mau, Assistant Superintendent

DATE: November 23, 2026

SUBJECT: Administrative Review of Policy 519, Interviews of Students by Outside Agencies

BACKGROUND

An administrative review of Policy 519 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. Based on this review, minor changes are recommended at this time. Language relating to new statutory requirements was added and minor language changes were made. 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. District procedures aligned to this policy align to the legal requirements. Interviews of students at school are conducted when legally required. We make every effort to maintain an educational environment and limit disruptions in our schools. This helps create a safe and welcoming environment for all students.

RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve Policy 519, Interviews of Students by Outside Agencies, as presented.

519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

A. Generally, students may not be interviewed during the school day by persons other than a student's parents/guardians, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.

B. Requests from law enforcement officers and those other than a student's parents/guardians, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal shall attempt to contact the student's parents/guardians to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental/guardian consent, an alleged victim and any minors who

currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours **or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency**. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.

B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property ~~prior to~~ **before** the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. ~~Where the interviews are~~ **For an interview** conducted by the local welfare agency, the notification ~~must~~ **shall** be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school

district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than **twenty-four (**24**)** hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References:	Minn. Stat. § 13.32 (Educational Data) Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Cross References:	School District Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse) School District Policy 515 (Protection and Privacy of Pupil Records)

POLICY ADOPTED:	December 14, 2009
POLICY REVIEWED/REVISED:	August 21, 2017; January 19, 2021; April 15, 2024
Monitoring Method:	Administrative Review
Monitoring Frequency:	Every three years

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Peter Olson-Skog, Superintendent

DATE: November 23, 2026

SUBJECT: Administrative Review of Policy 520, Student Surveys

BACKGROUND

The district completed an administrative review of Policy 520, and the current policy adheres to the district's existing processes and procedures. This policy was last updated in April of 2024. The district reviewed its current policy against MSBA's model policy; the language changes are *technical*, not *substantive*. For example, it replaced the word "child" with "student" and made other minor language revisions.

School District 197 reviews its policies on a 3-year cycle unless law requires otherwise. Typically, the administration brings recommended policy changes to the school board for three readings, with approval at the third reading. However, when the administration recommends minor or no changes to the policy, it is labeled as an "administrative review." The administration has labeled changes the board has consistently requested in all policies as "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 it as presented. As a reminder, board members always have the opportunity to remove a policy from the consent agenda and discuss it as part of the main agenda.

The district also reviewed this policy using its Four-Way Equity Test. By making the student engagement inventory non-anonymous, the district will better understand engagement levels for historically underrepresented and underserved populations.

RECOMMENDED RESOLUTION

BE IT RESOLVED by the School Board of School District 197 to approve Policy 520, Student Surveys, as presented.

520 STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is

notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent/guardian for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in their responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

F. As an exception to the general requirements of this Policy, the Superintendent may approve a survey that is designed to increase student engagement but is not anonymous, if students are conspicuously notified, verbally and in writing, that: (1) the survey is completely voluntary, (2) they are not required to participate, and (3) they will not receive any penalty or consequence for not participating or not completing the survey. Under this exception, the superintendent may not approve a survey that would elicit or gather any of the information listed in Section IV.B of this policy.

G. Classroom-level questionnaires do not require advance notification but should not seek any information listed in Section IV.B. Classroom-level questionnaires that seek to gather clearly innocuous data related to individual students do not fall under the anonymous guidelines of this policy. For example, a questionnaire administered by a band teacher asking: “What instrument are you interested in playing in band?” does not need to be anonymous. In contrast, surveys that ask students to provide feedback on teaching practices should be anonymous. Regardless of the nature of the questionnaire, they should be optional without pressure to participate and carry no penalty for non-participation.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent/guardian, to submit to a survey**, analysis, or evaluation** that reveals information concerning:

1) political affiliations or beliefs of the student or the student's parent/guardian;

2) mental and psychological problems of the student or the student's family;

3) sex behavior or attitudes;

4) illegal, antisocial, self-incriminating, or demeaning behavior;

5) critical appraisals of other individuals with whom respondents have close family relationships;

6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7) religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or

8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with ~~Sections~~ **Paragraphs** IV.A. and IV.B., above, concerning student privacy, parental/guardian access to information, and administration of certain physical examinations to minors.

1) The following policies are to be adopted in consultation with parents/guardians:

a. The right of a parent/guardian **of a student** to inspect, **up**on request **of the parent/guardian**, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including **any applicable** procedures for granting a parent's/guardian's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent/guardian" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the ~~child~~ **student** lives, or a person who is legally responsible for the welfare of the ~~child~~ **student**.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey **to a student**, including an evaluation, to a student which contains one or more of the items listed in ~~Section~~ **Paragraph** IV.B., above, including the right of a parent/guardian of a student to inspect, **up**on request **of the parent/guardian**, any such survey.

c. The right of a parent/guardian of a student to inspect, **up**on request **of the parent/guardian**, any instructional material used as part of the educational curriculum for the student and **any applicable** procedures for granting a request by a parent/guardian for ~~such~~ **reasonable** access **to instructional material** within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (~~i.e.,~~**such as** materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that

information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

1. "Personal information" means individually identifiable information including a student or parent's/guardian's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

2. This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

a) college or other postsecondary education recruitment or military **recruitment**;

b) book clubs, magazines, and programs providing access to low-cost literary products;

c) curriculum and instructional materials used by elementary and secondary schools;

d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students **(**or to generate other statistically useful data for the purpose of securing such tests and assessments**)** and the subsequent analysis and public release of the aggregate data from such tests and assessments;

e) the sale by students of products or services to raise funds for school-related or education-related activities; and

f) student recognition programs.

3. The right of a parent/guardian to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent/guardian for reasonable access to such an instrument within a reasonable period of time after the request is received.

2) The policies adopted under ~~Section IV.C.,~~ Subparagraph **IV.C.**1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents/guardians of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents/guardians with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in ~~Section~~ **Paragraph** IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or **any** act during such examination that includes incision,

insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in ~~Section IV.C.2.,~~ Subparagraph **IV.C.2.**b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental/guardian notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental/guardian notification.

V. NOTICE

A. The school district must give parents/guardians and students **direct** notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents/guardians at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents/guardians reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents/guardians direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents/guardians the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act) 20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)

Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: School District Policy 515 (Protection and Privacy of Pupil Records)
School District Policy 521 (Student Disability Nondiscrimination)
School District Policy 522 (Student Sex Nondiscrimination)

Resources: **U.S. Department of Education, *Family Educational Rights Privacy Act (FERPA)***
U.S. Department of Education, *Protection of Pupil Rights Amendment (PPRA)*

POLICY ADOPTED: September 9, 2009
POLICY REVIEWED/REVISED: March 17, 2014; June 15, 2020; April 15, 2024
Monitoring Method: Administrative Review
Monitoring Frequency: Every three years

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

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

DATE: November 23, 2026

SUBJECT: Final 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. It was brought to the board for a first reading at their October 26, 2026 meeting.

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

BE IT RESOLVED by the School Board of School District 197 to approve Policy 806, Crisis Management, as presented.

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.**

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
West St. Paul • Mendota Heights • Eagan Area

TO: School District 197 School Board Members

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

DATE: November 23, 2026

SUBJECT: Presentation of 2025-2026 Annual Report

BACKGROUND

Per Minnesota Statute 120B.11, "a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce." The school board meets this requirement (and others detailed in 120B.11), primarily through three actions.

1. The adoption of a long-term **Strategic Framework**. The board adopted its current framework in the spring of 2020.

2. The adoption of the **Annual Report** which analyzes progress toward the goals of the Strategic Framework in the prior school year. This will be presented to the board in detail at the November 23rd work session.

3. The adoption of an annual **Strategic Implementation Plan** including specific actions intended to continue advancing the goals of the Strategic Framework. This was presented to the board in detail at the October 26th work session and approved at the November 9th meeting.

RECOMMENDED RESOLUTION

No resolution necessary. Presentation for informational purposes only.

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

isd197.org



2025-2026

School District 197 Annual Report

From the Superintendent

Dear School District 197 Community,

I am pleased to share this year's Annual Report and build on where we left off last year. A year ago, I wrote about early results from our work with the science of reading, a new math curriculum on the horizon, and the belief that a test score tells only part of a child's story. This report lets us measure our progress against those words.

Last year, our first signs of reading growth came from kindergarten. This year, that progress extended through third grade. We set a goal to increase the percentage of third graders meeting the low-risk reading benchmark from 57% to 59%. We reached 64%. Students in grades 1–3 all showed growth from fall to spring. On the new MCA reading test, School District 197 again ranked first in reading proficiency among our 10 comparison districts. That success reflects the dedication of our teachers, who completed extensive training and continue refining their classroom practices. I'm proud of them.

Last year, I also shared that a new math curriculum was on the horizon. As with every adoption, we piloted the selected materials first so teachers could give feedback on engagement, usability and alignment with state standards. Their input is helping us get the rollout right. A curriculum our students will use for years deserves that care.

Some of this year's most encouraging results come at the beginning and end of a student's time with us. In preschool, the share of children meeting literacy expectations grew from 21% in the fall to 77% in the spring. At Two Rivers High School, enrollment of students of color in rigorous courses rose from 33% in 2021-22 to 41% this year, while Hispanic students completing a college-level course increased from 21% to 28%, exceeding our goal. Students earned 428 industry certifications, and we launched a year-round Ojibwe language course supported by a state grant.

Not every goal was met, and you deserve to see those results too. Our graduation rate held at 89%, above the state average of 85%, but short of our 91.5% goal. Students of color made gains in reading and math, but not enough to close the reading gap. Closing these gaps remains our highest priority, and we will continue reporting on our progress openly.

I still believe tests capture only part of what matters, which is why I agreed to serve on the Minnesota Department of Education's assessment task force this fall. It's also why this report highlights 72 athletics, activities and clubs with more than 2,500 registrations, and 398 children who received early childhood screening.

Our mission calls for caring relationships, equitable practices and high expectations for all. The pages that follow show what that looks like when staff, families and community work together. Thank you for your continued trust and partnership.

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

About School District 197

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

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



1897 Delaware Ave., Mendota Heights, MN 55118 ■ 651-403-7000 ■ isd197.org

2025-26 DISTRICT PROFILE

NUMBER OF SCHOOLS

1 Early Learning Center + 5 Elementary Schools + 2 Middle Schools + 1 High School + 1 Special Education Transition Program = 10

K-12 STUDENT ENROLLMENT

4,073 Resident student enrollment + **1,084** Non-resident student = **5,157** Total Student Enrollment

BY GRADE LEVEL

- **1,934** Elementary (K - 4)
- **1,533** Middle School (5-8)
- **1,690** High School (9-12)

ETHNICITY INFORMATION

- **1%** American Indian
- **2.86%** Asian
- **12.8%** Black
- **29.3%** Hispanic
- **8.4%** Multiracial
- **0.04%** Native Hawaiian or Other Pacific Islander
- **45.6%** White

OUR EDUCATORS

For reporting purposes, the district reported the following information about equitable access to excellent teachers: less than 1% ineffective teachers, 15% inexperienced (less than 3 years) teachers, and less than 1% out of field.

- **85%** of educators have more than three years of experience
- **54%** of educators have 10 or more years of experience
- **80%** of educators have a master's degree or higher
- **96%** of licensed educators have a license in the subject area they are teaching

Our Mission

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

We Believe:

Relationships

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

Equity

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

Achievement

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





Strategic Plan Goals and Results

The state of Minnesota requires an annual report and plan, which we are pleased to complete and present to the public each year. This 2025-2026 annual report provides our community members with the opportunity to learn about and provide feedback on the district and school goals for instruction and achievement for all students.



Curriculum Advisory Committee

The committee addresses continuous improvement, community involvement, and annual public reporting on curriculum, instruction, and student achievement. This committee is comprised of parents, community members, teachers, administrators, and district office staff to ensure a range of issues and viewpoints are examined and discussed. The 2025-2026 committee members are listed below.

Name	Role
Cari Jo Drewitz	Director
Katie Quinlan	Coordinator
Miles Lawson	Coordinator
Randi Walz	School Board
Scott Schwister	Parent
Jason Laux	Teacher
Abby Hendricks	Parent
Matthew Schempp	Parent
Tom Benson	Principal
Mario Watson Sr.	Parent
Laura Blanks	Parent
Brenda Corbett	Community Member
Jody McPhearson	Parent
Amelia Berry	Parent
Megan Ahlberg	Principal
Nicole McMahon	American Indian Parent Rep
Anne Miller	Parent
Stacy Danov	Parent

Students provide input to the curriculum team and CAC through the following groups: TRHS Student Curriculum Advisory, FHMS Student Curriculum Advisory, HMS Student Curriculum Advisory, Native Student Curriculum Advisory, Secondary Student Listening Sessions

Strategic Plan Goals and Results

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

District Strategic Goals	2025-2026 School District 197 Goals	2025-2026 School District 197 Results	2025-2026 School District 197 Strategies to Achieve Goals
1. All children are ready for school	The percentage of students in the district's four-year-old preschool program who meet developmental expectations in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2026.	**Goal Met** Social emotional - 75% Literacy - 77%	Social Emotional · Implemented AMAZEworks curriculum to allow students to see themselves in our curriculum. · Used Conscious Discipline strategies to help understand emotions, identify emotions and regulate emotions. · The first 6 weeks of school we focused on getting to know our students and their families through activities and communication. · Teachers established routines and consistent schedules to enhance students' feelings of safety. · Used Conscious Discipline Strategies to form our school family- school jobs, greetings, pictures for schedules and routines, wish well. Literacy · Staff implemented LETRS strategies throughout the year. · Strategies were taught through play-based activities and during classroom routines. · Staff increased writing experiences in their classes.
2. All students read well by third grade	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 57% spring 2025 to 59% in spring 2026.	**Goal Met** - 64%	· Implemented Magnetic Reading Foundations in all K–2 classrooms to strengthen foundational skills instruction. · Staff applied learning from science of reading professional development to strengthen literacy instruction across K–4 classrooms. · Strengthened small-group literacy instruction to provide more targeted reading support based on student data. · Strengthen K–4 intervention by increasing multisensory learning opportunities within current instructional resources.
3. All racial and economic gaps between students are closed.	The gap between students of color and white students in grades 1-8 will decrease 2% from 29% in fall 2025 to 27% in spring 2026 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 76% in fall 2025 to 78% in spring 2026. · Students of color will increase 4% from 47% in fall 2025 to 51% in spring 2026. The gap between students of color and white students in grades 1-8 will decrease by 2% from 33% in fall 2025 to 31% in spring 2026 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 80% in fall 2025 to 82% in spring 2026. · Students of color will increase 4% from 47% in fall 2025 to 51% in spring 2026.	**Reading - NOT MET** White students Fall: 76% l Spring: 79%, 3% increase - Met Students of color Fall: 47% l Spring: 50%, 3% increase - progress, Not Met Reading Gap: Fall: 29% l Spring: 29% **Math - NOT MET** White students Fall: 80% l Spring: 80% No change - Not Met Students of color Fall: 47% l Spring: 48% 1% increase - progress , Not Met Math Gap: Fall: 33% l Spring: 32% Gap narrowed 1% - Not Met	· Used FastBridge reading data to identify student needs and plan whole-class and small-group instruction. · Piloted Capti assessments and use of data to inform 4-9 reading intervention. · Professional development on culturally responsive strategies such as talk structures, belonging, and high expectations. · Piloted selected math materials to identify strengths, challenges, and alignment to best-practice math instruction. · Teachers participating in the math pilot provided feedback on usability, instructional routines, student engagement, differentiation, assessment options, and alignment to the Minnesota math standards. · District teams reviewed teacher feedback, student needs, standards alignment, and implementation considerations to inform future math curriculum decisions. · Adjusted math pathways and added new courses to provide more on-ramps for accelerated learning.

Strategic Plan Goals and Results

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

District Strategic Goals	2025-2026 School District 197 Goals	2025-2026 School District 197 Results	2025-2026 School District 197 Strategies to Achieve Goals
4. All students graduate from high school	The four-year graduation rate at Two Rivers High School will increase from 89.5% in 2024 to 91.5% in 2025. 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 72% in 24-25 school year to 74% in 25-26 school year.	**Goal Not Met** - 89% Graduation Rate **Goal Met** - 76% Course passing	• Conducted a comprehensive review of our 5th–12th grade counseling program—using student, staff, and community feedback—to ensure all students receive the guidance they need to stay on track for graduation. • Updated the curriculum, student portfolios, and online college-and-career planning tools in the Warrior Seminar to better prepare high schoolers for life after graduation. • Implemented a "Direct Admissions" system that allows eligible seniors to automatically receive and accept college admission offers without having to complete traditional, lengthy applications. • Added more opportunities for students to earn recognized professional credentials—such as Google IT, OSHA-10 safety, and Acer repair—helping them gain real-world skills before graduating. • Identified key gaps in health education (such as nutrition, substance use prevention, and emergency response) to improve middle school health classes and better support student well-being.
5. All students are ready for career and college	The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2025 to 23% in spring 2026. The percentage of students with a cumulative GPA of 2.7 or higher will increase from 62% in spring 2025 to 64% in spring of 2026.	College-level course completion **Goal Met** - 28% Cum GPA **Goal Not Met** - 62%	• Established a Technology Student Help Desk at Two Rivers High School, giving students hands-on experience with technology repairs and customer service. • Expanded the Career and College Center with new equipment, career exploration lessons, and field trips to introduce students to career opportunities. • Hosted 22 college and career visits, helping students explore options ranging from four-year colleges and technical schools to military careers. • Expanded opportunities to earn college credit in high school, adding courses in job search skills, U.S. history, psychology, political science, and Ojibwe. • Developed a new Personal Finance and College & Career Financial Planning course to prepare students for financial decisions after graduation. • Began developing Personal Learning Plans for students receiving special education services, connecting their interests and goals with career exploration and work-based learning opportunities.
6. All students are prepared to be lifelong learners	By the 2025-2026 school year, at least 30% of Black, American Indian and Hispanic students will be enrolled in at least one rigorous course (AP, CIS and concurrent enrollment).	**Goal Partially Met** 24-25 data Black: 26% American Indian: 22% Hispanic: 22% 25-26 data Black: 34% American Indian: 31% Hispanic: 28%	• Launched and maintained a year-round Ojibwe language course for students, and secured a state grant of about $433,000 to continue restoring and supporting Native language education. • Mapped out a Computer Science track—taking students from introductory coding and mechanical systems all the way to advanced AP courses, Networking, and Cybersecurity—to help more students prepare for advanced STEM classes. • Increased student participation across all Centers for Advanced Professional Studies (CAPS) programs, giving more students hands-on career training. • Launched a new Youth Skills Training grant program to connect students with real-world, paid hands-on industry experience and career pathways. • Supported additional Special Education staff at Two Rivers High School in earning Work-Based Learning credentials, helping them better guide students into career paths. • Expanded access to professional career certifications with increased participation from Special Education students and students of color.

District Goal #1:
All Children Are Ready for School

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



Early Childhood Screening

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

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



Of the 398 children screened, 173 had one or more referral areas.

Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to prekindergarten opportunities to grow and learn together in a supportive and stimulating environment. The program continues to thrive, as student and adult participation holds steady.

238 children participated

209 adults participated

45 classes offered

District Goal #1: All Children Are Ready for School

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

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

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



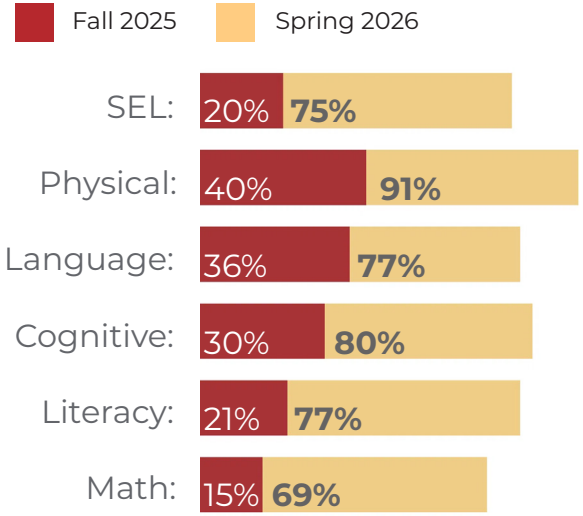
58 students age 3

194 Children enrolled in School District 197 Preschool

136 students age 4

Meets/Exceeds Expectations

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



59% of kindergarten students were reading at grade-level in spring 2026



Kindergarten

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

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

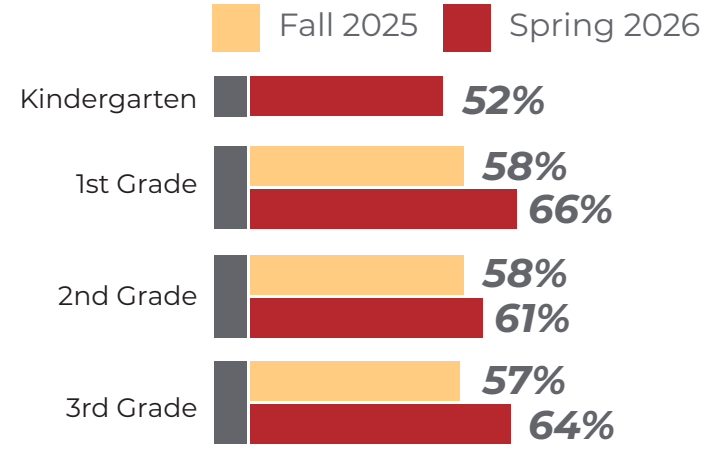
As part of our commitment to ensuring all students read at or above grade level by the end of third grade, the district has set clear goals and implemented strong practices for grades E-3. Our teams regularly oversee the School District 197 Literacy Plan, promote communication between schools and leadership,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

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

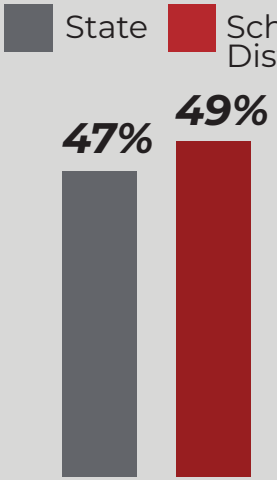
In the spring of 2026, the MCA IV Reading assessment was implemented. The MCA IV reading assessment is aligned to the 2020 Minnesota English Language Arts standards. We're proud of our progress and continue to be ranked #1 in reading proficiency among 10 comparison districts.

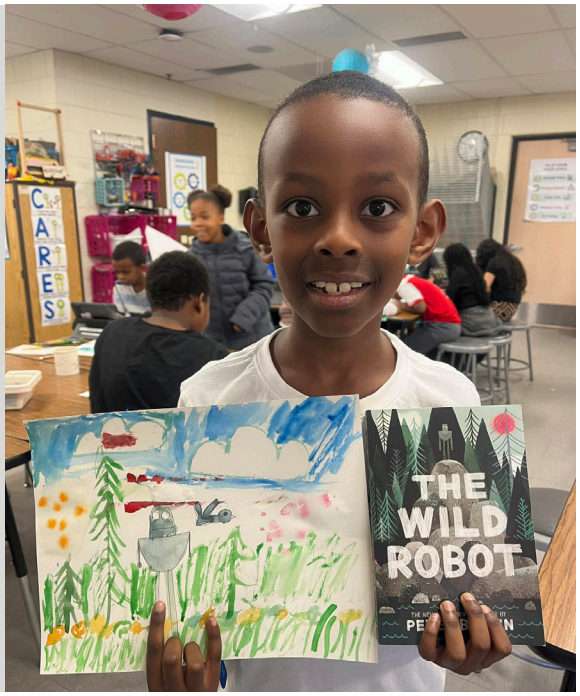


School District 197 uses FastBridge assessments at each grade level to screen all students in literacy and math. This data helps teachers determine which students may need intervention support. The data below shows the percentage of students meeting the low-risk target in literacy.



2026 Grade 3 MCA Test Scores

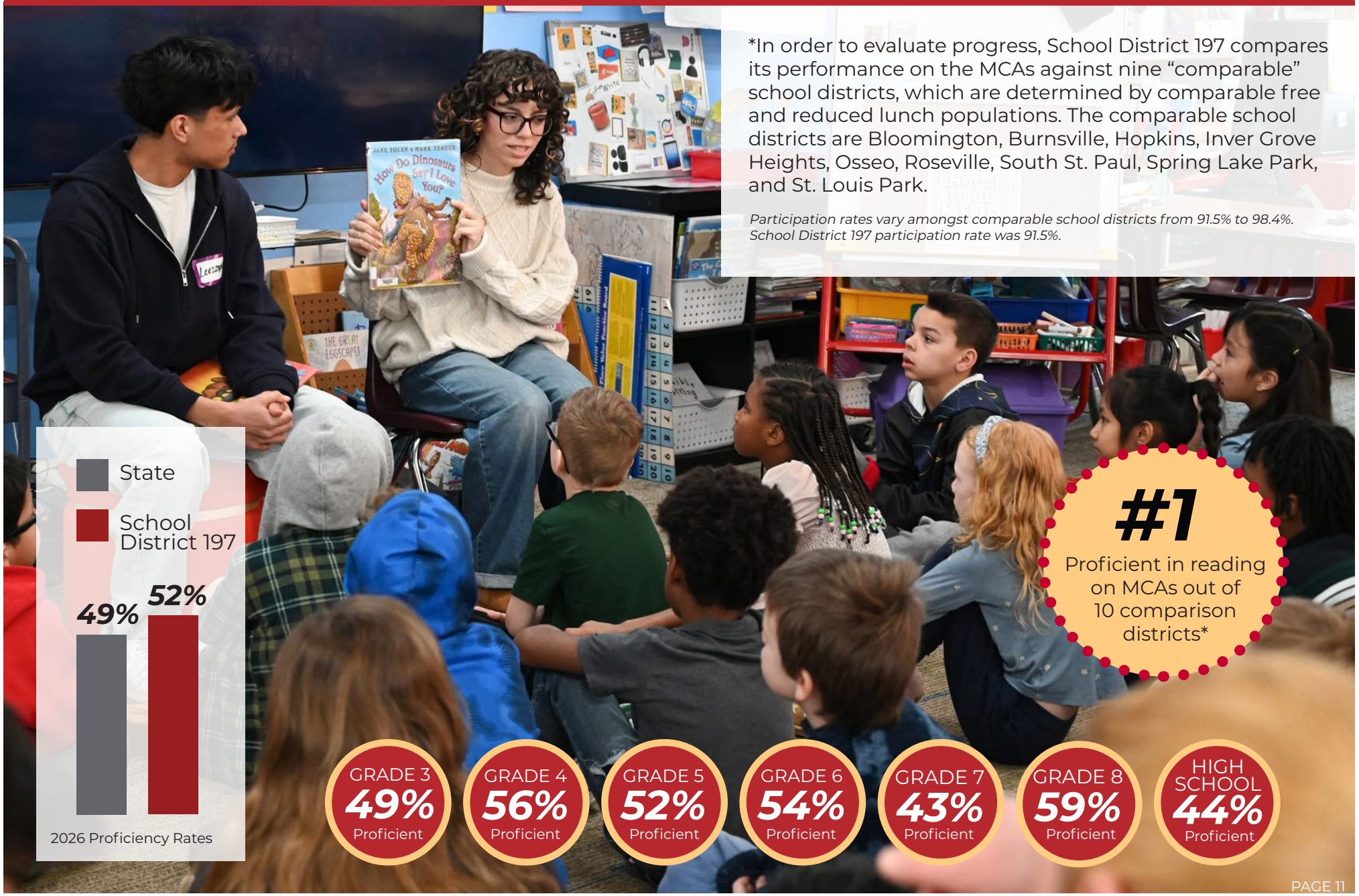




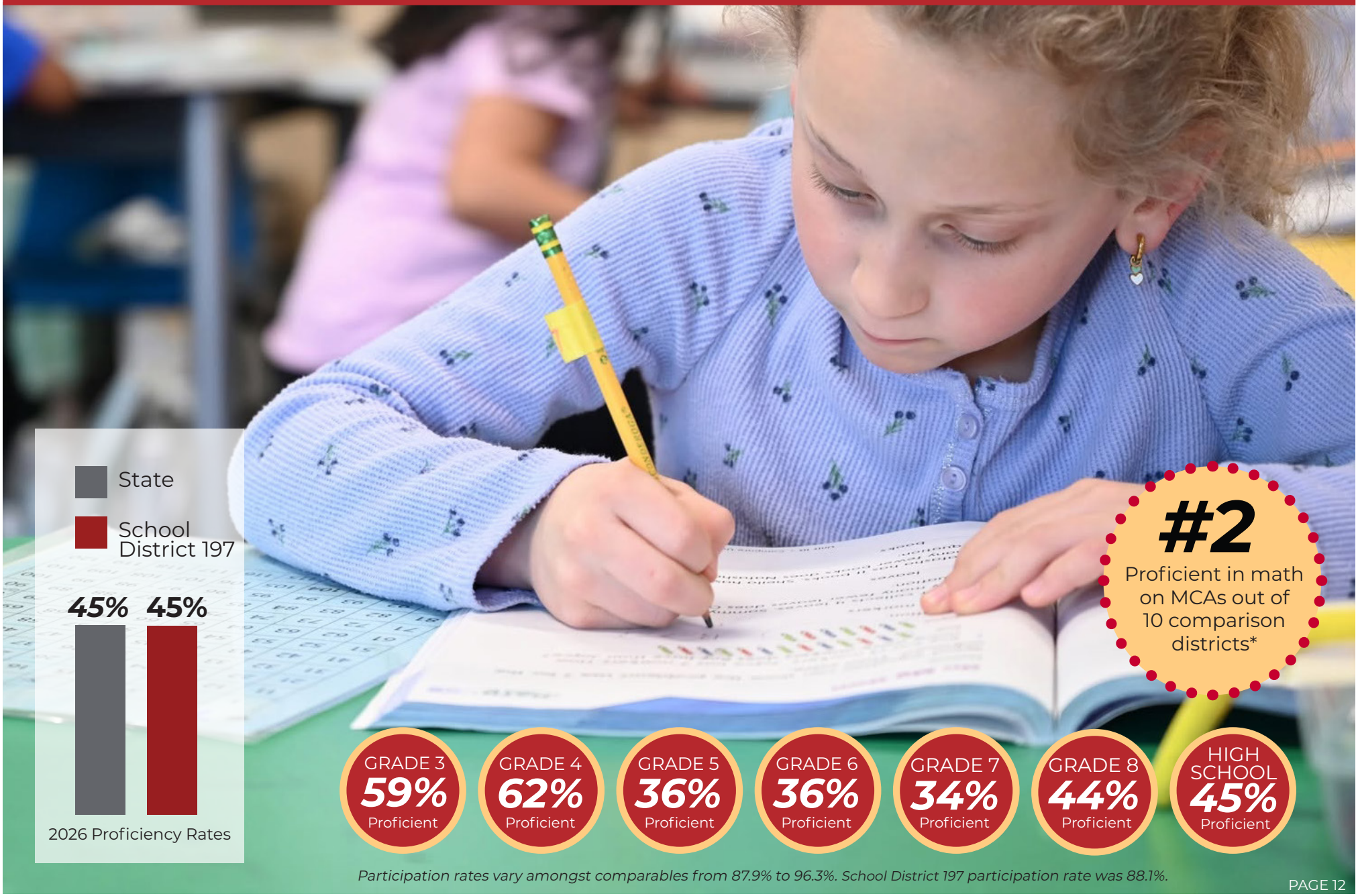
District Mission: High Achievement for All in READING

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

Participation rates vary amongst comparable school districts from 91.5% to 98.4%. School District 197 participation rate was 91.5%.

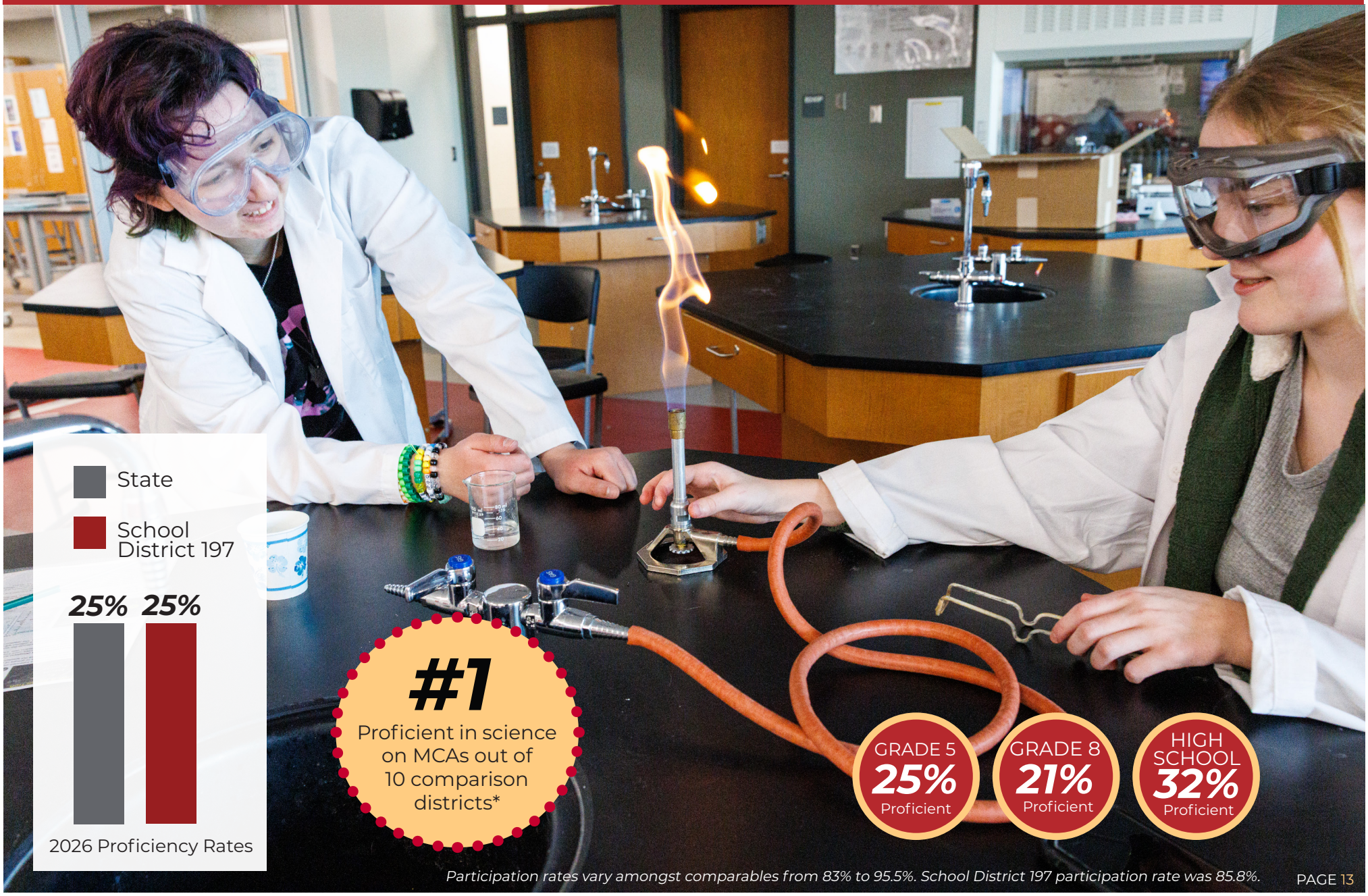


District Mission: High Achievement for All in MATH



Participation rates vary amongst comparables from 87.9% to 96.3%. School District 197 participation rate was 88.1%.

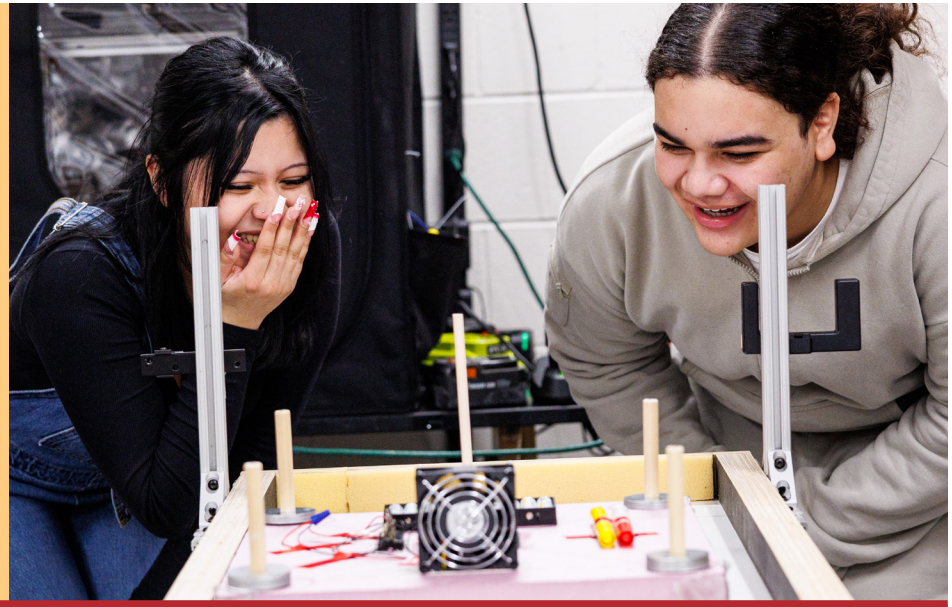
District Mission: High Achievement for All in SCIENCE



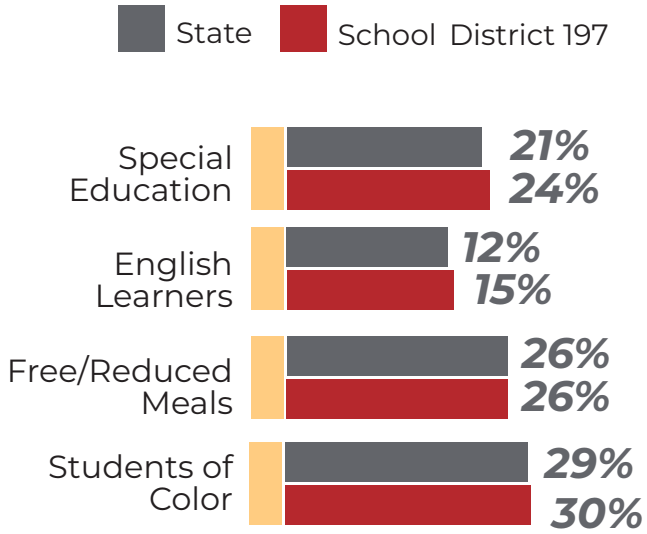
Participation rates vary amongst comparables from 83% to 95.5%. School District 197 participation rate was 85.8%.

District Goal #3:
Narrow the Achievement Gap

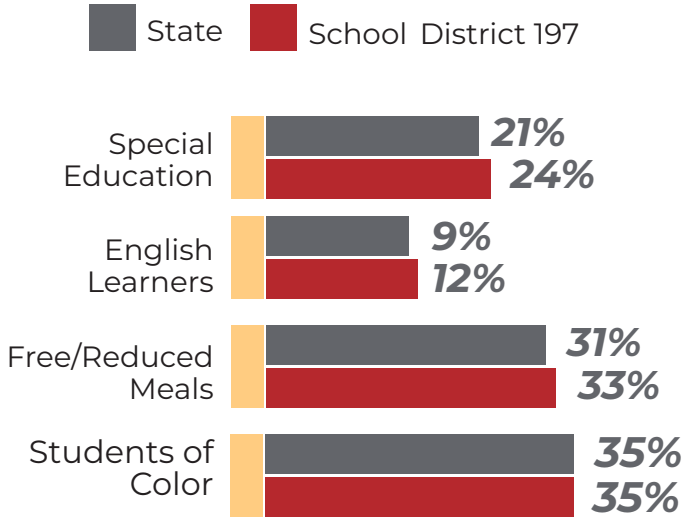
The School District 197 Achievement and Integration Plan addresses the district's goals related to pursuing racial and economic integration, increasing student achievement, creating equitable educational opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds. In most student groups, School District 197 students are proficient at higher rates than the same groups statewide. Despite this, the achievement gap persists and widens in some cases. The closing of the achievement gap remains a high priority for the district.



2026 Proficiency Rates in Math for Grades 3-8 & 11



2026 Proficiency Rates in Reading for Grades 3-8 & 11

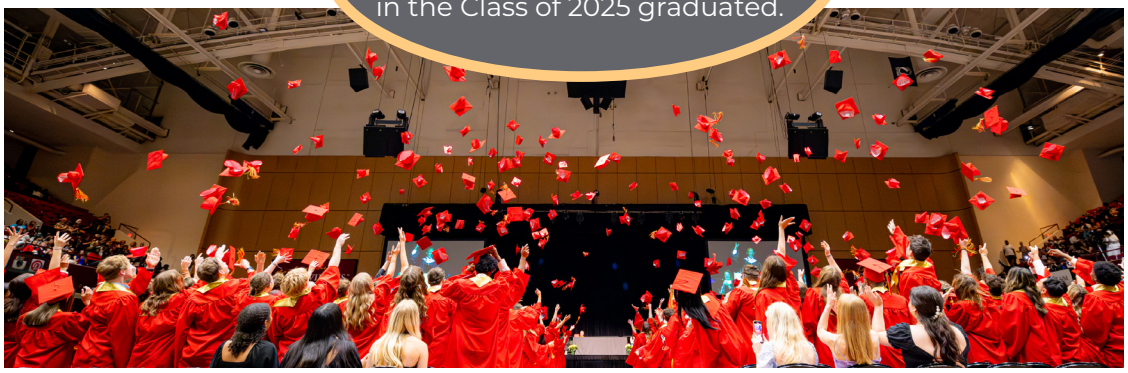


Closing the achievement gap has been a focal point for School District 197 well before the state made it a priority. To measure the degree to which strategies to close the achievement gap are effective, the district compares the performance of four different groups on both the MCA math and MCA reading tests. For more information, see the School District 197 Achievement & Integration plan at isd197.org.

District Goal #4: All Students Graduate from High School



80%
OF HISPANIC STUDENTS
in the Class of 2025 graduated.



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

Students who graduate in four years

School District 197	89%
State Average	85%

The Power of Participation

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



Athletics, Activities & Clubs

72 Offered

2,513 Registrations

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

District Goal #5:
All Students Ready for Career and College

Advanced Placement Courses

14 Offered

432 Students Enrolled

Concurrent Enrollment Courses

24 Offered

441 Students Enrolled

Centers for Advanced Professional Studies (CAPS)

5 Offered

39 Students Enrolled

Post-Secondary Enrollment Options (PSEO)

10 Institutions

64 Students Enrolled

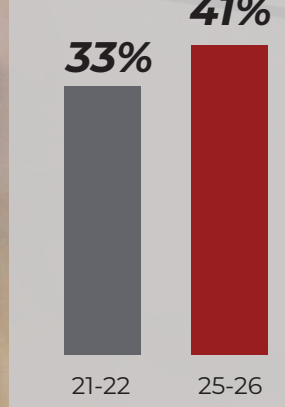
Industry Certifications

16 Courses

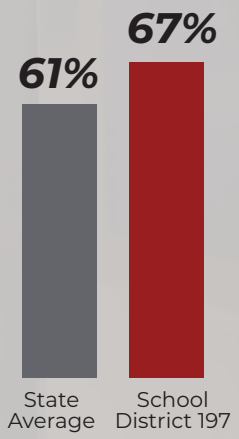
428 student certifications earned

Students of Color Enrolled in Rigorous Courses

In School District 197



Students in Class of 2024 Enrolled in College Following Graduation



District Strategic Framework
Implemented 2025-2026 Strategic Actions

1 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:
- Design and develop the proposed high school personal finance course 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, in preparation for 2026 implementation.
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.

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:
- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
- Develop an "Executive Functioning Skills Toolbox" to support students' self-regulation, planning, and task completion.
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)

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.

Objectives:
- Expand data review sessions with students at the middle and high school levels using survey data.
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.

District Strategic Framework
Implemented 2025-2026 Strategic Actions

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

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

Objectives:
- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets).

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:
- Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.

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

Objectives:
- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

District Strategic Framework
Implemented 2025-2026 Strategic Actions

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

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.

Objective:
- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)

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:
- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.

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

Objective:
- Provide SEL training on trauma-informed practices and "safe space" strategies to School Age Care staff.
- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.

District Strategic Framework
Implemented 2025-2026 Strategic Actions

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

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:

- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.

District Strategic Framework
Implemented 2025-2026 Strategic Actions

2 Build equitable systems and support throughout the district

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

Objectives:
- 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. Examples include:
  - In paid internships
  - Earning industry-relevant certifications
  - Enrolled in work-based learning at TRHS

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

District Strategic Framework
Implemented 2025-2026 Strategic Actions

2 Build equitable systems and support throughout the district

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

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

District Strategic Framework
Implemented 2025-2026 Strategic Actions

2 Build equitable systems and support throughout the district

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:

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

Equitable 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:

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

District Strategic Framework
Implemented 2025-2026 Strategic Actions

2 Build equitable systems and support throughout the district

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:

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

District Strategic Framework
Implemented 2025-2026 Strategic Actions

3 Increase E-12 opportunities for career exploration and preparation

Course, School and Structural Support
Reducing barriers to improve student outcomes for underrepresented student groups.

Objectives:

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Develop a group of staff and students to discuss and explore end of course evaluations.
- Conduct a 5-12 counseling program review. (also in SEL)
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Implement the direct admissions process.
- Implement foundational literacy curriculum.
- Integrate college and career planning into personal finance courses.
- Align and refine the Warrior Seminar curriculum.
- Implement the Ojibwe language course in 2025-2026.
- Develop a sustainable approach to maintaining an annual native language experience.

District Strategic Framework
Implemented 2025-2026 Strategic Actions

3 Increase E-12 opportunities for career exploration and preparation

Direct Student Supports
Reducing barriers to improve student outcomes for underrepresented student groups.

Objectives:
- Establish formal middle school student focus groups for feedback.
- Establish an 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
Expanding opportunities for students to earn college credit, career-based certifications, and internships.

Objectives:
- Prepare, implement, monitor and adjust new middle school electives.
- Expand and diversify the college visits at Two Rivers.
- Develop training for families on Naviance.
- Complete installation of technology student help desk at Two Rivers by spring 2026.
- Complete installation of the tech warrior repair workshop.

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

Objectives:
- Implement Natural Resources, Sustainability & Food Systems CAPS class.
- Create a career and college center in the work based learning classroom.
- Identify an advanced computer science course for implementation in 26-27.

SCHOOL DISTRICT 197

West St. Paul + Mendota Heights + Eagan Area

Together, We Thrive.



SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Lisa Grathen, Director of Community Education

DATE: November 23, 2026

SUBJECT: Proposed School Age Care Fee Increases for 2027-2028 and 2028-2029

BACKGROUND

The School Age Care (SAC) program is a fee-based program. The administration recommends a 3% increase for the next two school years to address inflation in operating expenses. That said, even with the proposed increases, our proposed program fees for next year remain within the range of our comparison districts' fees for this year. Please note that the "1 Day" rates listed for comparative districts in the chart below represent estimated daily totals calculated by combining their separate AM and PM rates. When approved, these fees will be published in the School Age Care brochures and emailed to homes in January each year.

The district also considered the proposed fee structure against the 4-Way Equity Test. The administration believes this fee structure continues to allow for equitable access. The district provides care for students with special needs by accessing the School Age Child Care for Disabled Students Levy. We work with Special Programs to create seamless practices and expectations between the school day and the SAC program. The SAC program meets Department of Human Services (DHS) requirements, allowing parents who receive childcare assistance to access our program. The Minnesota Child Care Assistance Program reimbursement rate is $21.00 hourly, $132.00 daily, and $375.00 weekly. Our proposed SAC program fees are less than these amounts.

Since August 2021, ongoing staffing shortages have created an annual fall waitlist for the SAC program, typically cleared each January. To manage this seasonal demand, the district will continue to administer a lottery for both the summer and school-year programs. This process follows a tiered registration timeline that prioritizes current families, waitlisted applicants, incoming kindergarten students, and district staff. To support equitable access across our community, we translate all registration materials and provide interpreter services to help families with communication.

SAC receives the Department of Human Resources Child Care Great Start Compensation Grant. This grant provides hourly stipends to SAC paraprofessionals. The district and Service Employees International Union Local No. 284 (SEIU) have a Memorandum of Agreement that allows the district to offer this hourly stipend to SAC employees.

School District 197 2026-2027	School District 197 2027-2028	School District 197 2028-2029
Registration Fee: $45.00	Registration Fee: $45.00	Registration Fee: $45.00
Daily Rate 1 Day=$30.25 (3%) AM K-4: $8.50 AM 5-8: $13.25 PM K-4: $21.75 PM 5-8: $17.00 Daily Drop-in Rate: AM: $4.00 additional PM: $6.00 additional Pick Your Day Rate: AM: Additional $2.00 PM: Additional $3.00	Daily Rate 1 Day=$31.25 (3%) AM K-4: $8.75 AM 5-8: $13.75 PM K-4: $22.50 PM 5-8: $17.51 Daily Drop-in Rate: AM: $5.00 additional PM: $7.00 additional Pick Your Day Rate: AM: Additional $3.00 PM: Additional $4.00	Daily Rate 1 Day=$32.25 (3%) AM K-4: $9.00 AM 5-8: $14.25 PM K-4: $23.25 PM 5-8: $18.00 Daily Drop-in Rate: AM: $5.00 additional PM: $7.00 additional Pick Your Day Rate: AM: Additional $3.00 PM: Additional $4.00
Non-School Day: $57.25 Summer Daily: $51.50	Non-School Day: $59.00 Summer Daily: $53.00	Non-School Day: $60.75 Summer Daily: $54.50

Inver Grove Heights 2026-2027	South St. Paul 2026-2027
Registration Fee: $30.00	Registration Fee: $50.00
Daily Rate 1 Day=$29.50-$45.00 AM: $12.75 - $21.50 PM: $16.75 - $23.50 Daily Drop-in Rate: AM: $25.00 PM: $25.00	Daily Rate 1 Day=$31.00-$37.00 AM: $15.00 - $18.00 PM: $16.00 - $19.00 Daily Drop-in Rate: AM: $23.00 PM: $25.00
Non-School Day: $47.00 – $57.00 Summer Daily: $47- $65	Non-School Day: $46.00 - $50.00 Summer Daily: $46 - $56

South Washington County 2026-2027	Spring Lake Park 2026-2027
Registration Fee: $69.00	Registration Fee: $25.00
Daily Rate 1 Day=$33.75 AM: $11.00 - $11.50 PM: $22.75 - $23.25 Daily Drop-in Rate: AM: $15.50 PM: $26.75	Daily Rate 1 Day=$38.50-$51.50 AM: $20.75-$27.75 PM: $17.75-$23.75 Daily Drop-In Rate: AM: $27.75 PM: $23.75
Non-School Day: $51.50 Summer Daily: $51.50 - $64.50	Non-School Day: $62 - $75 Summer Daily: $55.90

St. Louis Park 2026-2027	ISD 196 YMCA 2026-2027
Registration Fee: $40.00	Registration Fee: $50.00
Daily Rate 1 Day=$34.50 AM: $9.50 PM: $25.00	Daily Rate 1 Day=$38.40 AM: $19.20 PM: $19.20
Non-School Day: $59.95-$69.95 Summer Daily: $59.00-$68.45	Non-School Day: $60.00-$71.00

RECOMMENDED RESOLUTION

No resolution is needed at this time. This fee increase proposal will be brought back for approval at a future board meeting.

SCHOOL DISTRICT 197
West St. Paul + Mendota Heights + Eagan Area

TO: School Board Members

FROM: Lisa Grathen, Director of Community Education

DATE: November 23, 2026

SUBJECT: Presentation of Proposed Early Learning Fee Increases for 2027-2028 and 2028-2029

BACKGROUND

There are a variety of funding streams that provide financial support for families who want to participate in School District 197's Early Learning Preschool Programs. Families apply for available funds, which are awarded on a sliding scale based on the family income or needs of a student. There are income limits to receive financial support.

The chart on the following page details the current fees for families who do not qualify for financial assistance. These fees are more complicated than simply using a daily rate, given holidays and other non-school days a particular program would not meet. The fees are determined based on the total number of programming days in a year.

The administration recommends a 1.5% annual fee increase across most early learning programs for the next two school years (2027–2028 and 2028–2029). However, we recommend keeping fees unchanged for both the 5-day half-day and full-day programs, as our current rates for these options are already higher than those of surrounding districts. Detailed rate comparisons are provided in the table below. Please note that comparative figures from neighboring districts may reflect estimated monthly averages calculated from their set daily rates. Meanwhile, our extended-day fees remain aligned with standard school-age care rates. Upon Board approval, the updated fee schedule will be published in community preschool brochures and mailed to district households in January.

The district also considered the proposed fee structure against the 4-Way Equity Test. The fee structure continues to allow for equitable access. Students with special needs are integrated into early learning preschool classes at no cost or a reduced cost. Pathways I and II scholarships provide financial assistance to pay yearly tuition for students who meet free and reduced lunch qualifications. In addition, school readiness dollars provide transportation and tuition support for students who demonstrate a financial need. Registration materials and financial assistance forms are translated, and interpreters are provided to support communications. Individual support for families who are English language learners is provided to explain programs and preschool options.

WSP 2026-2027	WSP 2027-2028	WSP 2028-2029
Registration Fee = $60.00	Registration Fee = $60.00	Registration Fee = $60.00
Monthly Rate (9 payments) 2 day - $185.00 3 day - $253.00 5 day - $420.00 All day - $980.00	Monthly Rate 2 day - $188.00 3 day - $257.00 5 day - $420.00 (no increase) All day - $980.00 (no increase)	Monthly Rate 2 day - $191.00 3 day - $261.00 5 day - $420.00 (no increase) All day - $980.00 (no increase)
Extended AM or PM -$14.00/day	Extended AM or PM - $14.25/day	Extended AM or PM - $14.50/day

Data from other districts:

Inver Grove Heights 2026-2027	ISD 196 2024-2025
Registration Fee - $00.00	Registration Fee - $00.00
Monthly Rate 2 day - $152.00 3 day - $203.00 5 day - $328.00 All Day - $907	**Monthly Rate** 2 day - $150.00 (2 hr/day vs 2.5 in comparison districts) 3 day - $255.00 5 day - $350 All day - $850
Extended Day - $12.50/day	Extended AM - $285/month

South Washington County 2026-2027	Robbinsdale 2026-2027
Registration Fee - $85.00	Registration Fee - $30.00
Monthly Rate 2 day - $260.00 3 day - $320.00 5 day - $440.00 All Day - N/A	Monthly Rate 2 day - $215.00 3 day - $300 5 day - $450 All Day - N/A
Extended Day - N/A	Extended Day - N/A

St. Louis Park 2026-2027	South St. Paul 2026-2027
Registration Fee - $75	Registration Fee $55.00
Monthly Rate 2 day - $220.00 3 day - $295.00 5 day - $455.00 All Day - $1,264 (7:00 AM-6:00 PM)	Monthly Rate 2 day - N/A 3 day - $212 5 day - $355 All Day - $710
Extended Day - Included in all-day price	

RECOMMENDED RESOLUTION

No resolution is needed at this time. This fee increase proposal will be brought back for approval at a future board meeting.

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

TO: School Board Members

FROM: Superintendent Peter Olson-Skog

DATE: November 23, 2026

SUBJECT: Presentation of Proposed 2027-2028 School Board Meeting Dates

BACKGROUND

For the 2027-28 school year, the School Board will continue its general meeting schedule of the second and fourth Mondays of each month. This structure, established for the 2026-27 school year, provides greater consistency and predictability for board members, staff, and the community while minimizing conflicts with holidays, non-student contact days, and scheduled school breaks.

The proposed 2027-28 meeting calendar maintains this structure with two adjustments to accommodate Yom Kippur in October and Spring Break in March. Consistent with current practice, no meetings are scheduled in July, and only one meeting is scheduled in December.

Meeting Guidelines

- Generally, School Board meetings will be held on the second and fourth Mondays of each month, with no meetings in July (unless a budget item requires attention) and only one meeting in December.
- The first regular meeting of each month will begin at 6:00 p.m. at Mendota Heights City Hall, preceded by a 45-minute listening session from 5:00 to 5:45 p.m. The regular meeting will be televised and live-streamed.
- The second meeting of each month will begin at 5:00 p.m. at the District Office, typically in the training room on the Two Rivers High School campus. These meetings will not be recorded.

Proposed Exceptions for 2027-28

- **October 2027:** Yom Kippur falls on Monday, October 11, which would ordinarily be the first meeting of the month. The proposed calendar moves this meeting to Monday, October 18. The second meeting will remain on Monday, October 25.
- **March 2028:** The regularly scheduled second meeting would fall on Monday, March 27, during Spring Break. The proposed calendar moves this meeting to Monday, March 20. The first meeting will remain on Monday, March 13.

Proposed 2027-2028 School Board Meeting Dates

Mendota Heights City Hall, 6:00 p.m.	ISD 197 District Office, 5:00 p.m.
No Meetings in July	No Meetings in July
August 9, 2027	August 23
September 13	September 27
October 18	October 25
November 8	November 22
December 13	No Second Meeting in December
January 10, 2028	January 24
February 14	February 28
March 13	March 20
April 10	April 24
May 8	May 22
June 12	June 26

RECOMMENDED RESOLUTION

This is for discussion purposes and will be approved at a future board meeting.