

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**COMMITTEE MEETING OF THE BOARD OF EDUCATION**  
**Administration Building**  
**360 Colborne Street**  
**Saint Paul, Minnesota 55102**

**May 9, 2023**  
**4:30 PM**

**A G E N D A**

1. **CALL TO ORDER**
2. **AGENDA**
  - A. Superintendent's Announcements
  - B. Systemic Equity
    1. Introduction
    2. Presentation 3
    3. Discussion
    4. Action
  - C. Administrative Response to the 23/24 Resolution (Time Certain at 6:00 p.m.)
    1. Introduction
    2. Presentation 27
    3. Discussion
    4. Action (TBD)
  - D. Policy Update
    1. Introduction
    2. Presentation 43
      - a. Update to Policy 204.01 - School Board Meeting Agenda 54
      - b. Update to Policy 205.00 - School Board Meeting Minutes 55
      - c. Update to Policy 206.00 - Board Meetings 59
      - d. Update to Policy 210.00 - Conflict of Interest 64
      - e. Rescission of Policy 213.00 - Board of Education Professional Development 69
      - f. Adoption of New Policy 214.00 - Out-of-State Travel for Board Members 72
      - g. Discussion of Policy 209.00 - Development, Implementation and Monitoring of Policies 74
    3. Discussion
    4. Action
3. **ADJOURNMENT**

#BoldSubject#



**Saint Paul**  
PUBLIC SCHOOLS

# Systemic Equity Plan

Dr. Stacey Gray Akyea,  
Executive Chief, Equity, Strategy & Innovation

Committee of the Board

May 9, 2023

# Agenda

- Review SPPS equity journey
- Understand context for new plan
- Review new plan
  - Components
  - Activities
  - Outcomes

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# Systemic Equity Journey

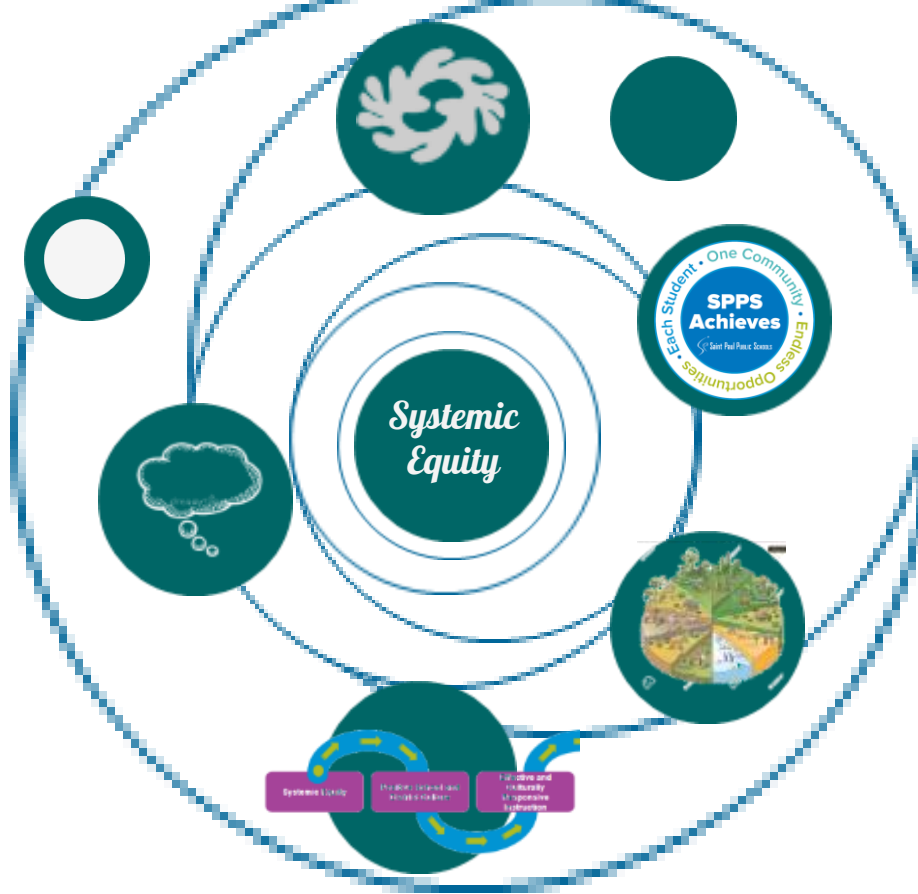
- 2009-10 SPPS embarked on a two year cultural proficiency professional development for all district staff
  - Intercultural Development Inventory (IDI) was central component
  - Within the year the initiative was revised
- Substantial equity work completed between 2009 and 2016.
- After 2016 equity work across the district decreased in intensity but continued.

2010-11 to 2015-16	2016-17 to 2019-20	2020-21 to 2021-22
<ul style="list-style-type: none"> <li>● Racial Equity development through partnership with Pacific Educational Group</li> <li>● Five-year plan</li> <li>● Beacon/CARE cohorts</li> <li>● LEARN framework</li> <li>● Racial Equity vision card</li> <li>● Racial Equity Affiliates</li> </ul>	<ul style="list-style-type: none"> <li>● Data disaggregation collaboration with MDE</li> <li>● SPPS Achieves               <ul style="list-style-type: none"> <li>○ Effective and culturally relevant instruction</li> <li>○ Recruitment and retention of teacher of color</li> <li>○ Positive school climate</li> <li>○ Social emotional learning</li> </ul> </li> <li>● SPPS Achieves</li> <li>● Distance Learning</li> </ul>	<ul style="list-style-type: none"> <li>● Post George Floyd murder</li> <li>● Adjusted SPPS Achieves Strategic Plan - Addition of Systemic Equity as focus area</li> <li>● Zaretta Hammond, "Culturally Responsive Teaching and the Brain" Book</li> <li>● Ethnic Studies</li> <li>● ARP - Equity Coaches</li> </ul>

## Office of Equity Professional Development

Learning Trunks \* Bdote Teacher Trip  
 \*Using the Compass and Picture Books in your PreK-5 Anti-Racist Classroom \*Equity Film Night \* Project Ready Anti Racist Training for Librarians \* Out for Equity (OFE) \* Anti-Racist Educator/Anti-Racist Classroom (AE/AC) - Year 1, 2, 3 \* New Educator Week -Paraprofessional Professional \* Innocent Classroom \* Equity Requests \* Getting to Know The Protocol 101 \* Naming and Interrupting Bias \* Amaze \* Equity Summit \* Equity Learning Series \* Friday Forum \* Gender Sexuality Alliance \* Equity Development and Leadership for Assistant Principals and Principals \* Recognizing and Interrupting Ableism \* Foundational Equity for Educator Support Pathway: 2022-2023 \* Engaging Your Leadership for Intersectional LGBTQ+ \* Affirming and Inclusive Schools \* Getting to Know the Center for Equity and Culture \* Developing Leadership and Equity Through GSAs \* Safe Space \* Beyond the Gender Binary: Using They/Them Pronouns and More

# Systemic Equity is Ubiquitous & Complex



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*The solution to the challenge is not known and can only be seen or known during or after the action unfolds... There is no set of steps or algorithm that will tell you how to respond*  
-Safir & Dugan

# Systemic Equity: Desired State

Systemic Equity symbolizes the transformed ways in which our system operates to ensure a healthy (i.e. well-functioning, optimal) and authentic environment.



Bi Nka Bi. Adinkra symbol of justice, fairplay, freedom, peace, forgiveness, unity,harmony, and the avoidance of conflict or strife.

# Systemic Equity: Strategic Focus Area

Systemic Equity is a key area of the district. Investment in this area is likely to yield gains in student engagement, satisfaction performance and achievement.

## SPPS Achieves Initiatives and ARP Strategies by Focus Area

### Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
<b>Objective 1:</b>	<b>Objective 2:</b>	<b>Objective 3:</b>	<b>Objective 4:</b>	<b>Objective 5:</b>	<b>Objective 6:</b>
Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>
1.1) CMP cycle 1.2) Intersections/Overlaps 1.3) Approach/Response	2.1) District wide social emotional learning & positive behavior intervention and supports	3.1) Culturally resp. inst. 3.2) Well rounded education 3.3) Middle school model	4.1) College & career paths	5.1) Program effectiveness 5.2) Priority-based budgeting 5.3) Envision SPPS	6.1) Community engagement
<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>
#9: Retaining teachers of color #28: Recruiting teacher of color #37: Equity training #78: Equity Plan #92: Recruitment of Diverse Special Education Paraprofessionals	#3: Early child, mental health #5: Mental Health #12: Social emotional learning #14: Attendance & engagement #22: Social workers #15: Counselors #66B: Am. Indian Supports #84: SEM coordinators	#7: CRI #8: WINN #44: Job embedded PD #66: American Indian Curr. #17: High School Systems #27: Well Rounded Education #21: Credit recovery #20: SPED recovery services #54: MLL coaching #2: Autism support #33: Bilingual Seals #76: MLL support #53: Bilingual EA training #75: MS career experiences #20: Special Ed Recovery #73: ESCE Assessments #83: Digital Infrastructure #88: PreK Hubs #91: Como Planetarium Staff	#4: Check & Connect #6: Internships #24: Career path materials #34: Career integration #13: Extended day for learning + #31: Flipside #75: Middle school career Experiences #89: Athletics #90: Freedom School	#80: Innovation Office #85: Research analysts #70: School Allocations #87: Board Training	#61: Community Schools #62: Contact center #79: Language support #69: Community partners

**Safe Schools includes strategy #:**  
11, 43, 45, 46, 47, 49, 63, 64, 65, & 81



# Systemic Equity: Foundational Value

At Saint Paul Public Schools (SPPS), our mission is both bold and simple: to inspire students to think critically, pursue their dreams and change the world.

The SPPS Achieves strategic plan plays primary a role in preparing all students to be ready for college, career and life.

In order to be

**COLLEGE AND  
CAREER READY**

we must have

In order to have

**EFFECTIVE & CULTURALLY  
RELEVANT INSTRUCTION**

in place, we need  
to cultivate

In order to cultivate

**POSITIVE SCHOOL &  
DISTRICT CULTURE**

we must  
excel at

To excel at

**FAMILY & COMMUNITY  
ENGAGEMENT**

we must establish  
and prioritize

**SYSTEMIC EQUITY**

adjust and  
engage in

**PROGRAM EVALUATION &  
RESOURCE ALLOCATION**

Systemic Equity serves as the foundation to which we dedicate resources and prioritize attention because it supports and enhances other focus areas

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# Systemic Equity: Verb

“Doing equity reduces the complexity of our work to set of straightforward tasks without thinking about the school as a complex *ecosystem* requiring a holistic approach to change”

-Safir / Dugan



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# Systemic Equity Plan

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# Systemic Equity Plan...

The **details** by which SPPS will transition from the current state to a future state of consistent and intentional interception of the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming (focus area objective).

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# Three Pillars



## Organizational Approach & Response

The widely accepted cultural habits (e.g. behaviors, ways of thinking and processing information) that shapes how individual staff within our district understand the nature of their work, interpret challenges, determine solutions and ultimately contribute to SPPS's reputation and community worth.



## Building Capacity, Making Meaning, Activating Practice Cycle

The three-step process by which an individual and/or small group develop greater levels of consciousness. This cycle is crucial to all other development as it requires each individual to reflect first on her/him/themself then acquire knowledge/understanding with others before applying it back to an individual practice.



## Intersection

The acknowledgement that systemic impact is achieved, not through organizational isolation, but through dynamic and powerful networks revolving around a shared vision.

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### Building Capacity, Making Meaning, Activating Practice Cycle

The three-step process by which an individual and/or small group develop greater levels of consciousness. This cycle is crucial to all other development as it requires each individual to reflect first on her/him/themself then acquire knowledge/understanding with others before applying it back to an individual practice.

Identifying **CHALLENGES** and implementing **PRACTICES** to address inequities

Primary levers: Individual staff/student, small group

What will we do during the next 18 months?

- Articulate what SPPS staff should know and be able to do with regard to equitable behaviors and practices
- Design and provide foundational professional development for all staff
- Facilitate / broker differentiated professional development
  - Equity Leadership Development for Principals and Assistant Principals
  - Director/ Administrator guides for leading equity-based discussions with teams
  - PD licensure/re-licensure for licensed staff on tiers 3 and 4
  - Student Equity Development & Leadership
  - Site level/department requests
- Design and implement districtwide conversation regarding identified inequities that consistently surface (e.g. implicit bias, microaggression)



### **Building Capacity, Making Meaning, Activating Practice Cycle**

The three-step process by which an individual and/or small group develop greater levels of consciousness. This cycle is crucial to all other development as it requires each individual to reflect first on her/him/themself then acquire knowledge/understanding with others before applying it back to an individual practice.

## **Equity Leadership Development for Principals and Assistant Principals**

- 6 sessions
- Objectives:
  - Collectively engage in equity literacy development
  - Define improvement goal
  - Identify a key equity challenge
- Address key challenge
  - Modify / Revise approach

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## Organizational Approach & Response

The widely accepted cultural habits (e.g. behaviors, ways of thinking and processing information) that shapes how individual staff within our district understand the nature of their work, interpret challenges, determine solutions and ultimately contribute to SPPS's reputation and community worth.

Identifying **BARRIERS** and implementing **STRATEGIES** to address inequities

Primary levers: Policy, procedures, processes at division/department/office

## What will we do during the next 18 months?

- Update Racial Equity policy and provide guidance for using it to develop new policies and procedures / examine existing policies and procedures
- Update Gender Inclusion policy and provide guidance for using it to develop new policies and procedures / examine existing policies and procedures
- Revisit recommendations from the Equity Committee to provide critical feedback on existing districtwide practices<sup>16</sup>
- Develop standards for culturally responsive instructional practices through Central Office Transformation
- Introduce equity decision-making guide as a tool to encourage reflective and intentional leadership practices





## Organizational Approach & Response

The widely accepted cultural habits (e.g. behaviors, ways of thinking and processing information) that shapes how individual staff within our district understand the nature of their work, interpret challenges, determine solutions and ultimately contribute to SPPS's reputation and community worth.

## High-leverage Recommendations from the Equity Committee, June 2021

- Make IEP materials more accessible to families for whom English is not their home language
- Identify teachers that are effective with addressing behavior to serve as models to educators that have been identified as contributors to the disproportionate discipline practices.
- Develop a systemic support model for teachers struggling with behavior. 17
- Collect student perspectives on their schooling experiences.
- Broaden and expand course offerings that are reflective and relevant.
- Provide a structural analysis of injustice connected to race, gender, sexuality, language, and ability.



## Intersection

The acknowledgement that systemic impact is achieved, not through organizational isolation, but through dynamic and powerful networks revolving around a shared vision.

Identifying **DISCONNECTIONS** and determining **RELATIONSHIPS** to address inequities

Primary levers: department / office work at division/department/office

## What will we do during the next 18 months?

- Map the current state of the ecosystem of systemic equity
- Establish internal advisory committee *Collective for Districtwide Equity* with the charge of monitoring implementation, coordination and alignment of systemic equity work
- Embed systemic equity as foundational to the SPPS Achieves oversight<sup>18</sup>
- Develop tool to collect data on indicators of equity, (e.g Equity walk, Equity audit)
- Provide Equity Summit to foster collaborative professional learning
- Develop standards for culturally responsive instructional practices

# Systemic Equity: Ecosystem

Systemic Equity as a community where there is interaction between the factors found within and their environment.

Every factor depends on every other factor, either directly or indirectly.

## SPECIES & ECOSYSTEM SURVIVAL

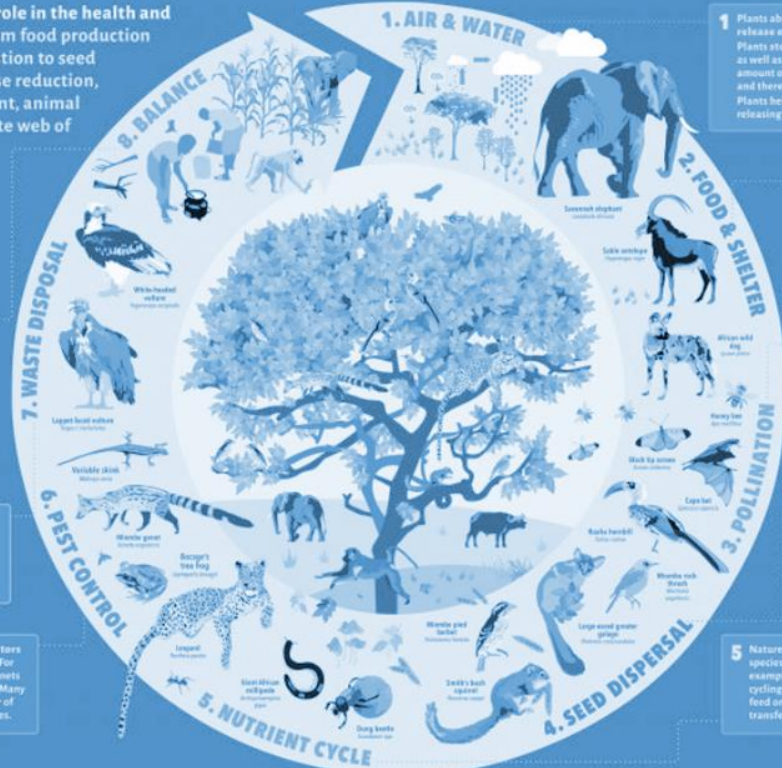
Every species plays a crucial role in the health and survival of its ecosystem. From food production to oxygen generation, pollination to seed dispersal, pest control, disease reduction, and waste recycling, each plant, animal and fungi is part of an intricate web of interconnected life.

Species roles are illustrated here using miombo woodland as an example - a forest type found across much of southern Africa.

**8** Every species - including humans - contributes to ecosystem balance. Disturbing this balance can cause many negative consequences. For example, if natural habitat is reduced by humans, hungry animals like balloons and elephants may resort to raiding people's farms, leading to community hunger. Destroying habitat also increases the risk of disease transfer to humans.

**7** There is a constant cycle of life and death, with many species helping dispose of dead matter, keeping the environment clean and healthy. For example vultures dispose of carcasses, helping prevent the spread of diseases like anthrax and rabies.

**6** A healthy ecosystem has a balance of predators that keep pest populations under control. For example carnivores such as leopards and genets eat rodents, keeping their populations low. Many reptiles and amphibians reduce the number of unpleasant insects such as mosquitoes and flies.



**1** Plants absorb carbon dioxide from the air and release oxygen that animals need to survive. Plants store carbon in their leaves, trunk and roots as well as the soil around them. This reduces the amount of carbon dioxide entering the atmosphere and therefore helps reduce global warming. Plants help maintain water supplies by storing and releasing moisture, reducing floods and droughts.

**2** Plants use energy from the sun, to convert carbon dioxide and water into glucose. This is the basis of food for almost all species in the world. Herbivores like elephants and antelopes eat plants and they can become food for carnivores like lions and wild dogs.

**3** Flowering plants need to be pollinated to reproduce. Different species of insects, birds and mammals pollinate different plants. For example bats and moths pollinate baobab trees and many miombo species are pollinated by bees.

**4** Many plants rely on animals to disperse their seeds, enabling new plants to grow. For example elephants, primates and birds eat fruit then deposit the seeds - fertilised by their dung, far from the parent plant.

**5** Nature recycles everything, with many different species contributing to nutrient transfer. For example, dung beetles collect and bury faeces, cycling nutrients back into the soil. Millipedes feed on dead and decaying organic matter and transfer nutrients through their droppings.

PHOTOS COURTESY OF SANPARKS/WILDLIFE IN AFRICA

Wildlife Conservation Society



## Intersection

The acknowledgement that systemic impact is achieved, not through organizational isolation, but through dynamic and powerful networks revolving around a shared vision.

## Systemic Equity Ecosystem

### Professional Development

Learning Trunks  
 Bdote Teacher Trip  
 Using the Compass and Picture Books in your PreK-5  
 Anti-Racist Classroom  
 Equity Film Night  
 Project Ready Anti Racist Training for Librarians  
 Out for Equity (OFE)  
 Anti-Racist Educator/Anti-Racist Classroom (AE/AC) - Year 1  
 Anti-Racist Educator/Anti-Racist Classroom (AE/AC) - Year 2  
 Anti-Racist Educator/Anti-Racist Classroom (AE/AC) - Year 3  
 New Educator Week -  
 Paraprofessional Professional Development - Innocent Classroom  
 Equity Requests - Requests for adaptive assistance, support, coaching, collaborative development for PD  
 Getting to Know The Protocol 101  
 Naming and Interrupting Bias  
 Amaze  
 Equity Summit  
 Equity Learning Series  
 Friday forum  
 Gender Sexuality Alliance  
 Integrated Units  
 Professional Literature Sets  
 Bdote (P); Teacher Workshop for Grade 5  
 EQUITY/MLR (P1, P3); Equity Development and Leadership for Assistant Principals  
 EQUITY/MLR (P1, P3); Equity Development and Leadership for Principals  
 EQUITY/MLR (P4); Recognizing and Interrupting Ableism  
 EQUITY/AT-MLR(P1, P2); Foundational Equity for Educator Support Pathway:  
 2022-2023 Fall  
 EQUITY/MLR(P1); Getting to Know the Protocol 101  
 EQUITY/MLR(P2); Engaging Your Leadership for Intersectional LGBTQ+ Affirming and Inclusive Schools  
 Getting to Know the Center for Equity and Culture

### Events

Powwow  
 Indigenous Peoples Day Parade  
 Native American college fair  
 Youth Honoring  
 HBCU college fair  
 Equity Summit  
 Culturally Responsive Expo

### Student Activities

Central Asian Culture Club  
 Central Minority Education Program  
 Gender Sexuality Alliance  
 Mesibah (Jewish Culture) / Jewish Culture Club  
 Russian Club  
 African American Student Advocacy American Indian Studies Program  
 Hmong Club  
 Japan Club  
 Latin Dance Club  
 Sistees of Success  
 African Student association  
 Asian Culture Club  
 Black Student Union  
 Chinese Club

Girl Unity  
 Muslim Student Association

### Programs

American Indian Education Program  
 St. Paul Urban Teacher Residency (SUTR)  
 Language Immersion  
 Bilingual Seals

**Courses, Curriculum & Instruction**  
 Culturally Responsive Instruction

### Departments/ Offices

Equal Employment Opportunity  
 Multilingual Learning  
 Human Resources  
 Office of Equity

**Statute**  
 Achievement & Integration  
 Latino Consent Decree

### BOE Policy

Racial Equity 101.00  
 Equal Opportunity/Non Discrimination 102.00  
 Public Participation in Board Meeting 206.01  
 Student Advisory 211.03  
 Equal Employment Opportunity 401.00  
 Discrimination, Harassment, Violence and Retaliation 415.00  
 Gender Inclusion 500.00  
 Bullying Prohibition 505.00  
 Children and Youth Experiencing Homelessness 503.01  
 Pupils with Individualized Education Programs (IEP) 508.00  
 Graduation 510.00 (attire) (Ethnic Studies requirement)  
 Unpaid Meal Charges 534.00  
 Smudging policy 540.00  
 Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender & Disability Fair Education, 602.01  
 Religion 609.00  
 Equal Opportunity Procurement 713.00

### Strategy

Systemic Equity Focus Area  
 Long term student outcomes – reduce 20 disparities  
 Recruitment and retention of teachers of color  
 Social emotional learning  
 Central office transformation

### Pathways

American Indian  
 Hmong Language and Culture  
 French Immersion  
 Spanish Immersion  
 Mandarin Immersion

### Partnerships

NAACP  
 NoCAD – Network for the Development of Children of African Descent  
 MIGIZI  
 Youthrise  
 Center  
 Karen Organization of Minnesota  
 Coalition of Asian American Leaders  
 Sistees Helping in Neighborhoods  
 Women's Initiative for Self-empowerment  
 Cultural Wellness Center  
 American Indian Family  
 Club  
 DigiMade, LLC



# 3

## Measurement

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# Short-Term Outcomes (1-3 yrs.)

- Shared definition of systemic equity
- Collective development of equity indicators
- Distinguish amongst policy, procedures and practices in leadership decision-making
- Understanding of systemic equity as an ecosystem
- Increase in knowledge of equity-based language
- Understanding of equity challenges
- Increase in equity awareness
- Increase in knowledge of equity tools
- Increased recognition of implicit bias within self
- Modeling of equity leadership in language, behavior and decision making

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# Mid-Term Outcomes (3-5 yrs.)

- Individual shifts of mindsets
- Increase in awareness of individual and group motivational beliefs
- Increase in aligned language and practices
- Increase in perceptions of belonging from students, staff, and communities
- Increase in awareness of practices and procedures that are inequitable
- Increase in participation in authentic conversations regarding inequity
- Increase in willingness in holding intra and inter racial conversations addressing racism and other intersectional inequalities
- Increase in capacity to reflect using equity-embedded processes

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# Long-Term Outcomes (5 + yrs.)

- Organizational culture influenced by equity tenants (trusting, kind, empathetic, restful, reflective, courageous, authentic, humane)
- Increase in aligned language and practices
- Increase in perceptions of belonging from students, staff, and communities
- Increase in revision of inequitable practices and procedures towards equitable outcomes
- Meaningful relationships with parents, families, colleagues, and peers
- Students of color fully engage with instructional content
- Reallocation of instructional resources in ways that accelerate the learning opportunities of low performing students

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# Student Outcome Index (SOI)

- Measurement of disparity
- Can be applied to various measures
- It is a way of representing the overall outcome
- One number between 0 and 100%
  - 0 = zero coverage and therefore zero adjustments and zero disparity
  - 100 = universal achievement and therefore zero disparity
- Desired numbers across time are increases in the overall outcome as well as decreases in disparity

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<b>SOI</b> <i>(Adjusted Outcome)</i> <b>31.3%</b>	<b>=</b>	<b>Overall Outcome</b> Overall Outcome <b>38.8%</b>	<b>-</b>	<b>Adjustment</b> <i>(Loss due to racial disparity)</i> <b>7.5%</b>
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Thank You



**Saint Paul**  
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# Administrative Response to the 23/24 Resolution

Kathy Kimani, Craig Anderson, Julie Downwind, Carita Green, Nancy Paez, Danaya Lamker-Franke, Pat Pratt-Cook, Maggie Bruecken, John Bobolink, Dominic Good Buffalo  
May 9, 2023

# Structure

## AIPAC

- Co-Chair Renville-Soto
- Co-Chair Greenleaf
- Dominic Good Buffalo
- Julie Downwind
- Parents and Community Members

## CORE TEAM

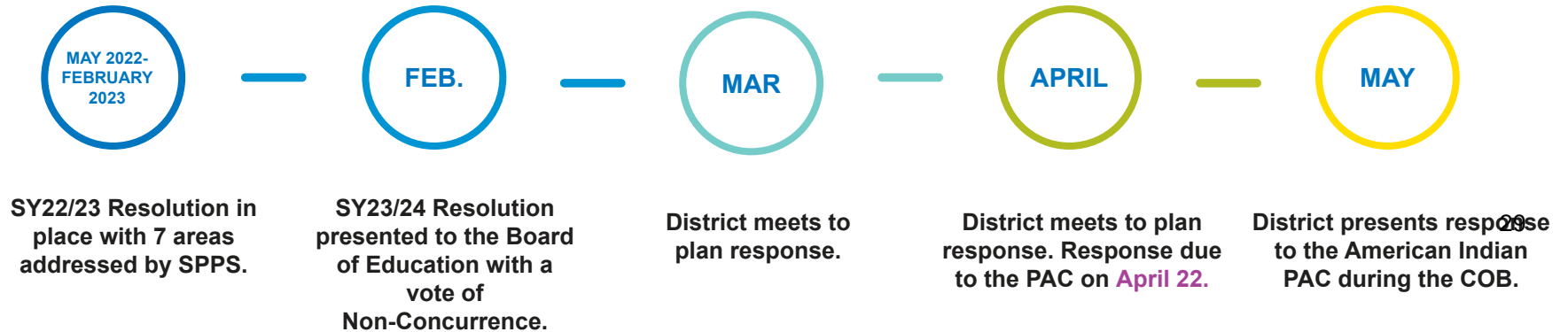
- Carita Green: Executive Director
- John Bobolink: Supervisor
- Dominic Good Buffalo: Cultural Specialist
- Julie Downwind: Indigenous Curriculum TOSA
- Maggie Bruecken: Project Manager

## AREA LEADS

- Kathy Kimani
- Craig Anderson
- Julie Downwind
- Carita Green
- Nancy Páez
- Danaya Lamker-Fanke
- Pat Pratt-Cook
- Kara Arzamendia- Data

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# Response Timeline:



# Response Focus:

The AIPAC provided input that Indigenous students and families feel invisible.

Our response includes designating an in-building school contact person for each school along with a district level interventionist who will connect, monitor and report on student progress related to attendance, behavior, and academics.

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# AREA 1:

## Attendance

American Indian students spend less time in class due to having the highest absentee rate of any other demographic group. It is absolutely imperative to decrease the absentee rate of American Indian students by 10% at every school site each year for 5 years. <sup>31</sup>

**Area Lead: Kathy Kimani**

# Area 1 Response

- Continue the **District Wide American Indian School Attendance Committee** that began in the school year 2022-23.
- The School Attendance Matters program commits to be present and participate in Indian Education community events.
- **Hire an Intervention Specialist** to monitor attendance trends and suggest interventions.
- The Intervention Specialist will **provide quarterly data updates** to the AIPAC.

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# AREA 1: Quarter 1-3 Attendance Data

School Year	Zero Days Absent	0.1 to 4.9 Days Absent	5 to 10.9 Days Absent	11 to 19.9 Days Absent	20 or More Days Absent	Percent Present
<b>2021-22</b> State Identified American Indian Students	<b>3%</b>	<b>11%</b>	<b>17%</b>	<b>23%</b>	<b>46%</b>	<b>81%</b>  33
<b>2022-23</b> State Identified American Indian Students	<b>3%</b>	<b>13%</b>	<b>23%</b>	<b>27%</b>	<b>33%</b>	<b>84%</b>
<b>2022-23</b> All Students	<b>5%</b>	<b>27%</b>	<b>30%</b>	<b>21%</b>	<b>18%</b>	<b>90%</b>

# AREA 2:

## Behavior

American Indian students have higher numbers of dismissals, suspensions, and office disciplinary referrals than other demographic groups. It is absolutely imperative to decrease disciplinary referrals by 10% at every school site each year for 5 years.

34

**Area Leads: Carita Green and Nancy Páez**

# Area 2 Response

- **Hire an Intervention Specialist** to monitor trends related to disciplinary referrals and suggest interventions.
- Intervention Specialist will **provide quarterly data updates** to the AIPAC.

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# AREA 3:

## Instruction

American Indian students have not made typical or aggressive growth as measured from fall 2022 to winter 2023 FAST reading and math assessments at the same rate of other demographic groups. It is absolutely imperative that American Indian students make measurable growth in reading and math by 10% at every school site each year for 5 years.

36

**Area Leads: Julie Downwind and Craig Anderson**

# Area 3 Response

- **Develop teachers'** concrete knowledge about Indigenous issues, history, and culture
- Provide **vettted Indigenous materials** used to teach all students
- **Know the students** and create a system to monitor their progress and interventions

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# AREA 4:

## Staffing

American Indian students need to have American Indian staff present in all levels of staffing in SPPS. It is critical to increase the number of American Indian professionals by 25%.

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**Area Leads: Pat Pratt-Cook and Danaya Lamker-Franke**

# Area 4 Response

- Create a **more robust orientation** for employees
- Create a **partnership with Bemidji's** teacher preparation program
- Collect data on our Minnesota Colleges and Universities and programs in neighboring states to create **potential recruitment opportunities** within the American Indian Population <sup>39</sup>
- The Division of Human Resources will **provide updated data** to the PAC on a quarterly basis

# Amendment Request

Request for an additional Assistant Principal at American Indian Magnet School due to MCA Math and Reading scores.

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# Amendment Response

All PreK-8 schools receive 1 Assistant Principal regardless of size.

- A maximum of two Assistant Principals if they're projected to have **more than 650 students**; AIMS' projected enrollment is 458.

AIMS received an additional \$138,000 in ARP funding to **support school improvement** and was allocated for the following:

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- Intervention Teacher for small group instruction
- Leadership Team and PBIS Team extended planning for school improvement

**Support Staff for SY23/24 includes:** 3 social workers, 2 counselors, 1 Intervention Specialist, 2 WINN teachers, 1 Family Liaison and 7 Gen. Ed. TAs.

# Questions/Discussion

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# Committee of the Board Meeting



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**Updates to Policies 204.01, 205.00, 206.00 and 210.00;**

**Rescission of Policy 213.00;**

**Adoption of New Policy 214.00;**

**Discussion of Policy 209.00**

Jada Wollenzien, Program Manager, Leadership Development and Policy  
Charles Long, General Counsel  
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# Background

## **Why are we proposing changes to various policies?**

We have a policy that states that all of our policies are required to be reviewed every three to five years.

Much of what is being presented today came from the review process.

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# Overview of Proposed Changes to Policies 204.01, 205.00, 206.00, 210.00

Policy	Last Updated	Change in Language	Reason for Changes	Do Change in Language Create a Change in Current Practice?
204.01 School Board Meeting Agenda	8/8/2015	One paragraph addition about distribution of printed materials to Board members	Consolidation of various statutes into one document	No
205.00 School Board Meeting Minutes	6/17/2008	Goes from a one-sentence policy to a five-section policy	Consolidation of various statutes into one document	No 45
206.00 Board Meetings	7/21/2015	More extensive changes	Consolidation of various statutes into one document	No
210.00 Conflict of Interest	6/17/2008	More extensive changes	Consolidation of various statutes into one document	No

# Proposed Changes to Policy 204.01, 205.00, 206.00, and 210.00

(When reviewing these policies, the black ink reflects what is in current policy; red ink reflects addition of proposed language.)

[Policy 204.01 School Board Meeting Agenda](#)

[Policy 205.00 School Board Meeting Minutes](#)

[Policy 206.00 Board Meeting](#)

[Policy 210.00 Conflict of Interest](#)

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## Questions?

## Move these to BOE for three-reading process?

# Rescission of Policy 213.00 Board of Education Professional Development

Reason: It is redundant to Policy 211.00 Board Member Development

- The two paragraphs that make up Policy 213.00 are included in Policy 211.00

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1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.

2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

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Copy of 213.00

Copy of 211.00



# Questions?

Move to BOE for three-reading process to rescind Policy 213.00?

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# Policy 214.00 Out-of-State Travel for Board Members

- New policy
- Required by statute to have a policy on out-of-state travel for Board members
- See [Policy 214.00](#)

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Questions?

Move this to BOE for three-reading process?

# Interpretation of Policy 209.00 Development, Implementation and Monitoring of Policies

- What is written in this policy is not based on statute
- The process we use was developed by SPPS
- The question is around the three-reading process
- Current practice: policies are presented at COB then three BOE meetings - one would argue that is a four-reading process

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See full Policy 209.00 [here](#)

Adoption of Policy:

“1. The Board shall give notice of a proposed amendment, rescission, or adoption of policy by placing the amendment, rescission, or adoption resolution on the Board agenda for three successive readings.”

# How do other school district pass policy?

- **Minneapolis:** “placing the item on the agenda of two school board meetings.”
- **Roseville:** three-reading process
- **North St. Paul/Maplewood/Oakdale:** couldn't find a policy that describes their process 52
- **Burnsville/Eagan/Savage:** “placing the item on the agenda of two school board meetings.”
- **South Wash County Schools:** “placing the item on the agenda of two School Board meetings.”

# Questions?

How would you like to move forward as it pertains to the three-reading process?

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## 204.01 SCHOOL BOARD MEETING AGENDA

1. The Assistant Clerk, in consultation with the Superintendent and Chair, shall develop, prepare and arrange the order of items for the final agenda for each school board meeting.
2. The recommended procedure is as follows:
  - Items to be placed on the agenda must be received by the Assistant Clerk, Chair or Superintendent no later than five (5) days prior to the Board meeting.
  - The agenda and supporting documents will be delivered to each Board member not less than four (4) days prior to the scheduled meeting of the Board of Education.
  - Items may be added to the agenda by a motion adopted at the meeting.
3. Agenda items shall fall under one or more of the current Strategic Plan Goals as established by administration and the Board of Education.
4. *At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and:*
  - *distributed at the meeting to all members of the governing body;*
  - *distributed before the meeting to all members; or*
  - *available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.*

*This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.*
5. The order of business of the Board of Education shall be established by Board action.

### LEGAL REFERENCES:

Minn. Stat. § 13D.01

Minn. Stat. § 123B.09, subd. 7

### CROSS REFERENCES:

## 205.00 SCHOOL BOARD MEETING MINUTES

~~The Assistant Clerk shall compile the minutes of each meeting of the Board and attach them to the final agenda of the next regular meeting of the Board.~~

### I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

### II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

### III. MAINTENANCE OF MINUTES AND RECORDS

A. 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 must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must 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.

#### B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
  - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

- b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
    - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
    - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
    - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
  - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
  - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
  - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
  - a. The date of the closed meeting;
  - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and



- c. The classification of the data.
- 6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

#### IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

#### LEGAL REFERENCES:

- Minn. Stat. § 13D.01, Subds. 4-6
- Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
- Minn. Stat. § 123B.14, Subd. 7
- Minn. Stat. § 331A.01
- Minn. Stat. § 331A.05, Subd. 8
- Minn. Stat. § 331A.08, Subd. 3
- Op. Atty. Gen. 161-a-20, December 17, 1970
- Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428

(1956)

**CROSS REFERENCES:**

Policy 205.00  
Page 1 of 1

**206.00      BOARD MEETINGS**

**I.    PURPOSE**

- A.    The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient-administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
  
- B.    The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual’s rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

**II.   GENERAL STATEMENT OF POLICY**

- A.    Except as otherwise expressly provided by statute, all meetings of the school board shall be open to the public.
  
- B.    Meetings shall be closed only when expressly authorized by law.

**III.   DEFINITION**

“Meeting” means a gathering of at least a quorum of school board members-or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering ~~or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.~~

**IV.   PROCEDURES**

- A.    Meetings
  - 1.    Venue of Board Meetings

All meetings of the Board of Education shall be held within the boundaries of the district

- 2.    Regular Meetings

a. Schedule

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

b. Place and Time of Regular Board Meetings

Unless otherwise determined by Board resolution, regular meetings of the Board shall be held in the administration building, 360 Colborne, on the third Tuesdays of each month, at 5:30 p.m. The provision of notice for all meetings of the Board shall be according to law.

3. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

4. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or electronic mail or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

5. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

6. Closed Meetings

- a. Meetings may be closed for the following reasons, or as provided by law:
  - i. Labor Negotiations Strategy
  - ii. Sessions Closed by the Bureau of Mediation Services
  - iii. Preliminary Consideration of Allegations or Charges
  - iv. Performance Evaluations
  - v. Attorney-Client Privileged Discussions
  - vi. Certain Dismissal Hearings of Students or Teachers
  - vii. Certain Meetings with Non-renewed Coaches
  - viii. Discussions of Certain Not Public Data
  - ix. Strategic Decisions on Purchases and Sales of Property, however the actual purchase or sale of property must be approved at an open meeting.
  - x. Security Matters

- b. A regular or special meeting may be closed by a public, majority vote at the meeting. The specific statutory authority for closing the meeting shall be stated and a general description of the subjects to be discussed in the closed meeting shall be disclosed.
- c. Closed meeting topics, information, and any materials provided shall remain confidential and not public until such a time determined by the District's General Counsel and Responsible Data Authority.
- d. The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

7. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

8. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology in compliance with Minnesota Statutes section 13D.021.

9. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

B. Written Materials

- 1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
- 2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

C. Open Meetings and Data

- 1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
- 2. Data that are not public data may be discussed at an open meeting

if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

#### V. Adjourned Board Meeting

Only the unconsidered or interrupted items on the agenda of the immediately preceding meeting may be considered at an adjourned meeting, unless the Board suspends the aforementioned special rule of order by a two-thirds vote or by four affirmative votes, whichever is greater.

#### LEGAL REFERENCES:

Minn. Stat. Ch. 13  
Minn. Stat. Ch. 13D  
Minn. Stat. § 121A.47, Subd. 5  
Minn. Stat. § 122A.33, Subd. 3  
Minn. Stat. § 122A.40, Subd. 14  
Minn. Stat. § 179A.14, Subd. 3  
Minn. Rules Part 5510.2810  
*Brown v. Cannon Falls Township*, 723 N.W.2d 31 (Minn. App. 2006)  
*Brainerd Daily Dispatch v. Dehen*, 693 N.W.2d 435 (Minn. App. 2005)  
*The Free Press v. County of Blue Earth*, 677 N.W.2d 471 (Minn. App. 2004)  
*Prior Lake American v. Mader*, 642 N.W.2d 729 (Minn. 2002)  
*Star Tribune v. Board of Education, Special School District No. 1*, 507 N.W.2d 869 (Minn. App. 1993)  
*Minnesota Daily v. University of Minnesota*, 432 N.W.2d 189 (Minn. App. 1988)  
*Moberg v. Independent School District No. 281*, 336 N.W.2d 510 (Minn. 1983)  
*Sovereign v. Dunn*, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied.* (Minn. 1993)

#### CROSS REFERENCES:

*Robert's Rules of Order Newly Revised (10<sup>th</sup> ed.)*, p. 90, l. 27 – p. 91, l. 21; § 22

## 210.00 CONFLICT OF INTEREST

~~Members of the Board of Education and employees of Saint Paul Public Schools shall avoid situations that could be viewed to affect the independence of their judgment in the performance of their School District duties.~~

### PROHIBITIONS

#### 1. ~~Purchasing~~

~~A member of the Board of Education or a school district employee having any direct or indirect voluntary personal financial or beneficial interest in any contract, sale or lease for goods, property or services furnished to or used by the School District shall not with respect to such contract, sale or lease:~~

- ~~• Approve or recommend for approval the contract, sale or lease;~~
- ~~• Directly or indirectly influence the purchasing decision by establishing requirements or evaluating services or products; or~~
- ~~• Otherwise have any involvement in the purchasing process.~~

#### 2. ~~Gifts~~

~~A member of the Board of Education or a School District employee shall not directly or indirectly accept anything of more than nominal value from any source given in the course of, or because of, his or her School District duties, office or employment unless the source is provided in return consideration of equivalent value.~~

### DISCLOSURE AND APPROVAL

- ~~1. If a member of the Board of Education or Superintendent questions application of this policy to any contemplated transaction, he or she shall advise the Chair of the Board of Education who shall approve or disapprove the transaction. Should the Chair of the Board of Education have a question on the application of this policy, it shall be referred to the Vice Chair.~~
- ~~2. If an employee questions application of this policy to any contemplated transaction he or she shall advise his or her immediate superior who shall approve or disapprove the transaction.~~
- ~~3. The administration of the Saint Paul Public Schools shall develop and publish procedures to assist in the implementation and observance of this policy.~~
- ~~4. Members of the Saint Paul Public Schools' Board of Education shall sign a statement annually certifying they have acted in compliance with the Conflict of Interest policy.~~

### I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.



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

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

## **III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
  2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
  4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
    - a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
    - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
    - c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
      - (1) The name of the school board member and the office held;
      - (2) An itemization of the goods or services furnished;
      - (3) The contract price;
      - (4) The reasonable value;

- (5) The interest of the school board member in the contract; and
- (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.
- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

#### **IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

#### **V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

**VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

**Legal References:** Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)  
Minn. Stat. § 123B.195 (Board Member’s Right to Employment)  
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)  
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
Minn. Stat. § 471.89 (Contract, When Void)  
Op. Atty. Gen. 437-A-4, March 15, 1935  
Op. Atty. Gen. 90-C-5, July 30, 1940  
Op. Atty. Gen. 90-A, August 14, 1957

**Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
MSBA/MASA Model Policy 209 (Code of Ethics)



*Adopted:* 6/17/2008  
*Revised:*

*Saint Paul Public Schools Policy*

*213.00*

**213.00 BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT**

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

**LEGAL REFERENCES:**

**CROSS REFERENCES:**

## **211.00 BOARD MEMBER DEVELOPMENT**

### **ORIENTATION OF MEMBERS-ELECT OR APPOINTEES**

1. At the earliest possible convenience after the election or appointment of a new director of the Board of Education, the Chair and the Superintendent shall have made arrangements for an orientation program for the member(s)-elect or appointee(s). The orientation program shall familiarize the member(s)-elect or appointee(s) with (a) the policies and practices of the Board, (b) the scope of the Board's duties and responsibilities, (c) the fundamentals of parliamentary procedure, (d) the conflict-of-interest statutes, and (e) other laws and rules that govern the official actions of members of the public body. The superintendent shall furnish Board-members elect and appointees with copies of Board policies, collective bargaining agreements, copies of the administration's current strategic plan and goals, the District budget, information regarding district facilities and operations and other materials related to the governance of the District.
2. The Board authorizes the attendance of new members and appointees who have taken the oath of office at state meetings for new board members and/or other state training and orientation meetings. Upon statement of the several members furnished at the next succeeding meeting of the public body in accordance with Policy 409.00, the Board shall authorize the reimbursement of actual expenses incurred in training and orientation to the performance of their duties.
3. The Board shall invite members-elect to attend as observers the meetings of the Board of Education before they take the oath of office.

### **CONTINUING PROFESSIONAL DEVELOPMENT OF DIRECTORS**

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board desires all members to participate in school-board and related workshops and activities sponsored by local, state and national school boards associations.
3. Each director who attends a member-development activity shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book. Materials of interest acquired at the activity shall be made available to the Board by submitting it to the Assistant Clerk for inclusion in the Board Library.

4. The Board shall annually plan and budget for participation in such professional development activities. To the extent that Board policy and district budget allocations permit, the Board will reimburse the necessary expenses of its members who attend meetings pertaining to school activities and the objectives of the Board.

**LEGAL REFERENCES:**

Minn. Stat. § 123B.09, subd. 2

**CROSS REFERENCES:**

213.00, Board of Education Professional Development  
409.00, Travel Expense Reimbursement

**214.00 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**

*[Note: School districts are required by statute to adopt a policy addressing this issue.]*

**I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

**II. GENERAL STATEMENT OF POLICY**

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

**III. APPROPRIATE TRAVEL**

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association and/or Council of Great City Schools is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be pre-approved by the school board.

**IV. REIMBURSABLE EXPENSES**

Expenses to be reimbursed may include transportation, meals (excluding any alcohol), lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

**V. REIMBURSEMENT**

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

**VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and



guidelines to address methods and times for submission of requests for reimbursement.

**Legal References:** Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)  
Minn. Stat. § 471.661 (Out-of-State Travel)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

**Cross References:** SPPS Policy 211.00 (School Board Member Development)  
SPPS Policy 409.00 (Travel Expense Reimbursement)

## **209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND MONITORING OF POLICIES**

### **DEVELOPMENT OF POLICY**

Proposed policies or ideas shall be submitted to the superintendent or Board Chair for consideration for placement on the agenda. The superintendent shall prepare the text for the first reading.

### **ADOPTION OF POLICY**

1. The Board shall give notice of a proposed amendment, rescission, or adoption of policy by placing the amendment, rescission, or adoption resolution on the Board agenda for three successive readings.
2. The amendment, rescission, or adoption resolution shall be read at the first reading. Amendments may be offered at the first, second, and third reading. The vote on the amendment, rescission, or adoption shall take place at the third reading.
3. The Superintendent shall establish procedures to inform the public of proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.
4. The proposals shall be distributed and public comment shall be allowed, according to Board guidelines, prior to final school board action.
5. A majority vote of the total membership of the school board shall be required to amend, rescind, or adopt a policy. A policy shall take effect as of the date of its Board action, unless otherwise specified in the text of the resolution or the wording of the motion.
6. In the event of an emergency, a new or amended policy may be adopted by a majority vote of a quorum of the school board at the first or second reading. A statement regarding the emergency and the need for immediate adoption of the policy shall be read and included in the minutes. The emergency policy shall expire within one year of the emergency action. Before the expiration date, the Board may adopt the emergency policy permanently by means of the procedure detailed above.

### **POLICY REVISIONS WITHOUT THREE READINGS**

1. Revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.
2. A Board director may request to remove such policy revision from the consent agenda and require that it be considered in three successive readings, as prescribed above. No second or vote shall be required to

effect the removal of a policy revision from the consent agenda.

3. Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to:
  - Stakeholders
  - Policy owner
  - Contact person

#### **IMPLEMENTATION OF POLICY**

1. The superintendent shall implement Board policies and develop administrative procedures, guidelines, and directives to provide greater specificity and consistency in the process of implementation. These procedures, guidelines, and directives, including employee and student handbooks, shall be subject to periodic review by the Board.
2. Each Board member shall have access to the policy manual and a copy shall be placed in the office of each school. Manuals shall be available in the central office and online and made available for reference purposes to other interested persons.
3. It shall be the responsibility of the Superintendent, employees designated by the Superintendent, and individual Board members to keep policy manuals current.

#### **REVIEW OF EXISTING POLICIES**

1. Policies must be reviewed on a periodic basis. The objective of the review is to determine whether the policy is still consistent with:
  - Best practice
  - The strategic direction of the District and
  - Changes in local, state or federal policy and legislation; and
  - Whether the policy meets the needs of students, families and staff.
2. The review cycle may vary depending on the policy type and its scope, but three (3) years would be typical and there must be no more than five (5) years between policy reviews.

#### **LEGAL REFERENCES:**

Minn. Stat. § 123B.02, subd. 1

Minn. Stat. § 123B.09, subs. 1 & 7

#### **CROSS REFERENCES:**