

INDEPENDENT SCHOOL DISTRICT NO. 283

6311 Wayzata Blvd
St. Louis Park, Minnesota
Tuesday, April 26, 2022 6:30 PM
St. Louis Park High School Room 350C
6425 W 33rd St
St Louis Park, Minnesota 55426

AGENDA

1. **CALL TO ORDER**
2. **LAND ACKNOWLEDGEMENT**
3. **APPROVAL OF AGENDA**
4. **OPEN FORUM**
5. **SUPERINTENDENT'S REPORT**
6. **DISCUSSION ITEMS**
 - A. **Area of Focus Priority Work: Equity Development** 2
 - B. **Policy 536 Gender Inclusion Annual Update** 16
 - C. **Policy Development - First Reading of Policy 808 COVID-19 Face Coverings**
 - D. **Policy Development - Second Reading Policy 616 School District System Accountability**
7. **CONSENT AGENDA**
 - A. **Business**
 - 1) Payroll
 - 2) Recap of Expenditures
 - 3) Electronic Fund Transfers
 - 4) Accounts Payable Disbursements
 - 5) Investment Holdings
 - 6) Donations
 - 7) Minutes
 - B. **Personnel**
8. **ACTION AGENDA**
 - A. **Approval of Policies 808 COVID-19 Face Coverings & 616 School District System Accountability**
9. **COMMUNICATIONS AND TRANSMITTALS**
10. **ADJOURNMENT**

April 26, 2022

2020-25 Strategic Plan for Racial Equity Transformation Summary of Progress: Equity Development

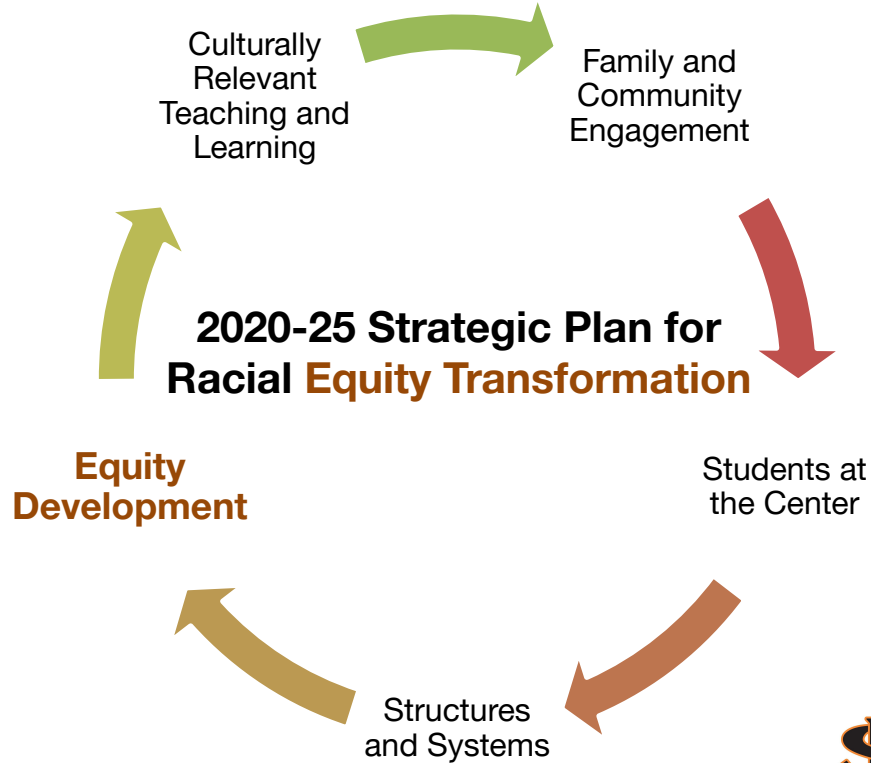
Freida Bailey, Principal on Special Assignment

Priority Work

Provide expanded professional development opportunities for all staff.

- Racial Equity training for all staff - layers for growth and continuing in-depth learning for all employee groups

Areas of Focus & Priority: Equity Development



Systemic Change

Systemic racial equity change transpires when educators are provided:

- the space and support to critically reflect on their own racial consciousness and practice;
- sustained dialogue in a trusting environment to interrupt the presence of racism and whiteness; and
- opportunities to attend differentiated and ongoing professional development.

Looking Inward

Know Thyself

Attend Beyond Diversity

Examine disaggregated data

District wide professional development

Site specific professional development

Student/Staff Surveys

Professional Development

The District commits to providing annual and ongoing professional development for all St. Louis Park staff members. The professional development delivers strategies to assist staff in reaching the goals set forth by the strategic plan.

Staff shall, within the parameters of their assigned duties and responsibilities, comply with and execute such plans as are designed to address the values and goals of this policy. This includes, but is not limited to:

- Attending and engaging in professional development connected to this policy;
- Understanding their own racial identities;
- Understanding the impact of their own racial identities on themselves and others;
and
- Reflection on growth in culturally relevant teaching using evidence-based practices.

Looking Inward

Training priority for: 2018-2019	Level of training	Funding source	What support is needed?	Evaluation
<ul style="list-style-type: none"> • Courageous Conversation About Race (CCAR) (New staff) • Teaching & Learning staff • District Equity Leadership Team (DELT) 	<p>2 days - New teacher week August</p> <p>Throughout the year</p>	<p>District professional development funds</p>	<p>Principals, Teaching and Learning - building equity coaches</p>	<ul style="list-style-type: none"> • PLC Logs • Equity walks • Evaluation feedback • Registration information • Evidence of protocol and CCAR in department meetings and decisions



Looking In & Out Inward

Training priority for: 2019-present	Level of training	Funding source	What support is needed?	Evaluation
<ul style="list-style-type: none"> Virtual Courageous Conversations Experience (VCCE) <i>(New staff & those that would like to attend)</i> Data Advance Virtual Districtwide Professional Development Saturday Summit Professional Development 	<p>1 day - New teacher week</p> <p>Yearly</p> <p>Yearly (1-2)</p>	<p>District professional development funds</p> <p>Federal funds</p>	<p>Principals, Site Leaders, Cabinet members, Teachers on Special Assignment (TOSAs) and Department Leaders & Professional Development Committee</p>	<ul style="list-style-type: none"> Collaborative Action Research for Equity (CARE) Team Equity talks Evaluation feedback (surveys) Registration information Evidence of protocol and VCCE in department meetings and public schools



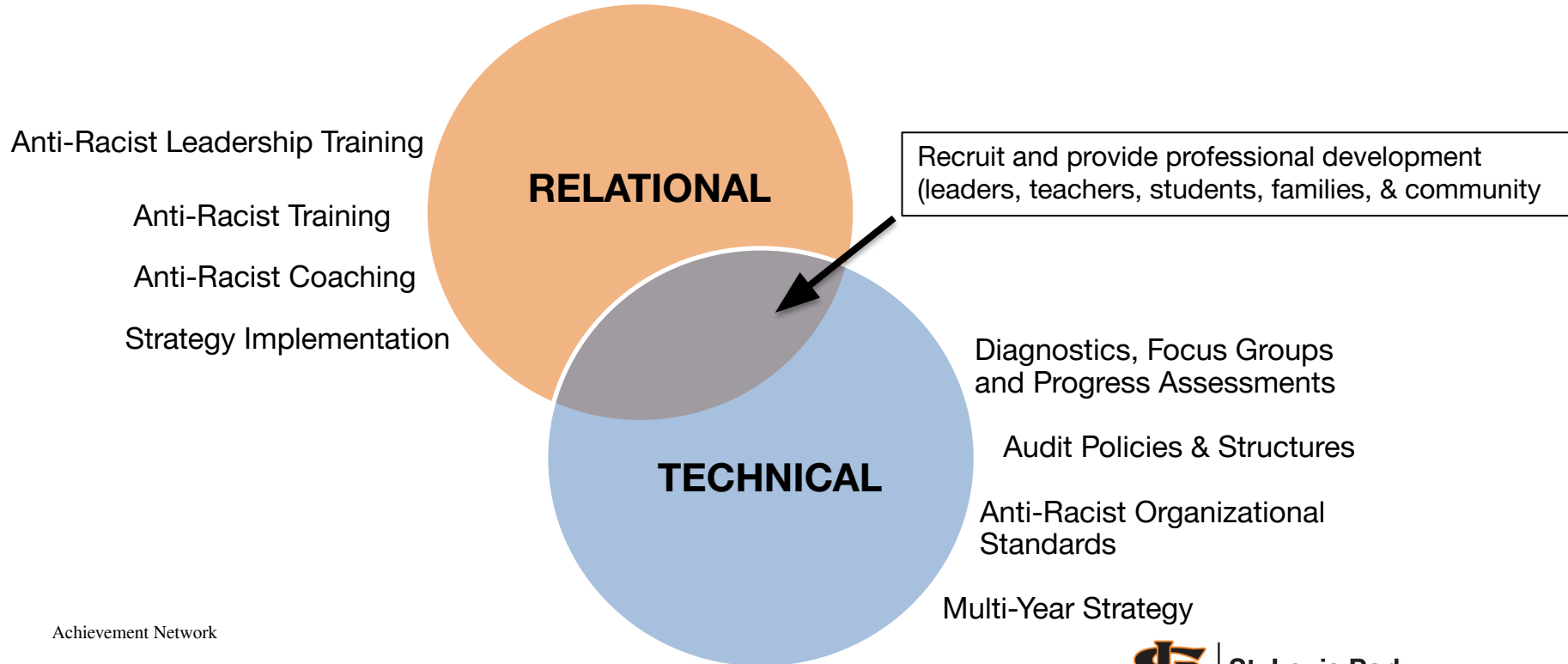
Building For Eternity

Training priority for: 2019-present	Level of training	Funding source	What support is needed?	Evaluation
<ul style="list-style-type: none"> ● Zaretta Hammond CRT and Brain) ● Leidene King & Marcus Moore (<i>Culturally Relevant Teaching</i>) ● Mankato Cohort (<i>building leaders/Cabinet staff</i>) ● Saturday Summit (professional development-PD) ● Dr. Gloria Ladson-Billings ● Restorative Practices ● American Indian (workshops) ● Dr. Yvette Jackson ● Student Voice (SOAR & Data Advance) 	<p>1 day – District-wide (DW)</p> <p>Monthly</p> <p>Yearly</p>	<p>District professional development funds</p> <p>Site professional development funds</p> <p>Federal funds</p>	<p>Principals Cabinet member Teachers on Special Assignment (TOSAs) Professional Development Committee (DW/Sites)</p>	<ul style="list-style-type: none"> ● CARE Team ● Equity talks ● Evaluation feedback (surveys) ● Registration information ● Evidence of protocol in department meetings and decisions



Where Do We Go?

Anti-Racism Model Relational & Technical



Achievement Network

Prepared for 4.26.22 School Board Meeting



St. Louis Park
Public Schools

Looking Inward & Outward

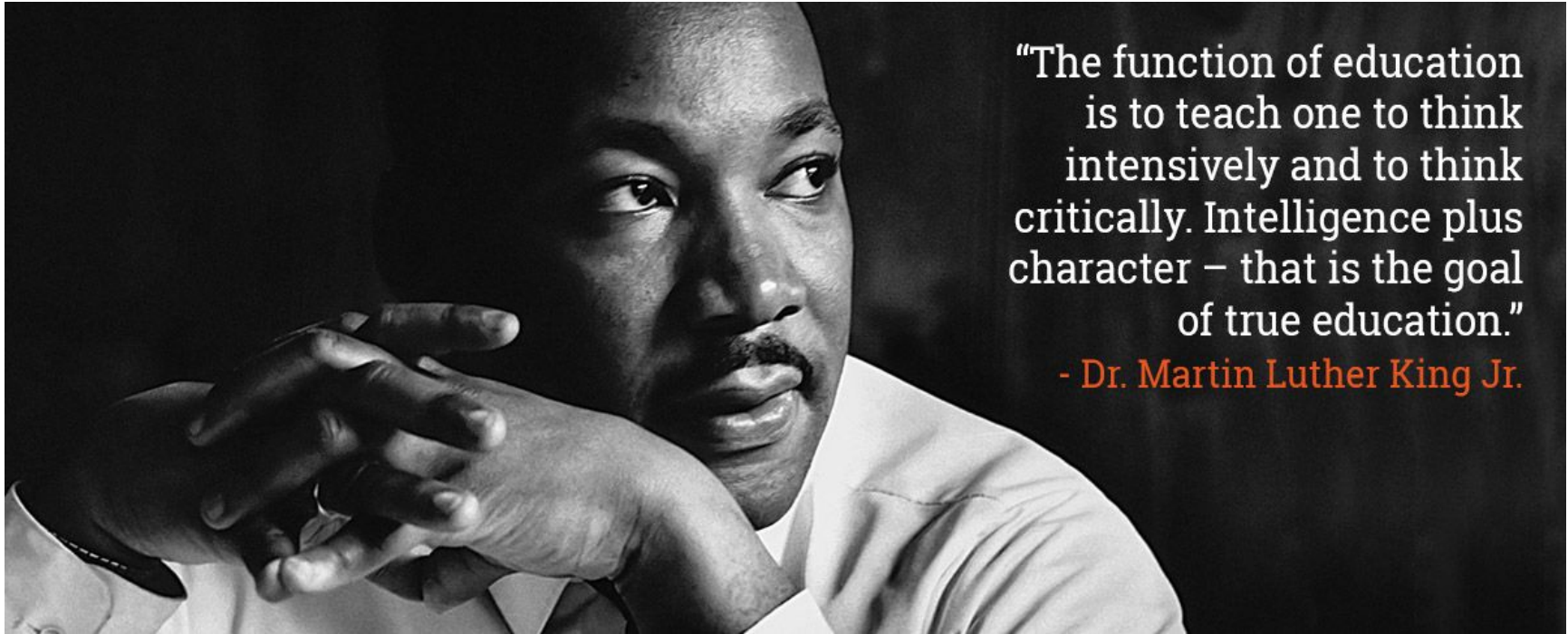
- Generate collaborative timelines for systemic connections with all transformational focus priorities
- Ensure clarity of purpose and role of the Principal regarding the “why”, “how”, and “what” of leading for racial equity
- Examine and audit data analysis (equity walks, data advance, conversations, perception, etc.)

Looking Inward & Outward

- Engage in professional development and invite other notable scholars
- Provide time at staff meetings to discuss beliefs and communicate how they will partner with Principals and CARE teams on professional development and plans
- Intentionally engage with families and students
- Provide possible districtwide and site opportunities for students and families
- Strengthen the CARE team model
- Provide professional development for non-teaching staff



Questions



“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

- Dr. Martin Luther King Jr.

April 26, 2022

Policy 536 Gender Inclusion Annual Update

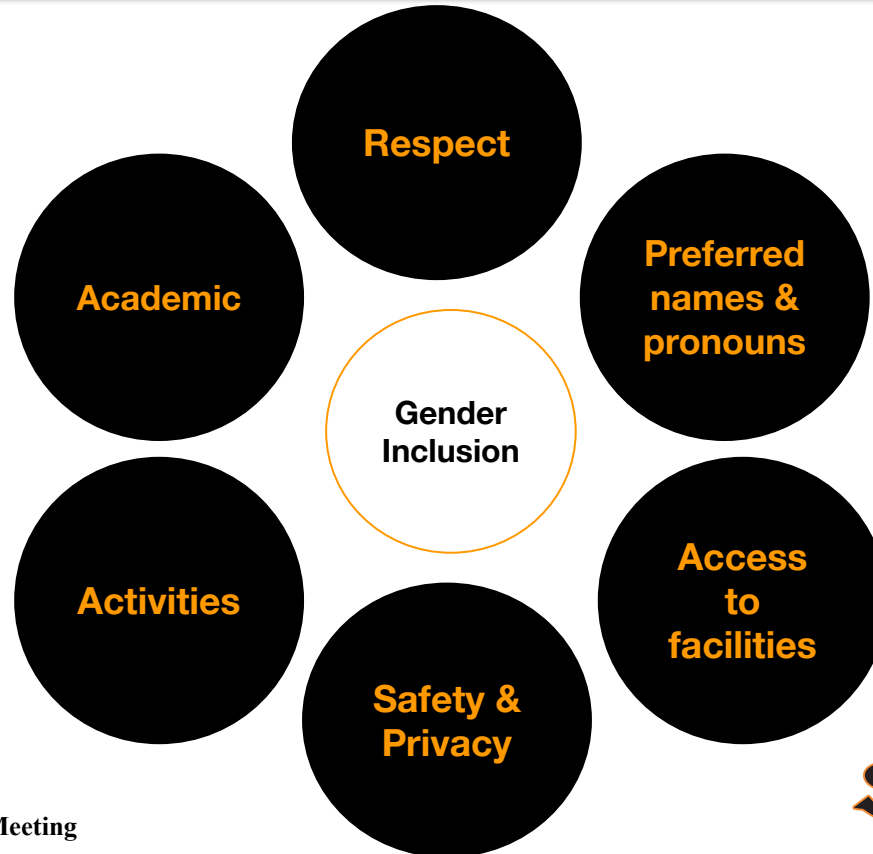
Astein Osei, Superintendent



Purpose

The purpose of this presentation is to provide an update to the School Board regarding the implementation of the Gender Inclusion Policy.

Inclusive access to programs and facilities



Implementation status

Implemented	In Progress
Respect the safety and privacy of all students, pursuant to district policy 515 (Protection & Privacy of Pupil Records) and state and federal privacy laws.	Professional Development
Provide all students the opportunity to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity.	Ensure that all district policies...apply to all students, regardless of their gender identity or gender expression.
Provide all students with access to facilities that align with students' gender identity.	
Respect all student's gender identity and gender expression.	
Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a legitimate pedagogical tool.	
Identify and address students by their preferred names and pronouns.	



Feedback from students

- All gendered bathrooms are hidden and not easily accessible to everyone at the High School
- All gender locker rooms
- More LGBTQIA+ representation within curriculum
- More LGBTQIA+ information easily accessible for students (i.e. support groups, crisis line access)
- Bullying from peers/homophobic language use

Next steps

- Continue to provide professional development for all staff.
- Through the policy review process, continue to update policies to include gender neutral language.
- Determine intentional strategy to include LGBTQIA+ representation in the curriculum and program review process.
- Through a restorative community building process provide opportunities for students to understand the impact of using homophobic language.
- Continue to understand the lived experience of LGBTQIA+ students in St. Louis Park Public Schools and develop systems and structures to ensure that they are seen, inspired, and empowered to live their brilliance.

April 26, 2022

Policy 808 COVID-19 Face Coverings Review

Astein Osei, Superintendent



Purpose

To make a recommendation to the School Board to revise Policy 808 COVID-19 Face Coverings.

March 8 policy revision

The School Board revised Policy 808 to require face coverings when 5% or more of the students and/or staff who attend or work at a St. Louis Park Public School or other facility test positive for COVID, or when community levels of COVID are high.

With the exception of:

- **Students in our early childhood programs**
- Staff and students who tested positive for COVID and who have completed five-day isolation period followed by a negative test who would be required to mask for days 6-10 following their initial positive COVID test
- Staff in our health services offices who provide direct services to students
- Students who are demonstrating symptoms of COVID or who are being sent home for other health-related reasons and are waiting to return home

March 8 policy revision

Procedural changes as a result of the policy change.

- Masks are strongly recommended in St. Louis Park facilities and only required when 5% or more of the students and/or staff who attend or work at an St. Louis Park Public School or other facility test positive for COVID-19.
- The 5% threshold at which masks would be required in St. Louis Park Public Schools and other facilities would be met when 5% of all students and staff in a school or facility test positive for COVID during a weekly COVID reporting period. COVID reporting periods in St. Louis Park Public Schools begin at 12:00 AM each Monday and conclude at 11:59 PM each Sunday.

March 8 policy revision

Procedural changes as a result of the policy change.

- If a school meets the 5% threshold before on Friday at the end of the COVID reporting period, parents and students will be informed at that time that all students and staff at the school will be required to wear masks for two weeks. If the school has not yet met the 5% threshold by Friday but is nearing that threshold, parents and students will be informed by 5 PM Friday that students may be required to wear masks for two weeks starting the following Monday and that they will be notified if their school has passed the threshold by 6 AM on Monday.
- The requirement to wear masks at the school or facility would be extended for an additional two weeks if 5% or more of the students and staff at the facility test positive for COVID during the second week of mandatory masking.

March 8 policy revision

Procedural changes as a result of the policy change.

- If a school meets the 5% threshold and students and staff are required to wear masks for two weeks, all spectators at and student participants in extracurricular activities would also be required to wear masks for two weeks unless students are actively involved in competition, practice, or another activity as stipulated in current Minnesota State High School League guidance.
- Masks would be required for two weeks on school buses and other forms of transportation operated by St. Louis Park Public Schools that serves the school that met the 5% threshold.

Reasons for policy revision recommendation

- Throughout the pandemic we have continued to see low transmission with early learning students.
- We feel that the policy revisions made on March 8 and the mitigation strategies connected to those revisions support students and staff if positive COVID cases rise at a site or in the community.
- Parents/Guardians have requested consistency in the implementation of our mitigation strategies across the district.

Situations in which mask will still be required

If the revision to Policy 808 is approved, it is recommend that we continue to require face coverings in the following environments and conditions:

- Staff and students who tested positive for COVID and who have completed five-day isolation period followed by a negative test who would be required to mask for days 6-10 following their initial positive COVID test
- Staff in our health services offices who provide direct services to students
- Students who are demonstrating symptoms of COVID or who are being sent home for other health-related reasons and are waiting to return home

Recommendation

It is recommended that the School Board revise Policy 808 to require face coverings for students in the early learning program when 5% or more of the students and/or staff who attend school at Central Community Center test positive for COVID-19, or when community levels of COVID-19 are high.

CDC Releases New Guidance

The COVID-19 community level is determined by the higher of the new admissions and inpatient beds metrics, based on the current level of new cases per 100,000 population in the past 7 days



