

South St. Paul
Public Schools



School Board Orientation Manual

School Board Orientation Manual

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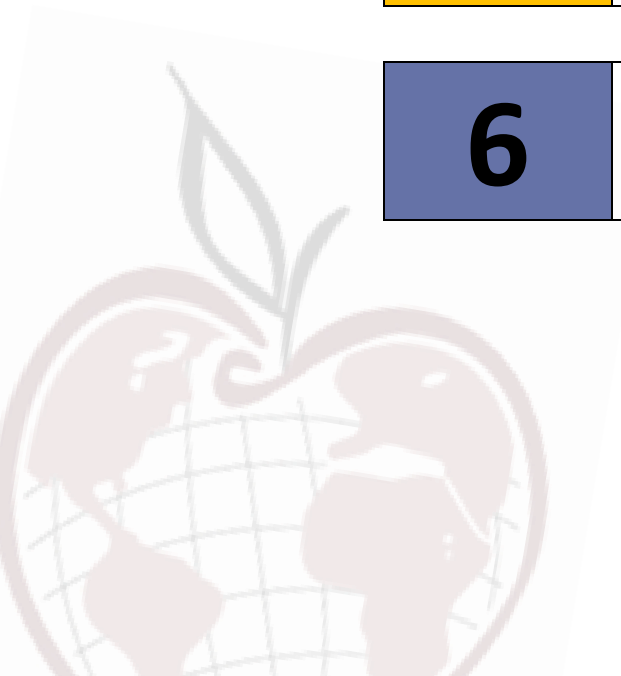
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School Board Orientation Manual

District





SOUTH ST. PAUL PUBLIC SCHOOLS

PASSIONATE LEARNERS POSITIVELY CHANGING OUR WORLD

Minnesota's First K-12
IB World Schools District

**OUR PASSIONATE
LEARNERS STRIVE TO BE:**
(IB Learner Profile)

INQUIRERS

KNOWLEDGEABLE

THINKERS

COMMUNICATORS

PRINCIPLED

OPEN-MINDED

CARING

RISK-TAKERS

BALANCED

REFLECTIVE

www.sspps.org

OUR MISSION (our core purpose)

Ignite a passion in every learner to inquire, continuously improve, and engage in positively changing our world.

OUR VISION (what we intend to create)

WE WILL...

- **Prepare** each and every student for their next step
- **Provide** high quality, individualized programs, services, and personalized learning for all ages and stages of a learner's life
- **Build** capacity in our learners to exemplify the IB Learner Profile
- **Partner** with our families and community to develop shared ownership of student outcomes and family learning needs
- **Ensure** students and families have reliable and regular access to technology for accelerated learning

OUR CORE VALUES (what drives our words and actions)



COMPASSION

Be kind, fair, and just toward all people because of who we are.



EQUITY

Provide equal access to opportunities in academics, student services, and activities.



EXCELLENCE

Strive for the/our best in all we do with high expectations for all.



INTEGRITY

Do the right thing even when no one is watching, and keep our promises.



RESILIENCE

Be able to bounce back from challenges and disappointments with confidence and hopes.



RESPECT

Honor our similarities and differences in our assumptions, inquiries, words, and actions.





***Our Mission** is to Ignite a passion in every learner to inquire, continuously improve, and engage in positively changing our world.*

OUR VISION IS TO:

- Prepare each and every student for their next step
- Provide high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning

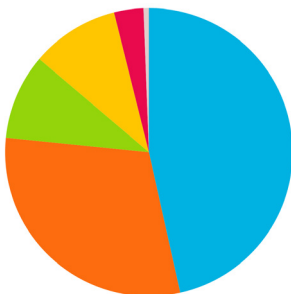


OUR CORE VALUES:



DID YOU KNOW?

South St. Paul Public School and the City of South St. Paul's boundaries are nearly the same.



White (non-Hispanic)	46.5%
Hispanic	30.1%
Multi-Racial	9.6%
Black (non-Hispanic)	9.9%
Asian/Pacific Islander	3.3%
American Indian	0.6%

Student Enrollment 2022-23

Early Learning (including Pre-K & ECSE)	257
Lincoln Center Elementary (K-5)	629
Kaposia Education Center (K-5)	577
Secondary Building (6-12)	1,574
Community Learning Center (10-12)	82
Online Academy	17

District Demographic Information

Total Enrollment	3,136
Students open-enrolled into SSPPS	19.8%
Students eligible for free/reduced meal	58.1%
Students in Special Education	18.6%
English Language Learners	7.8%

South St. Paul Teacher Profile 2022-23

Master's Degrees	77%
More than 10 years experience	60%
Fewer than 3 years experience	8%



Passionate Learners Positively Changing Our World

INTERNATIONAL BACCALAUREATE

South St. Paul Public Schools is the first district in Minnesota to be authorized by the International Baccalaureate (IB) programs serving students from kindergarten through grade 12. The IB philosophy of “developing inquiring, knowledgeable and caring young people motivated to succeed” is incorporated into all levels of SSPPS.

IB Primary Years Program (PYP)

Designed for all students in grades K-5. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

IB Middle Years Program (MYP)

Serves all students in grades 6-10. It focuses on providing a framework for academic challenge and life skills.

IB Diploma Program (DP)

A rigorous academic program for students in grades 11 and 12. It focuses on creativity, innovation, self-discipline, and the ability to function as part of a team.

DISTRICT HONORS AND RECOGNITIONS

- 2020 Becomes first BARR School District in the Nation
- Minnesota's First K-12 International Baccalaureate District
- SSP Preschool earns 4-star Parent Aware rating
- 2020 MDE School Finance Award

DISTRICT PARTNERSHIPS

- 360 Communities
- Associated Clinic of Psychology (ACP)
- Association of Metropolitan School Districts (AMSD)
- BARR (Building Assets, Reducing Risk) Center
- City of South St. Paul
- Dakota County
- East Metro Integration District (EMID)
- Innocent Technologies
- Intermediate District 917
- Inver Hills Community College
- Metropolitan State University
- Neighbors, Inc.
- South St. Paul Educational Foundation
- South St. Paul Lions
- South St. Paul Rotary
- TriDistrict with West St. Paul and Inver Grove Heights

ADDITIONAL DISTRICT HIGHLIGHTS

World Languages

Spanish language instruction provided for students in grades K-5. World language courses are offered to our Secondary students with the opportunity to learn French or Spanish.

Whole-Child Focus

Through a multi-tiered system of supports, SSPPS focuses on the unique academic, behavioral and social-emotional needs of each student to help them thrive and achieve. The addition of the BARR (Building Assets, Reducing Risk) Model is another way SSPPS is focusing on all aspects of a student's learning.

BARR (Building Assets, Reducing Risks)

The BARR Model allows staff to better understand and build on students' strengths, proactively address the non-academic reasons why a student may be falling behind in school, and identify what resources they need and steps they can take to thrive.

Innovative Technology

Students in all grades PreK-12 have access to devices such as iPads and Chromebooks. A 1:1 digital device initiative allows students anywhere, anytime access to a digital device. Digital Learning and Media/Technology Specialists help students learn critical skills in online safety and digital citizenship. Technology in place has allows students to keep learning when schools are closed through flexible learning plans.

Career & College Readiness

SSPPS partners with ISD 197 (West St. Paul, Mendota Heights, Eagan) and Inver Grove Heights school districts, to share resources and expand career and college readiness (CCR) pathways for all students. The TriDistrict collaborative effort creates opportunities for students to explore different careers and learn about the many ways to earn college credits, degrees, job-ready certifications, and internships while still in high school.

Community Education

Central Square Community Center (CSCC) is a place where our community can come together to learn, grow and socialize. Central Square houses SSP Community Education. This includes adult and youth enrichment courses, Adult Basic Education, and the Senior Center. Also offered at Central Square are virtual and in-person fitness classes, lap swimming, and youth recreation courses.

Updated November 2022



South St Paul Schools 2022-2023

Academic Calendar Rvsd

	Non-student Day		Begin/End Term
	Holiday		PK-8 Flex Learning
	Prof Development		HS St-Fam Connect
	Professional Time		EL/MS St-Fam Connect
	Mixed Use (see p. 2)		Comp Time
	Finals (HS Only)		Summer School

July 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 22						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	

January 23						
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22	23	24	25	26	27	28
29	30	31				

May 23						
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October 22						
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23	24	25	26	27	28	29
30	31					

February 23						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

June 23						
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November 22						
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27	28	29	30			

March 23						
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July 23						
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30	31					

August 22						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December 22						
Su	M	Tu	W	Th	F	Sa
						3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 23						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 23						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Notes

Summer School 2022

SEC 1: June 13-30

SEC 2: July 11-28

ELEM: July 11 - Aug 4

K CAMP: Aug 8-11

New Tchr Orientation: Aug 22-26

Opening Days: Aug 29 - Sep 2

First Days: Sept 6, 7, 8, 12 (see p. 2)

Last Day: June 8

Commencement: June 8

District Holidays:

July 4	Sept 5
Nov 24-25	Dec 23, 26
Jan 2	Jan 16
Feb 20	May 29

Terms (Student Days):

ELEM/MS Semesters

Sem 1: 9/6 - 1/27 (86)

Sem 2: 1/30 - 6/8 (84)

HS Trimesters

Tri 1: 9/6 - 12/1 (56)

Tri 2: 12/5 - 3/9 (56)

Tri 3: 3/14 - 6/8 (58)

Summer School 2023

SEC 1: June 13-29

SEC 2: July 10-27

ELEM: Jun 19 - Jul 27

K CAMP: Jul 31 - Aug 3

[Calendars by Vertex42.com](http://Calendars.by.Vertex42.com) © 2007

Revised November 2022

2022-23 South St Paul Schools Academic Calendar

		EL/MS	HS	2022-23 ACADEMIC CALENDAR - FINAL - RVSD (November 2022)	
July 4		District Holiday		*Non-student day schedule: 7:30-3:30, unless otherwise noted	
July 11-Aug 11		-----		Summer School / Targeted Services Sessions	
Aug 22-26		New Teacher Orientation			
Aug 29-Sep 2		Opening Days		Prof Dev (3), Prof (1), St-Fam Connections (1)	
				ELEM & MIDDLE SCHOOL	HIGH SCHOOL/CLC
M	Sept 5	NO SCHOOL		District Holiday	
T	Sept 6	School begins for:		All G1-5; All G6 & New-to-SSP G7-8	All G9 & New-to-SSP G10-12
W	Sept 7			All G7-8	All G10-12
Th	Sept 8			All K	
M	Sept 12			All PreK	
F	Oct 14	NO SCHOOL		Prof Dev	Prof Dev
T	Oct 18	-----		-----	Student-Family Connect (4-8 pm)
Oct 20-21		NO SCHOOL			
M	Nov 7	-----		Flex Learning for Students & Student-Family Connect (12-8 pm)	-----
T	Nov 8	NO SCHOOL		Prof Dev	Prof Dev
W	Nov 23	NO SCHOOL		St-Fam Connect COMP	St-Fam Connect COMP
Nov 24-25		NO SCHOOL		District Holiday	
Nov 30-Dec 1		-----		-----	Tri 1 FINALS
Th	Dec 1	-----		-----	End Tri 1
F	Dec 2	NO SCHOOL		Prof Dev	AM Prof Dev; PM Prof (RCs)
M	Dec 5	-----		-----	Begin Tri 2
Dec 22-Jan 2		-----		Winter Break	
Dec 23, 26, Jan 2		District Holiday			
M	Jan 16	NO SCHOOL		District Holiday	
Th	Jan 26	-----		-----	St-Family Connect (3:30-6:30 pm)
F	Jan 27	-----		End Sem 1	-----
M	Jan 30	-----		Begin Sem 2	-----
F	Feb 3	NO SCHOOL		Prof (RCs)	AM Prof Dev; PM St-Fam COMP
M	Feb 6	NO SCHOOL		Prof Dev	Prof Dev
M	Feb 20	NO SCHOOL		District Holiday	
Mar 8-9		-----		-----	Tri 2 FINALS
Th	Mar 9	-----		Flex Learning for Students & Student-Family Connect (12-8 pm)	-----
Th	Mar 9	-----		-----	End Tri 2
F	Mar 10	NO SCHOOL		Prof Dev	AM Prof (RCs); PM St-Fam COMP
M	Mar 13	NO SCHOOL		Prof Dev	Prof Dev
T	Mar 14	-----		-----	Begin Tri 3
Mar 27-31		NO SCHOOL		Spring Break	
Th	Apr 27	-----		-----	St-Family Connect (3:30-6:30 pm)
M	May 29	NO SCHOOL		District Holiday	
June 7-8		-----		-----	Tri 3 FINALS
Th	June 8	PK-G12 End		End Sem 2	End Tri 3
Th	June 8	-----		Commencement	
F	June 9	NO SCHOOL		Prof (RCs)	Prof (RCs)
M	June 12	NO SCHOOL		St-Fam Connect COMP	St-Fam Connect COMP
June 13-Aug 3		-----		Summer School / Targeted Services Sessions	

SSPPS Leadership



District Office (DO)

- Superintendent of Schools – Dr. Brian Zambreno
- Building and Grounds Director – Mark Fenton
- Community Education, Early Learning and Adult Basic Education Director – Jeanne Zehnder
- Equity and Learning Director – Dr. Chad Schmidt
- Equity and Learning Asst. Director – Lesly Gamez
- Finance Director – Brady Hoffman
- Human Resources Director – Joel Milteer
- Nutrition Services Director – Dorie Pavel
- Nutrition Services Assistant Director – Maggie Schmidt
- Student Services Director – Shauna Bock
- Technology Director – Paul Brashear

Lincoln Center Elementary (LC)

- Principal – Theresa Starkman
- Assistant Principal Deanne Edlefsen

Kaposia Education Center (KEC)

- Principal – Terry Bretoi
- Assistant Principal – Jody Hansen

SSP Secondary

- High School Principal – Chuck Ochocki
- Middle School Principal – Leah Bourg
- High School Assistant Principal – Angie Ryter
- Middle School Assistant Principal – Julian Stanke
- Athletic and Activities Director/Assistant Principal – Brady Krueger

Community Learning Center (CLC)

- Principal – Chuck Ochocki
- Assistant Principal – Robin O'Reilly



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



International Baccalaureate®
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Bachillerato Internacional

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Acronyms



- **ADSIS** - Alternative Delivery of Specialized Instruction Services
- **AMSD** – Association of Metropolitan School Districts
- **ATPPS** - Alternative Teacher Professional Pay System
- **BoE** - Board of Education
- **B-8** - Birth to Age 8
- **CCR** - Career and College Readiness
- **CLC** – Community Learning Center
- **ECA** – Extra- Curricular Activities
- **ECFE** – Early Childhood Family Education
- **EL** – English Learner
- **ESL** – English as a Second Language
- **ESSA** – Every Student Succeeds Act
- **FMLA** – Family Medical Leave Act
- **FY** – Fiscal Year
- **HS** – High School
- **IEP** – Individualized Education Program
- **KEC** – Kaposia Education Center
- **LC** – Lincoln Center
- **CSCC** - Central Square Community Center
- **LTD** - Long-Term Disability
- **MASA** – Minnesota Association of School Administrators
- **MCA** - Minnesota Common Assessment
- **MDE** – Minnesota Department of Education
- **MSBA** - Minnesota School Boards Association
- **MSHSL** – Minnesota State High School League
- **NCLB** – No Child Left Behind
- **OPEB** - Other Post-Employment Benefits
- **PERA** – Public Employees Retirement Association
- **Pre-K** – Pre-Kindergarten
- **PSEO** – Post-Secondary Enrollment Options
- **Q-Comp** – Quality Compensation (also known as ATPPS)
- **SEE** – Schools for Equity in Education
- **SSPPS** - South St. Paul Public Schools
- **TDE** - Teacher Development Evaluation
- **TRA** – Teachers Retirement Association
- **ULA** – Unrequested Leave of Absence
- **WBWF** - World’s Best Workforce



Common Acronyms Used in Education

ACA – Affordable Care Act (PPACA)
ACT – American College Test
AD – Activities Director
ADA – Average Daily Attendance
ADA or ADAAA – Americans with Disabilities Act Amendments Act of 2008
ADD – Attention Deficit Disorder
ADHD – Attention Deficit Hyperactive Disorder
ADM – Average Daily Membership
ALC – Alternative Learning Center
ALP – Alternative Learning Program
AMCPU – Adjusted Marginal Cost Pupil Unit
ANTC – Adjusted Net Tax Capacity
AP – Advanced Placement
APU – Adjusted Pupil Units
ATPPS – Alternative Teacher Professional Pay System (Q Comp)
AYP – Adequate Yearly Progress
BCA – Bureau of Criminal Apprehension
BMS – Bureau of Mediation Services
CLP – Continual Learning Plan
CTE – Career and Technical Education
DHS – Department of Human Services
D/HH – Deaf/Hard of Hearing
EBD – Emotional Behavior Disorder
ECFE – Early Childhood Family Education
ECSE – Early Childhood Special Education
EL – English Learner
EM or EdMN – Education Minnesota
EDRS – Electronic Data Reporting System
EEOC – Equal Employment Opportunity Commission
EIS – Early Intervention Services
E-RATE – Education Rate (federal discount on telecommunications and internet access)
ERISA – Employee Retirement Income Security Act
ESL – English as a Second Language

ESEA – Elementary and Secondary Education Act
ESSA – Every Student Succeeds Act
FLSA – Fair Labor Standards Act
FMLA – Family and Medical Leave Act
FTE – Full-Time Equivalent
FY – Fiscal Year
GED – General Education Diploma
GPA – Grade Point Average
HI – Hearing Impaired
HSGI – High School Graduation Initiative
IB – International Baccalaureate
IDEA – Individuals with Disabilities Education Act
IEP – Individualized Education Program
IFSP – Individual Family Service Plan
IPAD – Information Policy Administration Division (of the MN Department of Administration)
ISD – Independent School District
IT – Information Technology
ITBS – Iowa Tests of Basic Skills
ITV – Interactive Television
K12 – Kindergarten through 12th Grade
LD – Learning Disability
LEA – Local Education Agency
LEP – Limited English Proficiency
LLA – Last Location of Attendance
LRE – Least Restrictive Environment
LTD – Long-Term Disability
LYP – Learning Year Program
LYPS – Learning Year Program Site
MAEOP – Minnesota Association of Educational Office Professionals
MARSS – Minnesota Automated Reporting Student System
MASA – Minnesota Association of School Administrators
MASBO – Minnesota Association of School Business Officials
MASSP – Minnesota Association of Secondary School Principals

MCA – Minnesota Comprehensive Assessments
MDE – Minnesota Department of Education
MEEP – Minnesota Education Effectiveness Plan
MESPA – Minnesota Elementary School Principals’ Association
MinnSPRA – Minnesota School Public Relations Association
MLA – Minnesota Library Association
MMMI – Mild to Moderate Mentally Impaired (EMH)
MnSCU – Minnesota State Colleges and Universities System
MNTAAB – Minnesota Tax and Aid Anticipation Borrowing Program
MnEEP – Minnesota Education Equity Partnership
MOE – Maintenance of Effort
MREA – Minnesota Rural Education Association
MS – Minnesota Statutes
MSBA – Minnesota School Boards Association
MSBAIT – Minnesota School Boards Association Insurance Trust
MSDLAF+ – Minnesota School District Liquid Asset Fund Plus
MSHSL – Minnesota State High School League
NCES – National Center for Education Statistics
NCLB – No Child Left Behind (see also ESEA)
NTC – Net Tax Capacity
OCR – Office for Civil Rights
OMB – Office of Management and Budget
OML – Open Meeting Law
P-12 – Pre-Kindergarten through 12th Grade
P-20 – Pre-Kindergarten through Bachelor’s Degree (post-secondary)
PELRA – Public Employment Labor Relations Act
PERA – Public Employees Retirement Association
PFDA – Pupil Fair Dismissal Act
PPACA – Patient Protection and Affordable Care Act (also referred to as ACA)
Pre-K – Pre-Kindergarten

PSEO – Post-Secondary Enrollment Options
PU – Pupil Units
Q COMP – Quality Compensation (see also ATPPS)
RFP – Request for Proposal
RFQ – Request for Quote
RMCPU – Resident Marginal Cost Pupil Units
RMIC – Regional Management Information Centers
RMV – Referendum Market Value
RTI – Response to Intervention
SAT – Scholastic Aptitude Test or Student Assistance Team
SEE – Schools for Equity in Education
SOD – Statutory Operating Debt
STARS – Staff Automated Reporting System
T & E – Training and Experience
T1 – Tee one large bandwidth copper phone line
TDE – Teacher Development and Evaluation
TIES – Technology and Information Educational Services
TIF – Tax Increment Financing
TIP – Teacher Improvement Plan
TRA – Teachers Retirement Association
TSA – Tax-Sheltered Annuity
UFARS – Uniform Financial Accounting and Reporting Standards
ULA – Unrequested Leave of Absence
URL – Universal Resource Locator
WADM – Weighted Average Daily Membership



Glossary of Educational Terms

Accounts - In school budgeting and finance, the category of revenue or expenditure within a fund for various functions or activities.

Achievement Gap - Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.

ADA - Average Daily Attendance - Attendance Days (or hours) divided by Instructional Days (or hours).

ADAAA - Americans with Disabilities Act Amendments Act of 2008 – Federal legislation protecting disabled employees from employer discrimination.

Ad hoc - Established for a particular purpose without reference to wider or permanent applications, such as “ad hoc” committees or “ad hoc” policy.

ADM - Average Daily Membership - The sum for all pupils of the number of days of the school year each pupil is enrolled divided by the number of days the schools are in session.

ALC - Alternative Learning Center (state approved) - Must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul, and Duluth). Students must have a CLP (Continual Learning Plan) and can generate more than 1.0 ADM when membership exceeds statute minimums (refer to “LYPS”); can apply to provide an independent study component.

ALP - Alternative Learning Program (state approved) - These schools serve at-risk students year round or during a traditional school year. Students must have a CLP and can generate more than 1.0 ADM, up to 1.2, when instruction time exceeds statute minimums (refer to “LYPS”). They can apply to provide an independent study program. An ALP is not eligible to apply for Target Services programs.

Alternative Assessment - Measures a student’s knowledge and mastery by having him/her exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorize facts.

Alternative Calendar - Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.

Alternative Compensation - A method of pay for teachers which either supplements or replaces the traditional “steps and lanes.”

AMCPU - Adjusted Marginal Cost Pupil Unit - The greater of the total of weighted average daily membership for the current school year multiplied times .77 plus the total of the weighted average daily membership for the prior school year multiplied times .23, or the actual current weighted average daily membership count.

ANTC - Adjusted Net Tax Capacity - The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacities by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

AP - Advanced Placement or IB - International Baccalaureate - Opportunity offered to earn college credits for high school students.

APU - Adjusted Pupil Units - A weighted count of pupils used to determine revenue in many funding formulas. Kindergarten through sixth grade students are weighted 1.0 pupil units. Students in grades 7-12 are weighted 1.2 pupil units.

At-Risk - Students who meet the statute-defined criteria (M.S. 124D.68).

Audit - Formal examination and verification of financial accounts. May also refer to a program examination and verification of results.

AYP - Adequate Yearly Progress - A measure of academic progress that school districts are required to make under NCLB.

Barrier-free - Elimination of architectural barriers in educational facilities to allow disabled persons to easily enter, move about, and use those facilities.

BCA - Bureau of Criminal Apprehension - State agency which provides districts with criminal background checks.

Bid - An offer, usually written, to furnish materials or services for a specified sum of money in accordance with the terms of a contract proposal.

Bill - Form or draft of a proposed law presented to a legislature.

BMS - Bureau of Mediation Services - State agency which provides mediation and arbitration services.

Bond - Written promise, generally under seal, to pay a specified sum of money (face value) at a fixed time in the future (date of maturity) and carrying interest at a fixed rate, usually payable periodically; often used by school districts to raise construction money.

Career Education - Organization of the curriculum (K-12) so that a student will receive appropriate information and opportunity for training about or in the world of work; does not necessarily imply attendance at an occupational or skill center.

Case Load - Various meanings that generally refer to the number of students for whom the teacher is the IEP manager.

Categorical Aid - Educational support funds provided from a higher governmental level and specifically limited to (earmarked for) a given purpose; e.g., special education, transportation, or vocational education.

Child Count - The name applied to the federal reports that generate federal special education dollars; a count of all students who have IEPs or IFSPs on December 1 of any given year (also referred to as the “Unduplicated Child Count”).

Class Load (size) - Total number of classes or pupils taught by a teacher.

CLP - Continual Learning Plan - All students enrolled in an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. It must be updated annually.

Collective Bargaining - The process used by an organized group of union employees and their employers to make offers and counter-offers for the purposes of reaching a mutually acceptable written Agreement.

Committee - Group chosen to provide the school board with a recommendation on an education-related program or issue.

Community Expert - A nonlicensed individual from the “community” who teaches in a public or charter school on a limited basis – the Minnesota Board of Teaching must approve the application of each nonlicensed community expert.

Comparable Worth - State law (M.S. 471.911) requiring every political subdivision to establish equitable compensation relations among its employee groups (a.k.a. “Minnesota Pay Equity Act”).

Competency-Based Education - An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.

Developmental Delay - A “Primary Disability Classification” effective FY00, which can be reported for students through age six as of September 1.

Dual Enrolled - Senior high level students who are full-time at the high school and receive ALC instructional services outside the normal high school day and year, i.e., summer and after school. Both report the instructional time it provides to the student. A senior high school student may be enrolled in a post-secondary class or program.

Due Process (Procedural) - An orderly, established process for arriving at an impartial and just settlement of a conflict between parties which entails the elements of notice and fair hearing (most often used in relationship to discipline).

Due Process (Substantive) - Basic legality of legislative enactments such as rules and regulations for students and staff. Must follow basic guidelines of legality, sufficient specificity, reason and sensibleness, adequate dissemination, and appropriate penalties.

E-Rate - The universal service Schools and Libraries Program, commonly known as “E-rate,” provides discounts of up to 90% to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access. The program is intended to ensure that schools and libraries have access to affordable telecommunications and information services.

ECFE - Early Childhood Family Education - Programming provided through Minnesota public school districts for families with children between the ages of birth to kindergarten entrance. ECFE is based on the idea that the family provides a child's first and most significant learning environment and parents are a child's first and most important teachers.

ECSE - Early Childhood Special Education - A term used both as a grade classification of an individual student, i.e., a pre-kindergarten student (from birth to kindergarten) who has either an IEP/IFSP or who has received assessment for special education.

Education District - Formed by school districts to increase educational opportunities for pupils by increasing cooperation and coordination between school districts and post-secondary institutions; education boards must be comprised of board members who are currently serving on the local school boards of the participating districts.

Elective - Any of a number of non-required studies from which a student is allowed to select.

EL - English Learner - Commonly refers to students for which English is not their primary language.

Employee Benefits - Compensation in addition to regular salary provided to an employee which may include such benefits as health insurance, life insurance, leaves of absence, and retirement contributions.

Equity - A commitment to ensure that every student receives what he or she needs to succeed. (*Excellence Through Equity*: Blankstein/Noguera 2015)

ESL - English as a Second Language - Bilingual education or limited English proficiency.

ESSA - Every Student Succeeds Act - The nation's latest pre-kindergarten through grade 12 education law, was signed into law in December 2015. ESSA is the newest version of the 50-year-old federal Elementary and Secondary Education Act and replaces the 2001 reauthorization known as No Child Left Behind. ESSA emphasizes equity and gives states and schools more latitude to innovate, while maintaining a focus on accountability and an emphasis on state and local systems of improvement (MDE, 2016).

Extended Time Revenue - This revenue may be used for extended day programs, extended week programs, summer school, and other programming authorized under the learning year program.

FMLA - Family and Medical Leave Act - Federal law which allows eligible employees of covered employers to take unpaid, job-protected leave for specified reasons.

FTE - Full-Time Equivalent - The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with "1.0" representing one full-time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

FY - Fiscal Year - A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30. For example, fiscal year 2007 is equivalent to the 2006-2007 school year (July 1, 2006 - June 30, 2007).

General Education Revenue - General education revenue is the primary formula for providing general operating funds to school districts and charter schools and is composed of basic general education revenue; extended time revenue; declining pupil revenue; local optional revenue; gifted and talented revenue; basic skills revenue, including EL and compensatory revenue; sparsity revenue; operating capital; equity revenue; small schools revenue; and transition revenue.

Graduation Requirements - The Minnesota Legislature has established standards for curriculum and assessments the public school districts must provide and students must attain in order to graduate from a MN secondary school. These requirements may be updated annually. For a complete and current definition of the requirements, refer to M.S. 120B.

Grievance - A written complaint by an employee that a provision of the collective bargaining agreement under which he/she is working has been violated.

Grievance Arbitration - Final step in a grievance procedure which is binding on both the public employer and the grievant(s) and which is used to determine if a violation, misapplication, or misinterpretation of an existing Agreement or established past practice has occurred.

Heterogeneous Grouping - Grouping of students without regard for ability so that wide ranges of academic ability will be present.

Homebound Instruction - Individual teaching in a child's home by an itinerant teacher; for education of the disabled and for students unable to attend school due to illness or other reasons.

Homeschool - Minnesota provides for parents to educate their children at home. Parents and the resident school district must perform an extensive list of tasks in order to satisfy the requirements of a homeschool. Homeschools may be eligible for a limited amount of state aid.

Homogeneous Grouping - Grouping students based on one or more common characteristics – most often, academic ability – and a “tracking system” is usually developed.

IEP - Individualized Education Program - A program that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.

IFSP - Individual Family Service Plan - An IEP for very young children involving other agencies in addition to education.

In-service Education - General term used to describe the efforts to promote the professional growth and development of employees while on the job.

Interdisciplinary - Instructional process which combines information from two or more subjects or creates a team situation that allows teachers with different academic disciplines to plan a teacher-learning program.

Interest Arbitration - Process, binding on both the public employer and the particular union, by which an arbitrator resolves unsettled points of contention in the collective bargaining process.

Job Description - A written statement of the various duties, equipment, working conditions, responsibilities, and other essential factors concerned with a job and usually based on the requirements and training the employee must possess in order to qualify for employment.

LD - Learning Disabilities - One or more deficiencies exhibited by a child in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

LEA - Local Education Agency - An educational agency at the local level which exists primarily to operate schools or to contract for education services. LEAs may/may not be coterminous with county, city, or town boundaries, and the term is used synonymously with the terms, “school district,” “school system,” and “local basic administrative unit.”

Lesson Plan - A teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, and evaluation methods or tools.

Levy - (Verb) to impose property taxes or special assessments on property. (Noun) the total of property taxes or special assessments on property imposed by a governmental unit.

License - Authority granted by the state to individuals to practice an occupation or profession after successfully meeting specific requirements.

LLA - Last Location of Attendance - A MARSS code indicating where a student was last enrolled and included in every student record.

LYPS - Learning Year Program Site - State-approved programs that agree to operate on a year-round basis; students must have a CLP and generate more than 1.0 ADM when they generate membership hours which are the greater of (a) the locally defined core school year, or (b) the minimum number of instructional hours required by statute.

Mainstreaming - Moving disabled children from their segregated status in special education classes and integrating them into the regular classroom.

MARSS - Minnesota Automated Reporting Student System.

Master Teacher/Mentor - One who possesses considerable skill in teaching; selected to serve as supervising teacher or leader of a team when team teaching occurs.

MDE - Minnesota Department of Education.

Media Center - The information hub for the school (previously referred to as “the library”).

Mediation - A non-binding, informal attempt by a third party to help settle an employment dispute through advice or suggestions but without specific public recommendations.

Mentor - An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.

Minnesota Academic Standards - Five core academic content standards areas: language arts, math, science, social studies, and arts.

Multi-Age Grouping - Grouping students into classes across grade levels; for example, having students from kindergarten and first grade in a class together, not as a traditional combination class, but focusing instead on teaching to their ability and skill level rather than their age.

Multi-Cultural Sensitivity - Sensitivity to different cultures and ways of thinking and acting.

NCES - National Center for Education Statistics - A federal agency to which the MDE supplies data to be used for comparing states.

Non-Operating Funds - Building construction fund, debt redemption fund, trust and agency fund.

OCR - Office for Civil Rights - A federal agency to which the state provides gender and race/ethnic student and staff data on behalf of districts using MARSS data, STARS data, and supplemental data.

On-Line Learning - An interactive course or program that delivers instruction to a student by computer, is combined with traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

Open Enrollment - Enrollment Options - Various legislative-enacted programs that allow students to attend a district other than the district of residence or a post-secondary institution without paying tuition charges.

Open Meeting Law - State statute governing an elected board's ability to conduct meetings in public or in private. M.S. 13D

Operating Funds - General fund, food service fund, pupil transportation fund, community services fund.

Outcome-Based Education - Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined; students progress as they master these outcomes rather than by time or age factors.

P-20 – Reference to all education of students from preschool, elementary, secondary and post-secondary.

Paraprofessional - A non-certified individual who assists teachers with non-teaching tasks (also called a “para,” a “teacher aide,” or a “classroom aide”).

Part C - A reference to a federal law previously referred to as “Part H” and refers to children ages birth through age two who have IFSPs.

Part-Time - A reference to any student enrolled for less than full-time (“full-time” is defined by the school's calendar) and any student who is released from attending the entire day at the high school level and is not considered to be absent or, for purposes of dual enrollment, has more than 60 minutes in study hall (part-time students who are also enrolled in an ALC or ALP are reported only by the ALC/ALP).

Performance-Based Education - A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.

Policy - Statement adopted by a school board or an administrative agency outlining principles to be followed with respect to specific matters; usually requires rules or regulations to be formulated for its implementation, and is broad enough to provide for administrative decisions regarding the manner in which it shall be implemented, although its implementation in some manner is mandatory.

Pre-K - Classroom-based preschool for children.

Private Contract Alternative - Non-public schools with which a public school district has contracted to provide instructional services to at-risk students.

Procedure – A series of steps followed in a regular order. Sometimes found in policy.

Public Employment Labor Relations Act (PELRA) - Minnesota Statute (Chapter 179A) governing public sector collective bargaining.

Public Law 94-142 - A federal law that ensures access to public educational opportunities to disabled persons, ages 3-21.

Pull-Out Program - A state-approved ALC program in which elementary and middle/junior high students are “pulled out” of the regular classrooms and instructional services are provided by the ALC.

Pupil-Teacher Ratio - Average number of pupils per teacher in a system or school.

PU - Pupil Units - See APU (Adjusted Pupil Units)

Q Comp - Additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers’ union (also known as the “Alternative Teacher Professional Pay System” or “ATPPS”).

Quorum - Minimum number of board members required to hold a meeting.

Referendum - A vote by the whole of an electorate on a specific question(s) put to it by the school board.

Regulations - Detailed directions developed by the administration to put policy into practice by telling how, by whom, where, and when things are to be done.

RMIC - Regional Management Information Center - A center that assists districts in processing student, staff, and finance data for local and state reporting purposes (formerly referred to as “ESV Regions”).

Rubber-Stamp Board - A board that does not appear to study or make its own decisions and instead agrees to whatever administration recommends.

Sabbatical Leave - A leave of absence with full or partial compensation to be used for self-improvement.

School Vouchers - Educational monies distributed directly to parents for their use in selecting schools, either public or private.

School Within a School - A state-approved ALC program through which at-risk elementary and middle/junior high students receive ALC services during at least 25% of their school day.

Service Cooperative - A regional organization governed by currently seated members of the political subdivisions belonging to it and established to more efficiently provide services for its members on a cooperative basis.

Shared Time - Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.

Site-Based Management - The practice of allowing individual schools the freedom to make decisions in certain areas with the idea that those decisions are best made nearest the point at which they must be implemented.

Software - All non-hardware elements of a computer-based system, including written computer programs, flow charts, and other items related to information systems.

Standardized Test - Evaluation instrument given under similar, controlled circumstances to many individuals.

STARS - Staff Automated Reporting System - The means by which public school districts report staff employment and assignment data to the MDE.

State Standards - Core academic standards in language arts, math, science, social studies, and the arts.

Statutory Operating Debt - A school district's net negative unreserved general fund balance as of June 30 of each year.

Strategic Planning - A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose (mission, objectives, strategies, and action plans are parts of a strategic plan); plans are developed by consensus of school and community participants and have as a basis their commonly held beliefs and values.

Targeted Services (ALC) - A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day, but which is only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.

Targeted Services (Title I) - Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.

Tax Capacity - Amount of tax base of taxing jurisdiction obtained by multiplying the market values of all property in the taxing jurisdiction by the tax capacity percentages.

Tax Capacity Percentages - Statutory classification percentages that are applied to market values.

Tax Capacity Rate - The rate arrived at by dividing the district's tax levy amount by the district's total tax capacity. Tax capacity rate replaced the term, "mill rate."

Team Teaching - Two or more teachers cooperatively planning, teaching, and evaluating the progress of their students.

Tenure - Guaranteed job security granted to teachers and principals after a specified number of years of satisfactory service (see M.S. 122A.40 or – for “cities of the first class” – M.S. 122A.41).

Tort - Any negligent or willful act of school officers or employees by which pupils or other innocent persons are wrongfully injured or damaged.

UFARS - Uniform Financial Accounting and Reporting Standards - Rules and instructions adopted by the MDE under legislative mandate to govern the methods by which school districts record financial transactions and inform the MDE about their finances.

ULA - Unrequested Leave of Absence - A leave of absence for principals and teachers due to the reduction or elimination of their positions.

Unduplicated Child Count - Refer to “Child Count.”

Unfunded Mandates - Federal legislative and regulatory provisions that require school district compliance but do not provide funding to cover the costs of carrying them out.

WADM - Weighted Average Daily Membership (refer to “Pupil Units”).

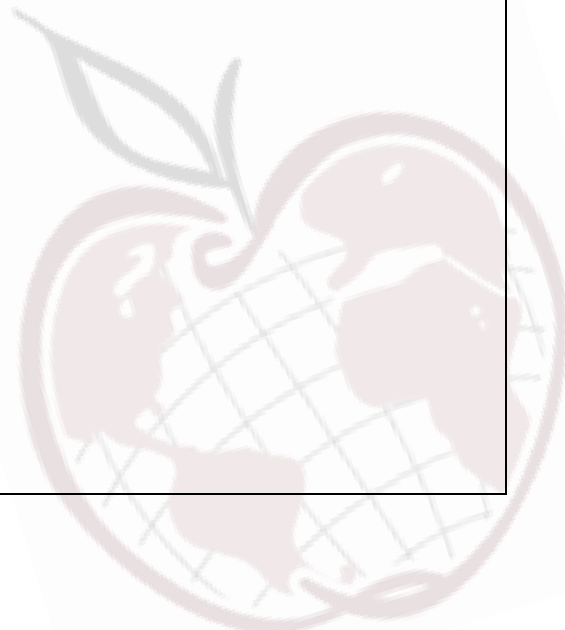
Workers’ Compensation Insurance Payments - Insurance payments made to an employee by his/her employer due to an employment-related injury or illness.

Year Round - Can refer to a variety of programs: schools extending the school year over a 10- to 12-month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved “learning year programs” must provide instruction year round during each of the 12 months; students on IEPs who require extended year- or year-round services.

Youth-Services Program - Offered as part of a district’s community education program with a youth-development program, a youth-service program for pupils promotes active citizenship and addresses community needs through youth service; under MDE rules, youth-service opportunities must be made available to all students in public schools, but student participation is optional.

School Board Orientation Manual

School Board





2023 School Board Schedule

Committee-of-the-Whole and Regular Business Meetings

January 9 Board Reorganization

January 23 TriDistrict CAPS

February 13 Student Services

February 27 Middle School

March 13 Kaposia

March 27 District-Wide

April 10 Activities Department

April 24 High School/CLC

May 8 Lincoln

May 22 Equity and Learning

June 12 Activities Department

June 26 District-wide

July 24 Kids' Choice

August 14 District-Wide

August 28 Bldg. Principals

September 11 District-Wide

September 25 Middle School

October 9 Kaposia

October 23 Equity and Learning

November 13 High School/CLC

November 27 Lincoln

December 11 Activities Department

The South St. Paul School Board typically holds their committee-of-the-whole and regular business meetings on the second and fourth Monday of each month, except for July and December, where these meetings are only held once during those months.

Committee-of-the-Whole

The committee-of-the-whole is intended to provide space for School Board members to hear and discuss district business. The committee-of-the-whole meeting is open to the public and begins at 5:00 PM at City Hall (125 – 3rd Avenue North)

Regular Business Meeting

The regular business meeting is for School Board members to review and approve staffing and other official business. The regular meeting is open to the public and begins at 6:00 PM at City Hall (125 – 3rd Avenue North)

**Schools/programs scheduled for Quality-in-Action at the regular business meetings are listed on their respective dates.*



SOUTH ST. PAUL BOARD OF EDUCATION 2023 Committees

Chair –
Vice Chair –
Treasurer –
Clerk –

Committees	Description	2023
Finance, Facilities, and Long Range Planning	Meets with the superintendent and Finance Director to discuss key finance items and budget planning. Meets to discuss various building and grounds items and/or planning projects for the District. No recurring schedule. Meet as needed	
Policy	Review district policies and recommend necessary policy changes to the Board. Typically meets once per month.	
Public Relations/Community Engagement	Works with administration to engage community in various planning/projects for the District. No recurring schedule. Meet as needed	
Superintendent/Executive	This committee has traditionally been represented by the Chair, Vice Chair and Treasurer. Organizes and prepares Superintendent evaluation and other executive business. No recurring schedule. Meet as needed	

2023 Liaisons

Organizations	Description	2023
AMSD (Association of Metropolitan School Districts)	Meets monthly with area board representatives, superintendents, and local legislators to discuss and advocate for student and district needs. Typically meets the first Friday of each month @ 7:30 AM	
Community Education Advisory Committee	Works in part with the Community Education Director to assess community needs, programming, and evaluate program effectiveness. Typically meets the 3 rd Tuesday of each month @ 4:30 PM	
Intermediate School Dist. 917	District 917 is an intermediate district, comprised of nine member districts throughout Dakota County, that serves special education, secondary technical, and DCALS (Dakota County Alternative Learning School) students. *There is a small stipend for this position. Typically meets on the first Tuesday of each month at 5:00 PM.	
MN State High School League	The School Board Chair attends official MSHSL meetings as needed.	
SSP Educational Foundation	Raises funds to provide an innovative source of public-school funding to support enrichment initiatives, scholarships, research opportunities, training, intervention, and prevention strategies that extend beyond the normal classroom experience. Typically meets the 2 nd Wednesday of every month @ 6:00 PM	
SSP Open Foundation	Raises funds to support extra-curricular activities at SSP Secondary. Typically meets the 3 rd Wednesday of every month @ 8:00 PM	
Local Issues	Meets the fourth Wednesday of each month from 8:00 – 9:00 AM. Local Issues is hosted by the River Heights Chamber of Commerce with the intent to bring local elected officials, city, school and business leaders together to discuss items relevant to SSP.	

2023 Calendar of Events - School Board

School events subject to change. Visit <https://www.sspps.org/resources/calendar> for a full calendar of events.

December 2022	
Date	Event
1	Educational Foundation Retiree Luncheon <ul style="list-style-type: none"> Southview Country Club (11:00 AM - 1:30 PM)
5	New School Board Training Session <ul style="list-style-type: none"> District Office Conference Room (4:00 PM - 7:00 PM)
10	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
15	Senior Center Social - Senior Potluck <ul style="list-style-type: none"> 11:30 - 1:00 PM Central Square

January 2023	
Date	Event
9	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
19	Senior Center Social - Macaroni and Cheese <ul style="list-style-type: none"> 11:30 - 1:00 PM Central Square
20-21	Theater One Act Plays <ul style="list-style-type: none"> SSP Secondary Auditorium 1/20 (7:00 PM) and 1/21 (2:00 PM)
23	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

February 2023

Date	Event
13	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
14	Beginning Band Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)
16	7-12 Band Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)
18	Show Choir Sweethearts Dinner <ul style="list-style-type: none"> SSP Secondary Cafeteria
23	MYP Personal Project Fair <ul style="list-style-type: none"> 12:30 - 2:30 PM in the Secondary Building Competition Gym 6-12 Choir Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)
27	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

March 2023

Date	Event
13	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
23-25	Theater Production - William Shakespeare's The Tempest <ul style="list-style-type: none"> SSP Secondary Auditorium 3/23 (7:00 PM) 3/24 (7:00 PM) 3/25 (2:00 PM and 7:00 PM)
27	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

April 2023

Date	Event
10	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
24	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
28	Honors Program <ul style="list-style-type: none"> SSP Secondary

May 2023

Date	Event
3	Activities Banquet <ul style="list-style-type: none"> SSP Secondary Cafeteria (6:00 PM)
8	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
10	Educational Foundation Scholarship Banquet <ul style="list-style-type: none"> SSP Secondary Cafeteria (6:00 PM)
19-21	6-8 Theater Production - Letter to Sala <ul style="list-style-type: none"> SSP Secondary Auditorium 5/19 (7:00 PM) 5/20 (2:00 PM and 7:00 PM) 5/21 (2:00 PM)
22	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
23	Beginning Band Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)
25	MS and HS Band Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)

June 2023

Date	Event
1	6-12 Choir Concert <ul style="list-style-type: none"> SSP Secondary Auditorium (7:00 PM)
6	CLC Graduation <ul style="list-style-type: none"> Secondary Building Auditorium (6:00 PM)
8	Secondary Commencement <ul style="list-style-type: none"> SSP Secondary Ettinger Field (7:0 PM)
8	Employee Recognition Breakfast <ul style="list-style-type: none"> SSP Secondary Cafeteria (7:30 AM)
12	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
26	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
23	Kaposia Days Parade <ul style="list-style-type: none"> Meeting time/location TBD

July 2023

Date	Event
24	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
TBD	SSP Open Foundation Golf Tournament and Dinner Southview Country Club (11:00 AM and 6:00 PM)

August 2023

Date	Event
1	Night to Unite SSP City Hall (5:00 PM)
14	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
28	Opening Days All Staff Event <ul style="list-style-type: none"> SSP Secondary (TBD) School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

September 2023

Date	Event
11	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
TBD	Educational Foundation Walk-a-thon SSP Secondary Parking Lot (4:30 PM)
25	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

October 2023

Date	Event
TBD	Hall of Fame Ceremony SSP Secondary Cafeteria (5:00 PM)
7	On the Road Again <ul style="list-style-type: none"> Southview Boulevard (9:00 - 5:00 PM)
9	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
23	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
TBD	Great Halloween Get Together Marie Avenue - Outside of ABE (5:00 - 7:00 PM)

November 2023

Date	Event
13	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall
27	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall

December 2023

Date	Event
TBD	Educational Foundation Retiree Luncheon Southview Country Club (11:00 AM - 3:00 PM)
10	School Board Meeting <ul style="list-style-type: none"> Committee-of-the-Whole (5:00 - 5:45 PM) - City Hall Regular Business Meeting (6:00 PM) - City Hall



Andrea Gribble

Social Media Guidelines for School Board Members

Think before you post — and be careful what information you share

By Andrea Gribble, Founder of #SocialSchool4EDU

School board members are dedicated to serving their districts and dealing with many complicated issues. They also work closely with parents, educational professionals, and other community members.

It's not an easy job.

Social media plays an emerging role that can add even more complexity to board members' responsibilities. Knowing how to use social media just for your personal use is challenging enough, but when you are an elected official for your district, how should it change?

Highline Public Schools in the state of Washington has a specific procedure when it comes to how school board members utilize social media. Tove Tupper, Assistant Director Of Communications, shared the reason behind creating these guidelines:

"We use social media as a district to share the Highline story with our community, and connect with students, families, and staff. We want our board members to be able to do the same if they choose. These guidelines created specifically for our board members are meant to support them as they

connect with our Highline community on social media and share the great work happening in our schools."

The full policy can be found at <https://bit.ly/33PWGTi>. I've summarized the list here:

- 1. Think before you post.** Is this something that you do not mind seeing on the front page of the newspaper? Will this be something that you would want your own children or the students of the school district to see as a good example of the way to communicate or comment? Post responsibly.
- 2. Be careful of what information you share.** Do not share personal information about students, employees, yourself, other board members, and citizens. Likewise, do not share information that the school district has contractually agreed to keep confidential; for example, proprietary information, trade secrets, and security information. Think before sharing legally protected, privileged information, such as attorney-client, physician-patient, and other privileged information recognized by a court.

3. Social media is not for private conversations.

Face-to-face meetings or telephone conversations may be more appropriate.

4. Don't let negative emotions drive you to post or respond. Anger may cause you to post information that you will be sorry for later. Is this something that you would be ashamed of if you read it months or years from now? Remember that what you place on social media sites – and in emails, text messages, and chat rooms – can spread quickly and permanently remain on the Internet or in someone's possession. Statements that are harassing, discriminatory, defamatory, and terroristic are not suitable and could subject board members, and possibly the school district, to legal action. Be polite.

5. Use appropriate language. Do not use abusive, profane, threatening, or offensive language.

6. Do not post on behalf of the school district. Do not post self-promotions, items for sale, commercial messages, and advertisements that are associated with the school district.

7. Use social media for listening. Do not conduct board business on social media sites. Instead, use these sites for listening or reading about others' opinions, making announcements, having conversations, and obtaining feedback.

8. Comply with the law and relevant policies including school districts' policies regarding acceptable use, student records, harassment and discrimination, and copyright laws; the internet service provider's terms; the website disclaimers, terms of use, and privacy policies; and federal, state, and local laws, including the open meetings act and public records act. Also, respect the rights of other users to an open and hospitable technology environment, regardless of race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression and identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.

Andrea Gribble is the founder of #SocialSchool4EDU and can be contacted at andrea@socialschool4edu.com. #SocialSchool4EDU provides full social media management, personally coach social media teams and individuals, and have a vibrant online community that provides ongoing professional development for school social media champions. Visit <https://socialschool4edu.com> for more information.



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South St. Paul
Public Schools



BOARD MEMBER HANDBOOK:

An Informational Guide for South St. Paul Public Schools Board of Education Members



104 – 5th Ave. So., South St. Paul, MN 55075

www.sspps.org

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South St. Paul Public Schools

2023 LEADERSHIP DIRECTORY

Board Members

, Chair
, Vice Chair
, Secretary-Clerk
, Treasurer

Bernie Beermann
Anne Claflin
Wendy Felton
Tim Felton
Nikki Laliberte
John Raasch
Monica Weber

Executive Staff

Dr. Brian Zambreno, Superintendent
Lisa Brandecker, Executive Assistant

Superintendent's Leadership Cabinet

Shauna Bock, Student Services Director
Paul Brashear, Technology Director
Brady Hoffman, Finance Director
Joel Milteer, Human Resource Director
Chad Schmidt, Equity and Learning Director
Jeanne Zehnder, Community Education, Early Learning and ABE Director

THE HISTORY OF SOUTH ST. PAUL PUBLIC SCHOOLS

We are Special School District 6

South St. Paul Public Schools and the City of South St. Paul's boundaries are nearly the same. The district serves approximately 3,000 students in the City of South St. Paul in two elementary schools (prek-5), a secondary school (6-12), and an alternative learning center (9-12). In addition, the district hosts early childhood programs (birth-5), an adult basic education program, and an extensive community education program. ***Our mission is to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.***



Our History

South St. Paul schools was established in 1853. The schools operated under the name Kaposia School District, serving the children of local residents, missionaries, and the Kaposia Village Native American chiefs. Initially under the jurisdiction of Dakota County, the district included sections of West St. Paul, Sunfish Lake, and Inver Grove Heights. In 1887, the county turned over the administration of the schools to the newly incorporated cities and their councils.

South St. Paul Special District No. 6 was officially designated a school district in 1890 when voters established an independent Board of Education. Rapid growth in the city and its schools continued in the 1950's and 1960's, culminating in the 1970's when more than 6,000 students attended six elementary schools, a high school, and a junior high school.

With the closing of the stockyards in 1986, enrollments in the South St. Paul schools began to decline and the community was forced to make the difficult decision to consolidate school buildings. During the same period, technology advances required the school district to be networked to keep up with the next generation of learners. In 1999, the South St. Paul community passed a technology referendum to maintain the quality of education in South St. Paul schools. This referendum was renewed in 2009 and 2017 providing an additional ten years of dedicated funding for technology initiatives and innovations.

International Baccalaureate (IB)

South St. Paul Public Schools is Minnesota's First K-12 IB World Schools District which signifies the district is authorized in the IB Primary Years Program (PYP) serving all students in grades K-5, the Middle Years Program (MYP) serving all students in grades 6-10, and the Diploma Program (DP) for students in grades 11-12. South St. Paul's IB program encourages students to be active learners, well-rounded individuals and engaged community members.

The SSP Diploma Program (DP) authorized in 1986 and the Middle Years Program (MYP) and Primary Years Program (PYP) in 2009.

TriDistrict Career and College Readiness (CCR)

The TriDistrict Career and College Readiness (CCR) program is a partnership between South St. Paul Public Schools, Inver Grove Heights Community Schools, Mendota Heights-West St. Paul-Eagan Schools, and local businesses. The program gives students the opportunity to explore different career paths and earn college credits, degrees, and job-ready experiences or certifications while in high school. Through its TriDistrict CAPS programs, the TriDistrict CCR Initiative offers pathways in the following areas:

- Healthcare
- Transportation and Skilled Trades
- Business and Entrepreneurship
- Information Technology/Computer Science
- Urban Education partnership with Metropolitan State (*SSP students only*)

Community Support

In 1984, through a grant from the Otto Bremer Foundation, the **South St. Paul Educational Foundation** was formed for the purpose of supporting and aiding the school district. Since its inception, over 4 million dollars has been raised to help student achieve success in the classroom and beyond. The South St. Paul Educational Foundation welcomes partnerships from the community who embrace the notion that quality educational opportunities provide a key to the future of our community.

The South St. Paul Open Foundation started in 1974 as a fundraising group supporting athletics at South St. Paul High School. Today the focus has expanded to support all co-curricular activities and their parent-run booster clubs in South St. Paul Schools.

South St. Paul Public Schools Today

Mission *(our core purpose)*

The mission of South St. Paul Public Schools is to *Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.*

Our Vision *(what we intend to create)*

The vision of South St. Paul Public Schools is that we will...

- **Prepare** each and every student for their next step
- **Provide** high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- **Build** capacity in our learners to exemplify the IB Learner Profile
- **Partner** with our families and community to develop shared ownership of student outcomes and family learning needs
- **Ensure** students and families have reliable and regular access to technology for accelerated learning

Our Strategic Directions *(how we will get there)*

1. **Develop** systemic student support services in each school and classroom
2. **Promote** ownership of learning by students and staff through an engaging environment and professional development
3. **Secure, sustain and allocate** resources to meet student needs
4. **Strengthen** family connections and engagement
5. **Partner** with community and businesses to leverage local resources

Our Core Values *(what drives our words and actions)*

Compassion: Be kind, fair and just toward all people because of who we are

Equity: Provide equal access to opportunities in academics, student services and activities

Excellence: Strive for the/our best in all we do with high expectations for all

Integrity: Do the right thing even when no one is watching, and keep our promises

Resilience: Be able to bounce back from challenges and disappointments with confidence and hope

Respect: Honor our similarities and differences in our assumptions, inquiries, words and actions

We Believe

- All students can learn
- Rigorous and relevant education is essential to student success
- Learning is a continuous process built on strong skill base
- Schools must be respectful of and responsive to individual differences
- The quality of our future depends upon effective public education
- We must provide a safe, welcoming, respectful, and motivating place to learn
- Parent and community involvement is critical to the success of children
- We must prepare our students to participate in the global society

DISTRICT DEMOGRAPHICS

District Office

104 – 5th Avenue South
South St. Paul, MN 55075
(651) 457-9400

Central Square Community Center

Community Education/Adult Basic Education

100 – 7th Avenue North
South St. Paul, MN 55075
(651) 306-3631

Family Education Center (Early Learning Programming)

104 – 5th Avenue South
South St. Paul, MN 55075
(651) 457-9418

Kaposia Education Center (PreK-5)

1225 – 1st Avenue South
South St. Paul, MN 55075
(651) 451-9260
Enrollment as of 10/1/22: 664

Lincoln Center Elementary (PreK-5)

357 – 9th Avenue North
South St. Paul, MN 55075
(651) 457-9426
Enrollment as of 10/1/22: 679

South St. Paul Secondary (6-12)

700 – 2nd Street North
South St. Paul, MN 55075
(651) 457-9408
Middle School (6-8) Enrollment as of 10/1/22: 668
High School (9-12) Enrollment as of 10/1/22: 932

South St. Paul Education Center

710 – 19th Avenue North
South St. Paul, MN 55075
(651) 450-9966
Community Learning Center (9-12) Enrollment as of 10/1/22: 88
SSP Virtual (9-12) Enrollment as of 10/1/22: 15

BECOMING A SCHOOL BOARD MEMBER

South St. Paul Public Schools governed by seven Board members, elected at-large, representing all citizens within the boundaries.

Becoming a Board Member

South St. Paul Board of Education members are elected officials. Elections are held in November of even-numbered years. To avoid having all seven seats up for election simultaneously, the seats are balloted on alternating basis, with four spots being available one year, and the remaining three being available two years later. The process then repeats itself.

Eligibility Requirements *Source: Minnesota School Boards Association (MSBA)*

To run for a school Board seat, you must be:

- At least 21 years old;
- Eligible voter
- A District resident for at least 30 days prior to election/appointment;
- Not convicted of a felony;

Term of Office

Board members are elected to four-year terms commencing on January 1 of the year following the November election and ending on December 31 four years later. A member who has been appointed to fill the unfinished term of a member will need to run for election depending on when he/she was appointed. There is no limit on the number of consecutive terms a member can serve.

Filling Vacancies *Source: SSP Public Schools Policy Manual #214*

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of Special School District No. 6. If a member of the Board of Education is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, declare a vacancy to exist. All vacancies will be filled according to school board policy #214 and Minnesota Statute.

If a seat becomes vacant mid-term, the replacement member will serve a term of office which is the shorter of the following: “until the completion of the unexpired term, or until the first day of January immediately following the next regular Board of education election taking place more than ninety days after a person is selected by the Board.”

The term of a member elected during a special election shall not exceed the term of the member they are replacing. Nor can the term of a Board of education member be lengthened by the member’s resignation and subsequent selection by the Board.

Minnesota Statute states that once the board approves an appointment, the appointed board member cannot be seated until 30-days after the appointment.

STANDARDS FOR SCHOOL BOARD LEADERSHIP *Source: MSBA, 2017 and Dennis Cheesebrow, TeamWorks International*

School boards are most effective when members focus on the big picture: making policy, setting goals and engaging stakeholders, all with the ultimate goal of improving student achievement. When boards focus on administrative issues, school districts suffer. Divided boards lead to a divided community.

SSPPS Board members vote according to district interests as they interpret, while listening to, and seeking to understand the diverse individual and group interests on any issue or situation.

The SSPPS Board strives for excellence in governance, operates in partnership with the Superintendent who strives for excellence in management, and both partner for excellence in consultation with staff, students, families, and the public.

SSPPS may use terminology and structure as defined in policy and plan that differs slightly from sourced materials in the Handbook.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work — focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan, which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person — the superintendent — as the school district's chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent's performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information in/out of the district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

In general, Board members are expected to follow a code of ethics that will guide their decision-making as it relates to South St. Paul Public Schools. The District's Code of Ethics Policy #209 states the following expectations, functions, and legal obligations for board members: *Source: SSP Public Schools Policy Manual #209*

Expectations of a School Board Member

- 1. Attend school board meetings.
- 2. Come to the meetings prepared for discussion of the agenda items.
- 3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
- 4. Vote my conscience after informed discussion unless I abstain because a conflict of interest exists.
- 5. Support the decision of the board, even if my position concerning the issue was different.
- 6. Recognize the integrity of my predecessors and associates and appreciate their work.
- 7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
- 8. Inform myself about the proper duties and functions of a school board member.

Functions of a School Board Member

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

Legal Obligations of a School Board Member

1. Comply with all federal, state and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

Characteristics of Effective School Boards *Source: Center for Public Education, 2011*

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong-shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountable driven, spending less time on operational issues and more time focused on policies to improve, student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards align and sustain resources, such as professional development, to meet district goals.
7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

Duties of School Board Members Source: SSP Public Schools Policy Manual #201

The school board, among other duties, shall perform the following in accordance with applicable law:

1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district
2. conduct the business of the schools and pay indebtedness and proper expenses;
3. employ/contract with necessary qualified teachers and discharge the same for cause;
4. provide services to promote the health of its pupils
5. provide school buildings and erect needed buildings;
6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
8. employ and discharge necessary employees and contract for other services;
9. provide for transportation of pupils to and from school, as governed by statute; and
10. procure insurance against liability of the school district, its officers and employees.

The school board, at its discretion, may perform the following:

1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible school year programs;
2. furnish school lunches for pupils and teachers on such terms as the school board determines;
3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
4. lease rooms or buildings for school purposes;
5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
6. authorize co-curricular and extracurricular activities;
7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

GOVERNANCE AND MANAGEMENT *Source: TeamWorks International*

While there some degree of overlap in roles and accountabilities, it is more important to understand the difference between the groups, especially in terms of authority.

The Board has the Authority of Governance

No one else has it. The board has five primary responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction
3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy of public education

The Administration has the Authority of Management

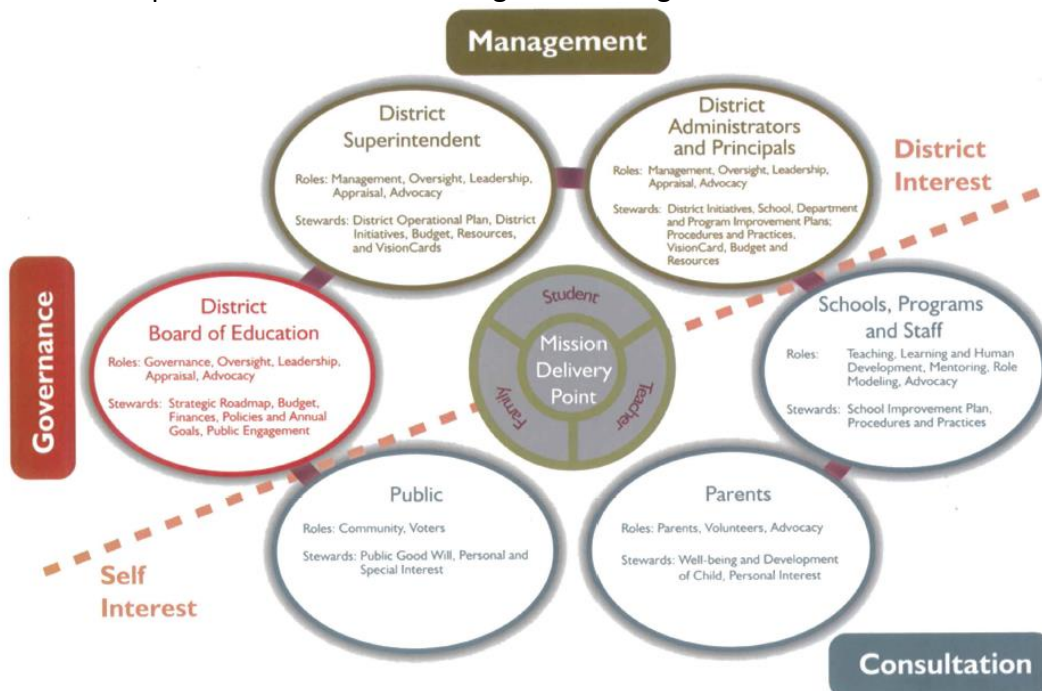
No one else has it. Administrators have six primary responsibilities:

1. Resource management: financial, human, and physical
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policy
6. Staff, parent, and community relations

Staff, students, parents, and public have the Authority of Consultation

No one else has it. They have four primary responsibilities:

1. Voice of self and collective interest
2. Assessing risks and merits of various options as part of decision-making processes and/or the daily operations of the district
3. Responsibly resist or oppose change
4. Provide input and feedback to management and governance



Application of Excellence in Governance in Real Life

Situation	Sound Governance Practice
<p>What do I do if I get a <u>phone call</u> with concerns from a:</p> <ul style="list-style-type: none">a. staff memberb. studentc. parent	<p>Check name, status, and phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none">a. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issuesb. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district proceduresc. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent <ul style="list-style-type: none">• Overall: do not agree to confidentiality, or commit to limit your options of notification• Be available for contact in future if redirecting does not address concern• Be alert to "patterns" of like concerns, and if present, notify the superintendent's office• If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office
<p>What do I do if I get an <u>email</u> with concerns from a</p> <ul style="list-style-type: none">a. staff memberb. studentc. parent	<ul style="list-style-type: none">• It is important to send an acknowledgement email to the person who emailed, thanking them for reaching out and then let them know that you forwarded their concern to the Superintendent's office• After you respond to the author of the email and forwarded their concern to the Superintendent's office as stated above, additional engagement or seeking to understand issue is not necessary.• Do not cc or bc to any individual or group, nor "reply to all"• Be alert to "patterns" of like concerns, and if present, notify the superintendent's office• If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office

Situation	Sound Governance Practice
<p>What do I do if I get a stopped out <u>in public</u> (school event, grocery store, etc.) by a concerned:</p> <ul style="list-style-type: none"> a. staff member a. student c. parent 	<p>Check name, status, and get a phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent <p><u>Overall</u></p> <ul style="list-style-type: none"> • Do not agree to confidentiality, or commit to limit your options of notification • Be available for contact in future if redirecting does not address concern • Be alert to "patterns" of like concerns, and if present, notify the superintendent's office • If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office
<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> • Contact the Chair and /or the Superintendent directly, preferably in person, or by phone • Don't engage in serial meetings with other board members • Be clear as to if your concern is as a Board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ○ your experience ○ what you think ○ what you feel ○ what you want • Identify what in the concern is governance work, and what is management work • Seek to increase your understanding, with an assumption of trust and competence for employees • Don't represent other's or group's interest as your own • Don't raise an issue as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ol style="list-style-type: none"> 1. Submit questions and concerns to Office of Superintendent as the Board protocol describes 2. Reflect on what is driving your concern or disagreement 3. If disagreement is in the details, request a meeting with Superintendent to discuss 4. Do not surprise administrators or the board in work sessions and business meetings 5. Praise publicly, confront privately

ELECTION AND ROLES OF OFFICERS *Source: South St. Paul Public Schools Policy Manual #201 and #209*

Election of Officers

The chair, vice chair, treasurer, and secretary-clerk of the Board are elected annually at the Organizational Meeting, which is held no later than January 15 of each year. Prior to the Organizational Meeting, the sitting president, in consultation with the Board, will develop a slate of officers to present for approval at the January meeting. Once elected and sworn into office, the chair, vice chair, treasurer, and secretary-clerk will immediately assume their duties.

Roles of Board Officers

There are four official officers of the school Board: **Chair, Vice Chair, Treasurer, and Secretary-Clerk**. These positions are determined annually at the Organizational Meeting. It is important officers are elected to maintain the order of meeting proceedings. All board members maintain equal rights and equal voices.

Role of the Chair

1. Presides at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions and perform all duties a chair usually performs.

Role of the Vice-Chair

1. The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

Role of the Secretary-Clerk

1. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
2. Within three days after an election, the clerk shall notify all persons elected
3. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
4. The clerk shall perform such duties of the chair in the event of the chair's and vice-chair's temporary absence.

Role of Treasurer

1. The treasurer shall work closely with the Director of Finance
2. The treasurer shall perform such duties of the chair in the event of the chair, vice-chair, and secretary-clerk's temporary absence.

BOARD MEETINGS

A quorum of members (defined as four or more of the seven members for regular meetings and committee-of-the-whole meetings) must be present for a board meeting to be official, and before any action can be taken by the Board. All meetings of the Board are considered public meetings, including committee meetings, and therefore shall be open to the public to attend.

At the Organizational Meeting (which is held no later than January 15 each year), the Board will set its meeting schedule for the upcoming year. Additional "special" meetings may be called, as needed, throughout the year. All meetings not previously approved during the Organizational Meeting are considered special meetings and must be properly noticed to the public.

The chair presides over all meetings, and along with the vice chair and superintendent, sets the agenda for committee-of-the-whole and regular board meetings. Meetings are conducted in accordance with Robert's Rules of Order.

Attendance at Board Meetings

All Board members are expected to attend all meetings. However, it is recognized that sometimes scheduling conflicts will occur. A member should notify the Board Chair and the Executive Assistant to the School Board whenever he/she is unable to attend a scheduled meeting.

Board members are paid \$4,900 annually for their committee and regular business meetings and all liaison committee work. The School Board Chair whose annual stipend is \$5,400.

Organizational Meeting

The Board is required to hold an organizational meeting no later than January 15 of each year. The primary purpose of this meeting is to elect members to serve as chair, vice chair, treasurer, and secretary-clerk. The South St. Paul Board of Education also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

Committee-of-the-Whole

Committee-of-the-whole meetings are generally held on the second and fourth Monday of each month at 5:00 PM. This committee session is used to provide orientation for board members on certain areas or programs of the district as well as provide time for discussion of items to be approved at an upcoming regular school board business meeting.

Regular Board Business Meeting

The school board conducts their business at the Regular Board Business Meeting which is typically held on the second and fourth Monday of each month beginning at 6:00 PM in the council chambers of city hall.

Board Retreat

The Board will hold a retreat various times throughout the year for strategic planning and vision work.

Board Training *Source: South St. Paul Public Schools Policy Manual #212 and Minnesota School Boards Association (MSBA) School Board Workshop Series*

In recognition of the need for continuing in-service training and development for its members, school board policy #212 encourages the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities. The Minnesota School Boards Association (MSBA) provides a workshop series that consists of the following four components:

Phase I: Learning to Lead – School Board Basics

Phase II: Leadership Foundations – School Finance and Management

Phase III: Building a High-Performance School Board Team

Phase IV: Representing your Community through Policy and Engagement

In addition, the superintendent will provide various opportunities throughout each calendar year for governance and management training.

Special Meeting

A meeting is labeled a “special meeting” if it is called after the meetings for the year have been established and approved at the Organizational Meeting in January.

For a special meeting, the school board will post written notice of the date, time, place, and purpose of the meeting. The school board’s actions at the special meeting are limited to those topics included in the notice. The notice will also be delivered, by standard or electronic mail, to each person who has filed a written request for notice of special meetings. The notice will be posted and mailed or delivered at least three days before the date of the meeting.

Emergency Meeting

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting must include a specific description of those matters

Closed Session

Minnesota Statutes govern what constitutes a closed session. They are: *Labor negotiations strategy, Bureau of Mediation Services, preliminary consideration of charges, performance evaluations, attorney-client meeting, dismissal hearing, coaches’ opportunity to respond to non-renewal, discuss certain non-public data, purchase and sale of property, and security matters.*

For specific examples of each of these areas, see school board policy #205 Open/Closed Meetings.

COMMITTEES Source: SSP Public Schools Policy Manual #213

There are numerous committees on which board members serve. Some of which are internal – operating solely within the confines of South St. Paul Public Schools and the South St. Paul Board of Education, and others which are governed by outside entities. It is important to note that all committees convened by the Board are subject to the Open Meetings Act of Minnesota, meaning they are open to the public to attend.

It is the responsibility of the Board Chair to assign members to serve on committees as well as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure that there is a correlation between member interest and abilities and the committees on which they are being asked to serve.

There are four main committees:

Finance, Facilities, and Long-Range Planning Committee

This committee meets with the superintendent and finance director to discuss key finance items and budget planning as well as discuss various building and grounds items and/or planning projects for the District.

Policy Committee

As stated previously, one of the primary responsibilities of a school board is to set policy. These policies dictate how a school district will operate and ensure the district operates within legal boundaries. The Board Policy Committee reviews policies and recommends them to the full board for review, discussion, and approval. This committee meets monthly to review policies that arise either from legislative changes (due to changes in state or federal statutes), or from administrative changes (arising from district staff or board members). Once reviewed and approved by the Policy Committee, the policies are turned over to the Board who presents them to the community for “First Reading” by placing them on the regular business meeting agenda.

First Readings serve as an introduction of the policy, or changes to the policy, to district staff and the community. It is a way of providing notice that the Board is seeking to implement these rules and regulations. The public is afforded two school board meetings to review the proposed policy and to provide feedback.

At the third meeting the policy is listed on the agenda, the Board will take a vote on the new/revised policy. Successful passage makes the policy effective immediately, unless otherwise noted. The Policy Manual is maintained on the District’s website at www.sspps.org under the Our District and then School Board tabs.

Superintendent/Executive

The Board is required to evaluate the superintendent as a direct reports of the Board. This committee organizes and prepares the superintendent evaluation and other executive business.

Public Relations/Community Engagement

The Public Relations/Community Engagement Committee works with administration to engage the community in various planning/projects for the District.

LIAISONS/PARTNERSHIPS

Board members serve as liaisons to various organizations and partnerships affiliated with the school district. As stated above, it is the responsibility of the president to assign members both to serve on committees, and to serve as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure that there is a correlation between member interest and abilities and the committees on which they are being asked to serve.

Association of Metropolitan School Districts (AMSD)

South St. Paul Public Schools, along with 40 other K-12 school districts, is a member of the AMSD organization. The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement. AMSD is a strong voice for public education both at the Legislature and in the media, with a proactive agenda and a commitment to action. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

Community Education Advisory Committee

The combined Community Education Advisory Council for the West St. Paul-Mendota Heights-Eagan, South St. Paul and Inver Grove Heights and School Districts supports and promotes the philosophy and concept of Community Education. Members represent citizens and community members, school district employees and municipal representatives who advise the Community Education department staff in the planning, implementation and evaluation of departmental activities and programs. The Advisory Council enjoys the support of each District's Board and ensures that the department remains in touch with the people and the community it serves.

Intermediate School District 917

Intermediate School District 917 provides service and support to nine south metro area schools districts in the areas of special education, career and technical education, and alternative learning programming. The Intermediate School District 917 Board of Education is comprised of a school board member from each of the nine-member school districts. School board members are appointed by each member district board to a three-year term.

South St. Paul Educational Foundation

The South St. Paul Educational Foundation was established in 1984 to provide an innovative source of public-school funding to support the South St. Paul public school's educational plan. Such initiatives provide enrichment, scholarships, research opportunities, training, intervention and prevention strategies, and extend the educational effort. The funds provided by the Foundation directly benefit students and staff and enhance educational opportunities.

South St. Paul Open Foundation

The South St. Paul Open was established in 1974 as a community based, volunteer group committed to supporting SSP athletics. The SSP Open has since expanded their focus to also include co-curricular activities. From the Arts to Athletics, the South St. Paul Open Foundation is committed to enhancing the experience available for students at South St. Paul Secondary. In 2012, the SSP Open became an officially IRS-recognized Foundation.

Minnesota School Boards Association (MSBA)

www.mnmsba.org



The Minnesota School Boards Association (MSBA) is a private, nonprofit organization that exists to support the work of the public-school boards and public education.

The MSBA is a leading advocate for public education, supports, promotes, and strengthens the work of public school boards through professional development opportunities, policy development and maintenance, legislative guidance and information, and legal advice.

As mentioned in the school board training section of this handbook, the MSBA offers annually, a Leadership Conference in January and a Summer Seminar in August. However, the MSBA School Board Workshop Series (Phase I, II, III, and IV) is the most important set of workshops for school board members because it sets the foundation for their work. These sessions cover all aspects of school board service.

National School Boards Association (NSBA)

www.nsba.org



NSBA uses the power of its 90,000 local school board members to influence key federal legislative issues.

NSBA hosts an annual three-day conference each spring, choosing a different city each year. Sessions designed to educate and assist its member districts are held in the following areas: *Governance and Executive Leadership, Innovations in District Leadership, Legal and Legislative Advocacy, Professional and Personal Development, School Board/Superintendent Partnerships, Student Achievement and Accountability, and Technology + Learning Solutions*. In addition, there are typically several inspirational, motivational and educational keynote speakers.

POSITIONS THAT REPORT TO THE SCHOOL BOARD

There is only one position that reports to the School Board, the Superintendent of Schools.

Role of Superintendent

The Superintendent of Schools reports directly to the Board and holds all executive and administrative authority and responsibility for the effective operation of the school, excluding those areas of control which are required by statute to be exercised directly by the Board. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team. The Superintendent may delegate specific powers or duties to assistants and subordinates, while maintaining final responsibility for any actions taken." The superintendent is also responsible for evaluating their leadership team.

Key functions and responsibilities of the superintendent

- Vision, Continuous Improvement, and Focus of District Work
 - Partner with the Board to design a Vision for high student achievement and readiness for life;
 - Responsible for the structure, practices, and outcomes in continuous improvement in all aspects of school and district functions, in alignment with the District Strategic Plan and Policy
 - Facilitate the process of identifying/executing the district's goals and objectives
- Communication and Collaboration
 - Interact effectively with the Board;
 - Establish effective internal and external communication systems
- Policies and Governance
 - Develop procedures that define how policy will be implemented;
 - Work with Policy Committee to draft policy for full board;
 - Recommend to the Board policies on all school system functions;
 - Implement Board policies;
 - Demonstrate leadership skills and professionalism
- Instruction
 - Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement;
 - Set clear expectations for district-wide high-quality instruction and comprehensive assessment;
 - Provide full access and opportunity for all students;
 - Develop and maintains professional and personal skills and knowledge through professional development activities
- Resources
 - Recommend to the Board the employment and selection of the administrative, instructional, and support staff;
 - Assign, evaluates, and supports district staff;
 - Oversee and administers the procurement and use of district funds and facilities to maximize efficiency and minimize waste;
 - Identify and/or address specific district tasks or problems that emerge (such as the need for new facilities or levy campaigns).

WORKS CITED

Eligibility Requirements for School Board Member, *Minnesota School Boards Association (MSBA)*

Filling of Vacancies, *South St. Paul Public Schools Policy Manual #214*

Standards for School Board Leadership, *Minnesota School Boards Association (MSBA)*

Code of Ethics for School Board Members, *South St. Paul Public Schools Policy Manual #209*

Eight Characteristics of an Effective School Board, *Center for Public Education*

Duties of School Board Members, *South St. Paul Public Schools Policy Manual #201*

Governance and Management, *TeamWorks International*

Election and Roles of Officers, *South St. Paul Public Schools Policy Manual #201 and #209*

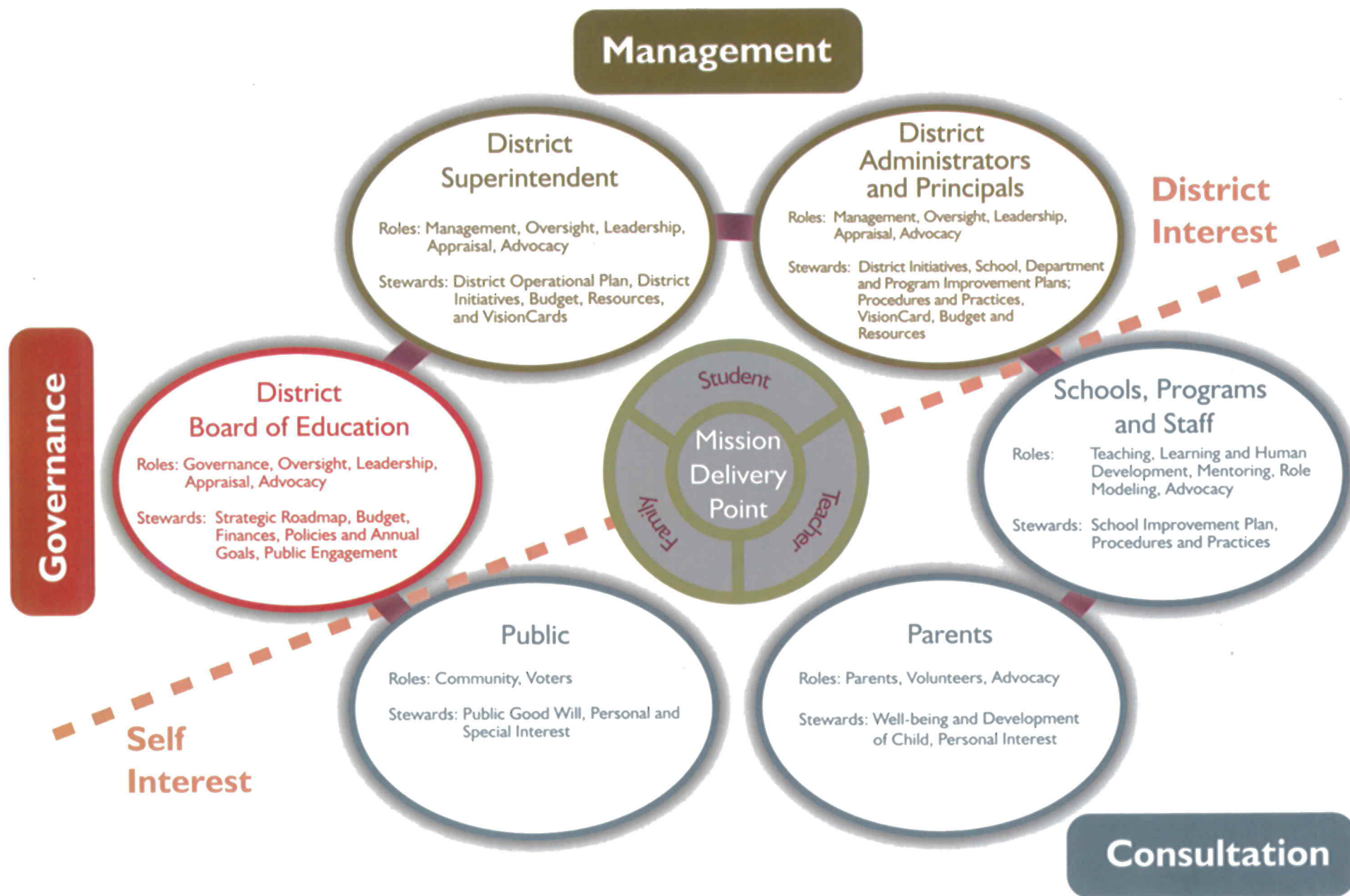
Board Training, *South St. Paul Public Schools Policy Manual #212 and Minnesota School Boards Association (MSBA) School Board Workshop Series*

School Board Committees, *South St. Paul Public Schools Policy Manual #213*

School Board Orientation Manual

Governance

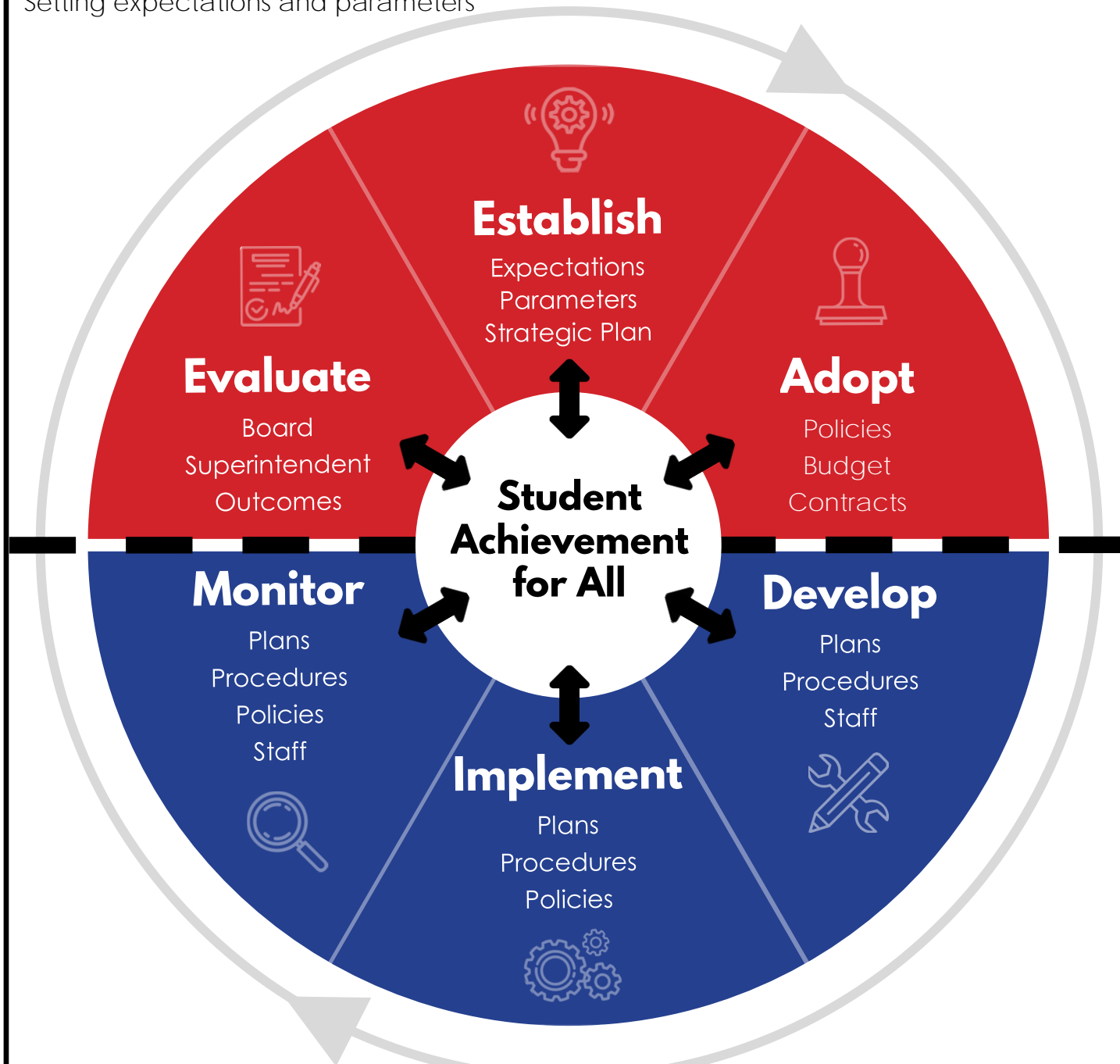




Board Governance Model

The School Board Governs

Setting expectations and parameters



The Superintendent Manages

Providing leadership and supervision

Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
- B. Take full responsibility for its activity and behavior at and away from the school board table.
- C. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
- D. Speak with one voice after reaching a decision.
- E. Spend time on board governance work rather than staff work - focuses on the ends not the means.
- F. Provide for orientation and ongoing training for all school board members.
- G. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
- H. Set an example of respectful and civil leadership.

Standard 2: Vision

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
- B. Develop a strategic plan which includes well crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
- C. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
- D. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and is supported district-wide.
- E. Communicate the strategic plan and the progress to the community.

Standard 3: Structure

The school board, to achieve its vision, establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
- B. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
- C. Select and employ one person – the superintendent – as the school district’s chief executive officer to lead and manage the school district.
- D. Hold the superintendent accountable for school district performance and compliance with written school board policy.
- E. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
- F. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the school district while understanding that the day-to-day operations will be conducted by the staff.

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
- B. Evaluate the superintendent’s performance at least annually.
- C. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
- D. Recognize the distinction between “monitoring data” (data used by the school board to address accountability) and “management data” (data used by the staff for operations).

Standard 5: Advocacy and Communication

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

- A. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
- B. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
- C. Utilize a public relations strategy that supports the flow of information into and out of the school district.
- D. Engage and build relationships with both public and private stakeholders.
- E. Advocate on local, state, and national levels.

Application of Excellence in Governance in Real Life

Situation	Sound Governance Practice
<p>What do I do if I get a <u>phone call</u> with concerns from a:</p> <ol style="list-style-type: none"> staff member student parent 	<p>Check name, status, and phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ol style="list-style-type: none"> Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent <ul style="list-style-type: none"> Overall: do not agree to confidentiality, or commit to limit your options of notification Be available for contact in future if redirecting does not address concern Be alert to "patterns" of like concerns, and if present, notify the superintendent's office If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office
<p>What do I do if I get an <u>email</u> with concerns from a</p> <ol style="list-style-type: none"> staff member student parent 	<ul style="list-style-type: none"> It is important to send an acknowledgement email to the person who emailed, thanking them for reaching out and then let them know that you forwarded their concern to the Superintendent's office After you respond to the author of the email and forwarded their concern to the Superintendent's office as stated above, additional engagement or seeking to understand issue is not necessary. Do not cc or bc to any individual or group, nor "reply to all" Be alert to "patterns" of like concerns, and if present, notify the superintendent's office If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office

Application of Excellence in Governance in Real Life

Situation	Sound Governance Practice
<p>What do I do if I get a stopped out <u>in public</u> (school event, grocery store, etc.) by a concerned:</p> <ul style="list-style-type: none"> a. staff member a. student c. parent 	<p>Check name, status, and get a phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent <p><u>Overall</u></p> <ul style="list-style-type: none"> • Do not agree to confidentiality, or commit to limit your options of notification • Be available for contact in future if redirecting does not address concern • Be alert to "patterns" of like concerns, and if present, notify the superintendent's office • If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office
<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> • Contact the Chair and /or the Superintendent directly, preferably in person, or by phone • Don't engage in serial meetings with other board members • Be clear as to if your concern is as a Board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ○ your experience ○ what you think ○ what you feel ○ what you want • Identify what in the concern is governance work, and what is management work • Seek to increase your understanding, with an assumption of trust and competence for employees • Don't represent other's or group's interest as your own • Don't raise an issue as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ol style="list-style-type: none"> 1. Submit questions and concerns to Office of Superintendent as the Board protocol describes 2. Reflect on what is driving your concern or disagreement 3. If disagreement is in the details, request a meeting with Superintendent to discuss 4. Do not surprise administrators or the board in work sessions and business meetings 5. Praise publicly, confront privately

School Board Orientation Manual

Policy

The contents of this section can be found by visiting Section 200 of the District Policy Manual at <https://www.sspps.org/about/school-board/policies>.



School Board Orientation Manual

Schools



Community Learning Center

710 – 19th Avenue North
South St. Paul, MN 55075

Principal Chuck Ochocki
Assistant Principal Robin Schwab

School Hours: 7:45 AM – 2:20 PM (Monday through Friday)

After School Programming: 2:30 – 4:00 PM (Monday through Wednesday)

Total Enrollment as of October 1, 2022: 88

The South St. Paul Community Learning Center (CLC) provides education to high school students in a non-traditional classroom setting. Since 1990, the CLC has offered many different programs to fit the individual needs of students. The CLC is for grade levels 10-12 where students learn and achieve a high school diploma. To maintain a respectful community learning environment, all participants freely choose to attend and are expected to contribute to the community.



Kaposia Education Center

1225 First Avenue South
South St. Paul, MN 55075



Principal Terry Bretoi
Assistant Principal Jody Hansen

School Hours: 9:00 AM – 3:35 PM
Total Enrollment as of October 1, 2022: 664

Kaposia Education Center serves students from preschool through 5th grade. We work hard to give all of our students the very best in elementary education.

We are proud to be an authorized International Baccalaureate Primary Years Program (PYP) IB World School. As an IB World School, our staff is involved in an intense reform effort that builds toward continual improvement of our school. As part of this continuous improvement, we will be evaluated by the International Baccalaureate Organization using worldwide educational standards. The content our students learn is aligned with standards of the State of Minnesota, yet with PYP it goes much farther and deeper than those standards.

Our teachers are using the best teaching strategies to ensure all of our students learn and make real world connections. Our students are taught to be inquirers, to develop skills in learning how to learn, and to explore relevant topics of interest to them. Learning in this way is highly motivating and keeps our students engaged in school, and encourages them to do their very best.



Lincoln Center Elementary

357 – 9th Avenue North
South St. Paul, MN 55075



Principal Theresa Starkman
Assistant Principal Deanne Edlefsen

School Hours: 8:20 AM – 2:55 PM
Total Enrollment as of October 1, 2022: 679

Lincoln Center Elementary serves students from preschool through 5th grade. We work hard to give all of our students the very best in elementary education.

We are proud to be an authorized International Baccalaureate Primary Years Program (PYP) IB World School. As an IB World School, our staff is involved in an intense reform effort that builds toward continual improvement of our school. As part of this continuous improvement, we will be evaluated by the International Baccalaureate Organization using worldwide educational standards. The content our students learn is aligned with standards of the State of Minnesota, yet with PYP it goes much farther and deeper than those standards.

Our teachers are using the best teaching strategies to ensure all of our students learn and make real world connections. Our students are taught to be inquirers, to develop skills in learning how to learn, and to explore relevant topics of interest to them. Learning in this way is highly motivating and keeps our students engaged in school, and encourages them to do their very best.



South St. Paul Secondary

700 – Second Street North
South St. Paul, MN 55075

High School Principal Chuck Ochocki
High School Assistant Principal Angie Ryter
Athletic and Activities Director/Assistant Principal Brady Krueger

Middle School Principal Leah Bourg
Middle School Assistant Principal Julian Stanke

School Hours: 7:50 AM – 2:30 PM
Total Enrollment as of October 1, 2022: 1,648

South St. Paul Secondary, located high on a bluff overlooking the Mississippi River, is a public-school serving students in grades 6-12. The school's team name, the Kaposia Packers, reveals the history of the community: Kaposia for the Kaposia Indians who were founded in South St. Paul and Packers for the former center of the meat-packing industry. The high school graduated its first class in 1908.

South St. Paul Secondary is an authorized International Baccalaureate World School aiming for high student achievement and a safe, caring, learning environment. Our school features the International Baccalaureate Middle Years Program (IB-MYP) for grades 6-10 and the IB Diploma Program (DP) for students in grades 11 and 12. Our IB World School, with its state-of-the-art technology, is a source of pride for citizens of this hard-working community located just across the river from downtown St. Paul, Minnesota.



School Board Orientation Manual

Departments



Buildings and Grounds

104 – 5th Avenue South
South St. Paul, MN 55075

Mark Fenton, Director of Buildings and Grounds
mfenton@sspps.org
(651) 457-9431

The Buildings and Grounds Department is responsible for the maintenance of all buildings in the district. Our employees are committed to providing our students and staff with a safe, clean environment to learn and work in.

Our Service Building staff handles the general maintenance of our buildings. The staff is responsible for maintaining heating and ventilation equipment, air conditioning, electrical, plumbing, sewer and carpentry.

Our grounds crew maintains all grounds in the district. Their responsibilities include landscaping, athletic field maintenance and snow removal.

Buildings and Grounds is also responsible for health and safety, indoor air quality, asbestos management and many other system operations.

Communication





104 – 5th Avenue South
South St. Paul, MN 55075

Danette Childs, Communications Coordinator

The South St. Paul Public Schools Communications Department supports a variety of internal and external communication efforts for the district. Our goal is to provide accurate and timely information about our school district to our staff, families and community. The SSPPS Communications Department works under the direction of the Superintendent.

SIXTIMES NEWSLETTER - Printed quarterly and mailed to every district residence as well as families who open enroll into SSPPS.

DISTRICT E-NEWS - Bi-weekly e-newsletter emailed to all district families and staff

@sspps6 on:	
Facebook	
Twitter	
Instagram	
Youtube	
www.sspps.org	

Community Education

Central Square
100 - 7th Avenue North
South St. Paul, MN 55075
<https://communityed.sspps.org/>

Jeanne Zehnder, Director of Community Education, Early Learning and Adult Education (ABE)
jzehnder@sspps.org
(651) 306-3634

Community Education is a TriDistrict program that serves the residents of South St. Paul, Inver Grove Heights, and West St. Paul-Mendota Heights-Eagan. Community Education is an educational philosophy that stresses citizen involvement in the identification of community needs and interests. It exists in all Minnesota school districts and has three goals:

1. To provide lifelong learning opportunities for learners of all ages, backgrounds & needs
 2. To promote and develop community support for K-12 education
 3. To build strong communities that allow citizens to achieve their greatest potential.
-

PROGRAMS

- South Suburban Adult Education (ABE)
- Adult Enrichment
- Access Project: Adults with Disabilities
- Adults 55+
- Facilities
- Central Square Community Center
 - Adult & Senior Fitness
 - Gymnastics
 - Senior Center
 - Youth Center
 - Lap Swim
 - Free Take 'n Bake Meals
 - Fare for All
 - Parent-Child Classes
 - Community Events
- Early Learning
 - Early Childhood Screening
 - ECFE (Early Learning Family Education)
 - VPK Preschool
 - School Readiness Preschool
 - Lil' Packers Preschool
- School Age Care (Kids' Choice)
- Youth Enrichment

Department of Equity and Learning

104 – 5th Avenue South
South St. Paul, MN 55075

Dr. Chad Schmidt, Director of Equity & Learning
chad.schmidt@sspps.org
(651) 457-9416

Lesly Gámez, Assistant Director of Equity & Learning
lgamez@sspps.org
(651) 552-5563

Jody Shannon, Departments of Equity & Learning / Technology Assistant
jshannon@sspps.org
(651) 457-9469

EQUITY & LEARNING

The Office of Equity & Learning utilizes the lenses of equity, collaboration, and continuous improvement across all areas of responsibility. Our work is asset-based, seeks multiple perspectives, focuses on inquiry and conceptual understanding, promotes a growth mindset, and fosters active learning.

Every student deserves to feel welcomed, included, and have a personalized experience that is rooted in high-quality, culturally-relevant learning.

We are responsible for the learning of students, staff, and systems.

Areas of responsibility include:

- Curriculum, Assessment, and Instruction
- Professional Learning
- State and federal programs, including:
 - Assessment, Title, Achievement and Integration, World's Best Workforce, Alternative Teacher Professional Pay System, Teacher Growth, Development, and Evaluation, etc.
- Student Affinity Groups
- Community Engagement and Parent/Family Education
 - Cultural Liaisons
 - American Indian Education Program

Finance and Business Services

104 – 5th Avenue South
South St. Paul, MN 55075

Brady Hoffman, Director of Finance

bhoffman@sspps.org

(651) 457-9428

The Finance and Business Services Department coordinates the daily, monthly, quarterly and annual business operations of the school district. Our functions include budgeting, payroll, accounts payable, accounts receivable, purchasing, student accounting, transportation, enrollment, and insurance management.

The department also manages the annual budget, audit and levy processes. Our staff works together on a day-to-day basis to process payroll, cash receipts, and disbursements in a timely manner and manage the cash and other assets of the district.

Human Resources

104 – 5th Avenue South
South St. Paul, MN 55075

Joel Milteer, Director of Human Resources

jmilteer@sspps.org

(651) 457-9473

The Human Resources Department manages employee staffing, employee demographics, leaves, benefits, worker's compensation and licensure information. The Department is also responsible for labor relations inclusive of contract negotiations, and compliance with district policies, procedures and practices.

HUMAN RESOURCES

- Employment
- Health Insurance
- Dental Insurance
- Flexible Spending Accounts
- Life Insurance
- Long-Term Disability

Nutrition Services

104 – 5th Avenue South
South St. Paul, MN 55075

Dorie, Pavel, Director of Nutrition Services *(shared position with ISD 199)*

dpavel@sspps.org

(651) 306-3675

Maggie Schmidt, Asst. Director of Nutrition Services *(shared position with ISD 199)*

mschmidt@sspps.org

(651) 457-9456

Student Nutrition is an important part of the school day. South St. Paul Public Schools participates in the School Breakfast Program, National School Lunch Program and Kindergarten Milk Program. School breakfasts and lunches are served at all schools. A school breakfast consists of a choice of grains, protein, fresh and frozen fruits/juices and milk daily. For lunch, the elementary students are offered 2 different entree options while the Secondary students are offered 5-8 entree choices daily. All school meals are served with a variety of proteins, grains, fruits, vegetables and milk.

Our district Nutrition Services Team mission is simple; provide healthy foods kids love to eat. We provide meals that include a variety of fresh/locally grown products. We are continually looking at trends and student participation to find ways to add new scratch and simple scratch meals to our menus. Our staff truly care about what we serve our students each day. We take great pride in serving over 500,000 meals per year. We are happy to provide the fuel for our future minds and bodies.

School Café

Through School Café families do a variety of things in English or Spanish including;

- Fill out an Educational Benefits application
- Make payments
- View purchases
- View food descriptions and photos
- Find nutrition information, allergens and carb counts
- Rate the foods and leave comments
- Translate menus into Spanish
- Print menus directly from the web

Special Diet Requests

SSPPS Nutrition Services recognizes the importance of special diets and allergy concerns. Parents/guardians may make a request for a dietary accommodation by filling out the proper request form located online on the district web page.

Student Services

104 – 5th Avenue South
South St. Paul, MN 55075

Shauna Bock, Director of Student Services

sbock@sspps.org

(651) 552-5594

Programming is in place across the district to provide educational options that best meet student's individual learning needs. Early Childhood Special Education programs partner with Community Preschool to provide inclusive classroom opportunities for our youngest learners at both elementary sites. Individual academic and social/emotional needs of learners are supported through a wide array of programs designed to deliver best-practice interventions and instruction specific to a learner's disability. For those students in need of all day special education programming and specialized instruction, the district partners with Intermediate District #917 for a variety of educational services and supports.

STUDENT SERVICES PROGRAMS

- South St. Paul Public Schools provides opportunities for all learners. Through talented and caring staff, robust assistive technologies and a supportive community, we strive for excellence in meeting the needs of your child.

Special Education services are provided in the disability areas of:

- o Autism Spectrum Disorder
- o Blind-Visually Impaired
- o Deaf and Hard of Hearing
- o Deaf-Blind
- o Developmental Cognitive Disability
- o Development Delay
- o Emotional/Behavioral Disorders
- o Other Health Disabilities
- o Physically Impaired
- o Severe Multiply Impaired
- o Specific Learning Disability
- o Speech or Language Impairment
- o Traumatic Brain Injury

To further meet the needs of students with special needs, Occupational Therapy, Physical Therapy, Speech and Developmental Adapted Physical Education Services are provided. The district also employs two full time school psychologists and a Behavior Specialist.

- **Early Childhood Special Education** programs provide support and services to infants, toddlers and preschool children with disabilities and their families. Eligibility is determined through an evaluation process, conducted by school staff, at no cost to parents. If a child is found eligible for special education services, an Individual Family Service Plan (IFSP) for children ages birth to three or an Individual Education Plan (IEP) for children ages three and older is written to address the child's special education needs. Parents are a part of the IFSP/IEP team.
- **Section 504 of Rehabilitation Act** of 1973 (34 C.F.R. Part 104) is a federal civil rights statute that assures individuals will not be discriminated against for their disability. All school districts that receive federal funding are responsible for the implementation of this law. This law protects a student with an impairment that substantially limits one or more major life activities, whether the student receives special education services or not.

Examples of physical or mental impairments that may be covered under Section 504 include: epilepsy, AIDS, allergies, vision impairment, broken limbs, cancer, diabetes, asthma, temporary condition due to accidents or illness, ADD/ADHD, learning disabilities, autism, depression, intellectual disability, traumatic brain injury, and post-traumatic stress disorder.

Examples of major life activities that can be affected by the student's disability include: learning, thinking, concentrating, reading, speaking, walking, breathing, sleeping, caring for oneself, as well as major bodily functions, including brain function, immune system function, or digestive functions. This is not an exhaustive list.

- **Health Services** promotes optimum health status to strengthen educational potential for all students.

Each school is staffed with a Licensed School Nurse and Health Assistant. Nursing care is provided for students who become ill or injured during the school day, need medications or treatments, or have other medical needs.

- **Students Experiencing Homelessness** South St. Paul Public Schools ensures the provision of educational rights and protections for children and youth experiencing homelessness under the McKinney-Vento Homeless Assistance Act
- **Homebound Services** is designed to meet the individual needs of students who are under a doctor's care and are unable to attend school due to a prolonged illness. This program is under the supervision of the Director of Special Services. If you feel your child has a need for homebound instruction, please contact the counselor or principal at your child's school.
- **Mental Health Resources** are provided through a number of school counselors and psychologists on-site district-wide through employment with the SSPPS district as well as other professional resources that support our students, families, and staff.