



Strategic Framework

Equitable Access to Educational and Extracurricular Programs

June 2025

Focus Areas

**FOCUS
AREAS**

1

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

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation



Focus Area: Equity

1

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

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

Educational and Extracurricular Program Participation

Table of Contents

- Rigorous courses - High School
- Gifted & Talented - Elementary
- Special Education - K-12
- Activities - High School

Rigorous Course Participation - Grades 9-12

Race/Ethnicity	Enrollment of rigorous courses by ethnicity	HS enrollment by ethnicity
African American	8.5%	12.2%
American Indian	1.0%	1.1%
Asian	3.7%	2.7%
White	61.9%	43.6%
Hispanic	19.1%	33.6%
Multi-Racial	6.2%	6.9%

In District 197 we define “rigorous course” as one that has the possibility of providing a student college credit in a course offered at Two Rivers. In the 2024-2025 school year, 35 rigorous courses were offered.

Elementary GT Identification (Tier 2 and 3)

Ethnicity	District Grade 3 and 4	
	% of District	% GT
African American	14%	6%
American Indian	2%	0%
Asian	4%	3%
White	46%	80%
Hispanic	26%	5%
Multi-Racial	7%	6%

One way we are addressing disproportionality in GT identification is through schoolwide enrichment for ALL students in grade 2.

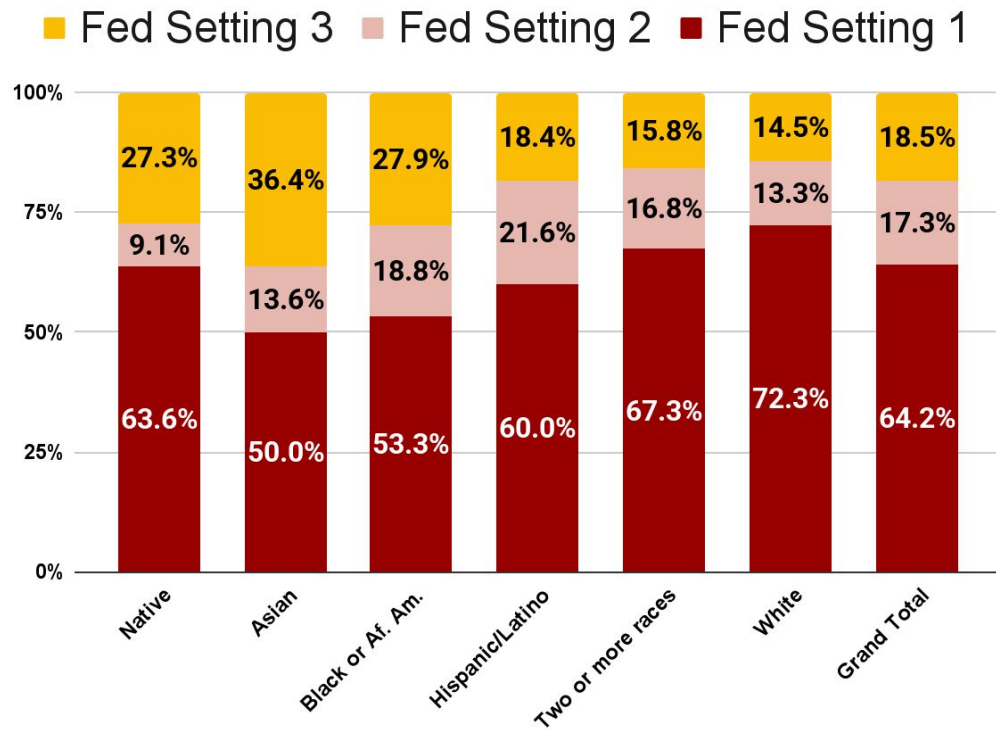
For more information about our identification process and opportunities for students visit our [website](#).

Each site has a proportional amount of FTE based on the # of identified students.

Base FTE is 0.2 (approx 1 hour a day); 0.5FTE is the most FTE at one site. In addition, there is 0.1 FTE for GT program coordination at each site.

* Race categories with 20+ students

Special Education by Setting K-12



Fed Setting I - Special education services provided outside the general education classroom less than 21% of the time

Fed Setting II - Special education services provided outside the general education classroom 21-60% of the time

Fed Setting III - Special education services provided outside the general education classroom more than 60% of the time

Disability Category* by Race^ - K-12

*Disability Categories with 50+ students ^Race categories with 20+ students

Disability	Asian (22)	Black or African American (163)	Hispanic/Latino (375)	Two or More Races (97)	White (411)
ASD	5.1%	20.9%	20.4%	9.7%	43.9%
DCD	2.2%	20.0%	53.3%	2.2%	22.2%
DD	5.4%	26.8%	32.1%	10.7%	25.0%
EBD	1.3%	19.7%	28.9%	15.8%	34.2%
OHD	1.1%	13.4%	31.0%	13.4%	41.2%
S/L	0.6%	13.4%	48.7%	6.5%	30.9%
SLD	1.8%	7.6%	28.7%	7.0%	55.0%
Total	2.1%	15.3%	35.1%	9.1%	38.5%
Enrollment	3.1%	13.2%	28.2%	6.9%	45.4%

Key
ASD - Autism Spectrum Disorder
DCD - Developmental Cognitive Disability
DD - Developmental Delay
EBD - Emotional Behavior Disorder
OHD - Other Health Disability
S/L - Speech/Language
SLD - Specific Learning Disability

Activities Participation - Grades 9-12

Race/Ethnicity	Participation by ethnicity	HS enrollment by ethnicity
African American	10.2%	12.2 %
American Indian	1.0%	1.0%
Asian	2.9%	2.7%
White	55.3%	43.6%
Hispanic	23.6%	33.6%
Multi-Racial	7.0%	6.9%

Includes Minnesota State High School League activities including athletics and things like speech, as well as student organizations like ALMAS and Key Club.

While some middle school students participate in high school activities, this data only reflects grades 9-12.