

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

**COMMITTEE OF THE BOARD MEETING
360 Colborne Street
Saint Paul, MN 55102**

**August 7, 2024
4:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Vice Chair Ward.

2. ROLL CALL

Board of Education: U. Ward, H. Henderson, E. Valliant, J. Vue, C. Franco, Y. Carrillo, C. Allen

Staff: Superintendent Thein, C. Long, S. Gray Akyea, T. Sager, K. Thao, L. Olson, A. Collins, E. Wacker, J. Danielson, K. Morris, S. Schmitt de Caranza, H. Nistler, N. Páez, M. McHenry, K. Kimani, B. Schmidt, C. Green, D. Moser, P. Pratt-Cook, Y. Vang, C. Anderson, J. Grathwol, J. Pettigrew, A. Vreeland, B. Bergstrom, J. Elling, A. Rios Dessalet, A. Kunz, R. Schmidt, M. Sullivan, M. Pople, K. Kimani, J. Tuner, X. Yang

Community: S. Giesbach, K. Castner, J. Berenz, M. Thomas

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved approval of the Order of the Agenda. The motion was seconded by Director Henderson. It passed by acclaim.

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Thein noted it has been an exciting week and welcome everyone to the meeting.

5. BWP - Planning Presentation

Superintendent Thein welcomed members of the BWP team to carry out their presentation,

The objective was reviewed and included to provide the Board with an update about the following

- BWO Portfolio
- Draft timeline
- Search plan
- Vacancy announcement plan
- Advertisement options and cost.
- Organizing community engagement activities.
- Survey draft and plan

The full presentation can found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Henderson: How many people typically sit on the search committee and who does it typically include? I'm assuming the three board members, and then perhaps some individuals from our administration, as well as potentially some community members?

- Yes!

And what's the process for it. In the past what have you done to make sure that Board Members either have the ability to suggest what voices are under representative need to be in that space, or what does that process been like to get participation from stakeholders?

- It should mirror your community and the idea of evening including students. There's a lot of options, and the issue is once board makes that decision too, that you're going to use this process, then that's going to help us when we start actually during the recruiting, the actual details themselves, it's not going to come up until December. The fact is that when these people come in, we also will provide training so that they will get some ways that we can help them coach them with questions and things like that, and how they get work through it, and we would be guiding them in that so it won't be like they're just there, without the type of support that, we would be able to give.
- There are a lot of options. I would not recommend a huge group system, and I would say a dozen, 15 or so, but a lot of that becomes judgment calls and the priorities that you might have.
- I would disagree, I would say around 11. I think it isn't that you need a number because we don't want to think of it in terms of decision-making around the vote, we want it to be a consensus model where they say these are the three, we think that merit Board consideration the most, and I think when we talk about it, you will never have a perfectly representative group but you have people who are informed about all areas of your community and who care about it. It will bring ourselves to that committee and you have a better idea of who they are. If you involve the high school students, they have a particular perspective, but it's usually limited to their experience through their years here in the school district. It's interesting to the perspective that they bring, and sometimes they keep us as adult honest. There's nothing wrong with that, but I think that I would begin by looking at leaders that youth have already established in your community may be in established groups or of un-established groups. Leaders that you know, share the perspective of the board moving forward and maybe some minority opinions within your community and you will never have it perfect and I think you just do what you try to do is get a good group of smart people who understand their roles and responsibility and can really help guide that. Then you have board members, you need to be on it and you, how do you think who that's going to be and understand that it's a big time commitment, you're going to interview people go through extra development and professional development to be ready for that, that's going to take additional time, so I don't want to say that it's some would just show up and talk to people, it's a little bit more involved in that.
- Yeah, how many days did you say Steve saying in a sense of it was like 3 or four?
- I think if you're if you're going to interview seven people, it's usually better to do it at a minimum of two days, usually three days because of weekend. Those interviews are usually 90 minutes to two hours. Then you have time talking about and deliberating about it. Those training are on the front. I want to let you know that it's a time commitment, just as when you interview candidates is going to be a time commit that you will probably have multiple board meetings in a row, you'll interview candidates three nights in a row or five nights in a row as you move forward in your decision-making, so this is not easy work for the board up front we will try to do most of it but once the candidates are turned over to you, it really heat up for each of you and your responsibilities and your time commitments, we have responsibilities all the way through.
- When you're done to this situation. I'm going to go through this meeting. If the board has a consensus and you could make a decision, then that will help frame it but it's not absolute. This decision does not has to be made tonight, but it needs to be made before we come back in September because we're defining the search so we have a little flexibility in that but you're pretty much up to you, Board Chair to decide if you want to say do we have an agreement for do we need more time to deliberate? So as we're going through tonight, this is where you're giving us direction.

Director Ward: Does anyone have an objection to having a search committee? Or think that another approach might be better?

Director Vue: We have a Board Policy 2 - 11.02, and there's procedures in that Board Policy that our communities need the open to public, so if you could use a confidentiality issues calling that route in terms of the kind that we just want to be coming through and should be that confidential to the end-stage of the search process.

Director Ward: Is there a work around that, Legal Counsel? The question was, if we have a committee, is it possible to use terms work group as a committee or is this by definition a committee?

- It's not the same as a committee, it not an ongoing committee. For example, operate the Equity Committee and Finance Committee often established by the board through board action, so resolution made on the regular basis. This is more of a add- on task force.

Presuming that we are legally allowed to have and by policy allowed to have a group of 3 of us here, with a larger group of community members that aren't take point on this search until it becomes something broader that comes to full board, is something that we are all comfortable with.

Director Vue: Another challenge that comes with this is just the time it takes to make this a quality committee, not just something that we're roughing together, just to be a part of the process. So board members, I want you to consider the quality of this committee at this time. What does that means and the a sort of process itself how it extends that timeline?

Director Franco: I think I was definitely most interested in by committing makeup. I think our committee is, best way to fact who gets presented to us, but I think like the qualities of so we're collecting how we're selecting folks from the community and even how we select folks from district staff is something that I believe would warrant some discussion.

Director Henderson: I think that's part of the conversation, but also part of what I was trying to get to is how do we make sure so we are all clear about what our expectation are and who sits there.

- I think that that is a great conversation that you have before you start talking about people, because we all will have people that we like, and we think respect, but you know us board need to have some agreement about what are the qualifications, what are the characteristics that you're looking for in membership on that committee? So if you have that question up front, then you can have a conversation about it, and then you can talk about and when you talk about and you be appointed to it, you then have a conversation around how to the degree which they match the criteria that you've established, versus whether you like Jane better than me to be on the committee.
- Clarification, we have built this possibility into our timeline, it will not extend the timeline
- I think that the criteria is a discussion you could have at another time when you get and we could help guide some of that. I think it'd be too much to do at the table right now.

Director Vue: My best concern was about the timeline.

Director Carrillo: I was going to say I agree with the sentiment that with that conversation I feel comfortable leaning towards committee. If we have we go through that exercise of building consensus, then we can agree on who should sit on and what qualities are looking for

BWP: If you're really deciding you want four to seven people that we've screen to go before search committee and then you have the two finalists. Or did you want to see the whole seven yourself and than decided on them? That's your decision is, when do you enter into the whole board unit?

If I expect to just offer another perspective said as well, if the board is leaning towards leading an advisory task force, I'm actually using that term by design because they're not a decision-making body so I think emphasizing the advisory and aspect is going to be a key attitude of that impaired committee But you, you may want to consider that if you're going to empower a sub committee to go through that vetting process, you're also entrusting that committee composed of community members, staff members, administration, students, I would caution not to disempower them to be able to bring that advice to you so if you want to see seven candidates, I would question, why do you have that advisory committee when you so I would encourage you to consider using that advisory committee to weed out your candidates that you would then see those top three or so as a full body.

Director Ward: Any objections or concerns about that idea?

Director Allen: No, I think that we will pick a really good committee that will give us three really strong candidates, and we're not going to know what to do with that because of the numbers of cook, possibly beyond this up task force.

Director Franco: One question, because of the number of folks that could possibly be on this up task force, is there ever up? Have you all been a part of searches to where this group of up to 15 people? That's the preliminary that's this list of up to 7, maybe even more, where we think we're going to get a really strong group of candidates that comes through or more than 7 show up on that list, but this group takes the time that through these candidates look through all of their materials and to discussion, put forward they're like rank choice of it and then, whatever three board members are assigned to this, then get that like I imagine it will be very tough to come to a consensus when there's 15 people and I'm thinking about that I would encourage us in board members to think about, is there another step in the process to where this recommendation goes to the three board members, and then that three board members bring that list of four of three to this full board, so that way, this is maybe another step in the process. So where we're the ones that are going to hire on it. I think like taking the feedback from everyone in that space and then having to start making that harder decision. I'd be curious what your thoughts are on something like that.

- My opinion on that first I'm going to defer to Steve. I threw out 15. It is better if it's smaller but my point is you'll work that out later. It is going to maximize your pool and that's good. We know this works as we've done, and so and we think we can be efficient. There's another thing that's going to happen with that group, we will be asking them to sign a letter of confidentiality, right? Because if they choose, if you want to invite them to be part of it, they will have to sign that so that's protected until the end, when us board picked the 3 candidates that you would have in so that we're getting into our next question, but there is a responsibility on that, that people have to make that choice.

Director Allen: I guess my concern would be then wouldn't that leave the community feeling like they did some work and don't have input? That would be my concern on that and we definitely don't want to put that on yet. We want them to come back and keep doing work. So that would be my concern. If this all of a sudden the 3 board members that were part of the committee make the final decision on who is these 3 superintendents are then that just kind of like that's the waste of their time.

- We hope that discussion is difficult and challenging. The coming to consensus around 3 is hard because that means that we have a very, very strong pool of people, for them to consider our experience, is that as people work through these things. They can get to a point where they feel confident that they have the best possible people moving forward for your consideration, and that's the charge that you have for members on that and you say, we're going hold your here until you can make a decision that nobody can go to the bathroom.
- I think that this has that we've seen it work out and if there are problems we'll be there to help and get through with that group

Director Franco: If I could just clarify that if I think the consensus part, I have just been a part of an executive search that we thought we were going to get down to 3 candidates, and this isn't even a public process for all these names are going to become public but it didn't happen because of spend so much time actually teaching folks to be a part of the committee that did have so many different views and values that they're bringing to the table. So I could see it being a really hard piece that could invert and make folks still on that space feel like that we have this whole discussion, and so I think that's why we hired you all, but I just wanted to put that into the space of like really making sure that because of it's the way they like we probably as a board, wouldn't want to put forward 7 names to all of us, because then that think of would put some of the candidates in a difficult position.

- One thing that could also help that process you're clear that you want them from the consensus that there's not a wiggle way out of it and then that way they have to make a decision and come together.
- having led couple of districts used to see any planning processes, that those consensus was 15 on one always takes more time, obviously, but I think knowing up front, what the rules of consensus look like, and what you established is going to be absolutely critical as a board I have also had board members on set advisory committees that they are not decision makers outside the body of the board. They're just equal players as well as our community. I've seen both ways there too, so at some point as we discuss consensus building in framework for doing that process, there will be opportunities for us to be open. But at some point, we need to narrow it and make decisions to recommend up and our timeline will help drive that as well. If I know that coming in as a potential committee member, I know what I'm saying yes to.

- What I'm hearing is that you are would like to move forward with a search committee that you will be talking about as support the criteria for how to choose people for it, you'll look at the board and say, who will be on it and represent the board, but then you'll look at how we get some great people on there. You will know that better than we will but we'll be happy to help you and have that conversations with you and whether you know we can support that work.

Director Carrillo: I think that we need to both. I think we need to maximize pool as much as possible because we may find a gem locally before in the state or Hawaii.

Director Vue: I just want to say agree with that, cast widest net possibility to start out.

Director Ward: Any objection about it.

Director Henderson: not objection, just want to point that whoever the person is still needs to fit St. Paul and while I don't think that people outside in St. Paul or outside of Minnesota can do that. It does mean that there's a you need to be able to come and understand that makes sense that SPPS is SPPS.

Director Allen: I will definitely agree with Director Henderson. If it is a national person, they have to be a very particular individual who really does go and understand our city and our demographics and some of the history. I believe in my city, I know you said we're very unique, right because we got the best. I want it to be both, because I definitely want somebody to be really good.

BWP: One of the things we do is we think that it's important to have a strong marketing plan, and start your package number sheet and package and looks at the recommendation. We have an advocating option for marketing conversation. And then you just watching that around September 1st, summertime is so good person people are, the leaders in schools are really focused on getting kids on making sure everything's set and ready to go, and after they start thinking about other options, there is already some buzz, knowing that there isn't going to be a vacancy here in the MN area. My assumption is also going to extend beyond that, so we don't really recommend using any print advertisements necessarily we think everyone is online and probably the people you would like to hire are not looking at print because you're leading a digital world. There is a educators list with specific people, partnership, central office people and staff members would subscribe to that this cost for a 60 day block, and it's written on your sheet, the American association of school administrators is another one. These are kind of the mainstream first, then there are a couple that we think that are of. For more specific, and that's the national lines of black school educators, we have members of our firm that are participants in that, and we also think the association with female administration superintendents, those are 2 major organizations nationally that not only run their own programming to build new leaders capable of working as superintendents and beyond and also in Central office positions and they prove to be a rich source of people who are can lead in diverse communities. You know not to not to forget about Minnesota, but Minnesota has the association of school administrators which many superintendents here need a member of and other administrators as well as the Minnesota school boards. Their costs are the ones that we anticipate that you'll have and we don't mark up these cost, that we would place the notices in those and we were taking invoices. We have a website that people go through all the time before opportunities. That's why we go out and meet people all over the place, and then also where that application is linked to another free job market. We also have had some success placing in the Minnesota American Indian list serve at the University of Minnesota, and then you have some access to other places, like the Harvard University's Urban superintendent program and we're of the urban superintendent association of America and we think we can do those at no cost. That's a place to start, but we as a team and as a firm go out and recruit people for these jobs. And so as we talk to people we've asked for people that, you know of that may be interested in the position and our goal would then be to contact them even if they choose not to apply it, then they may not even reach the point where they engage for the search committee, but we want to cast that net as wide and as broadly as we possibly can, so that we have a stronger pool as of applicants as we possible you can bring it and so with that we'd be looking for your nods to say go ahead and begin that process of setting up those type of contracting for those lists on the job boards on those organizations.

Director Ward: Clarifying question on this, so the question that you have listed on your seat here is what is the budget for marketing the search and you have listed budget information here, or how much do these cost? Is this cost coming out of the contractor we're paying BWP or additional funds that we speak about.

- This will be additional fund, but it's under \$2,500.00, I think the 60 day window would work for September and October but for me it's just a good investment.

Director Franco: In the proposal that you guys gave us, there was a line item already listed for that instalment, so I was under the understanding that it would be included within the final contract or there was a line item for 25.63, and these were listed in there, I would have consistent that that was part of the package, but I guess that would be a different conversation.

- If you really cared for those things, it would be state that it is “encourage” by the board. Just like let me give you an example, if you're also going to end up with the line, I am to send to find you if you do bring in candidates for travel, those are types you'll cover the normal basic cost that you would have that. It's hard to predict. There's only a couple where this actually happens.

Director Ward: Our Superintendent and our administrators here, I'm not sure if this is action here is something that we even can't take.

Director Henderson: It's less the amount that we will need the board to vote on, but I think what they're looking for is direction from us regarding if we want to ask them.

Director Ward: It more like they are asking us for approval to bill. We don't have to approve of the billing part, we would just approve the yes, and we would like to put the ADS and needs and then the cost is just taken care of internally, I suppose like the money would have to come from somewhere. I know that like this is a relatively small amount. So I'm just like looking over here to make sure that like if you guys want to stop us from doing this and you have a chance too.

Chief Tuner: For administration has been reviews additional funds.

Director Ward: Are there any objection to moving forward with all these.

BWP: Next thing, on the list is, when would you like to appoint your next Superintendent and so what I'd like to suggest is that you look at the timeline that we have outline for you. Typically there are three seasons for hiring across the country, the beginning season, the one the goes until winter break. The middle season, that goes until usually spring break, and then there's the late season, known as the desperate season, which that person in leading toward late April, May or June. As a board, you have the luxury of choosing which the season you'd like to work in, and we tend to think that as people move forward, people looking at this and ample time to consider it in the fall and they won't have time to consider others that might pop-up when you run. I know Minnesota, sometimes you have a little later season for hiring so our thought is get out of early and see where we're going with it. So we're really talking in the timeline that we bought line begins September and end with the appointment at a point of your board meeting in January even though you might make decision prior to your winter break, and I've tried to look at when you have more meetings and things like that so I'm not creating more work for you or more special board meetings whenever possible. so let me just take you through it and then you I'll ask for some comments and discussions about you. We would lunch our marketing campaign and have the ADS from obviously September and begin accepting applications and applicants come to us and then beginning on in later in September, what we like to do is come back and use right after the school year starts off, kick off with some engagement focus groups and open forums and an online survey here that would be open to everybody. We'll talk a little bit more about engagement later on, but our goal and we'd like some feedback from you on that as well. Our goal is to provide multiple opportunities to participate, and that is acceptable to everybody and we would have to work with you and your staff as well as your community, to make sure that we have an inclusive process that also make sure that we have a process and eliminate barriers that people might have only doing so. The survey is open to everybody in your school community, whether they have students here or other Is this live in St. Paul or are they working in your schools but they live elsewhere, they're students here. What we'd like to think that could be a 2 week process, but that would also involve probably working with your staff to work with some of you a language and culture ethnic groups here to do some outreach there as well, so that while many people feel comfortable just taking survey that comes to them either in email or on the district website or wherever, some people may have more of an oral traditions and would need to have conversation with someone who would lead them through that. We would work with your staff to do some outreach there, and then we would gather all that information and we would analyze it and provide it back to you because we think as you ask people for input, you should share what you're heard, then they need to know what it means. So we would report that back to you if you don't report it back by individuals we reported back by groups and we will hope that it reflects that people see their thoughts and their comments in there and then we would use that information and BWP would do this work to draft a leadership profile for your consideration that leadership profile is that basically describes that experiences now is skills and personal qualities that the whole community believes that will lead to success. But ultimately, it's your decision about whether you think we've got it right or wrong, and if we would present that to you at a open meeting where the

community can see it and available to them. It also provide you with robust data that we've collected and shared with you on that. We talk about the profile and the recruiting people, it's so nice we've been able to be here and listen and with all the different groups and let them seeing and ask question, what did they mean by this? So I'm just going to deeper, so they can understand truly Saint Paul. We will have our application process open from September with a formally closing date, but people can begin applying right now. Then, what we would do is begin looking at that applicant pool, as with your consultants, and we will be looking at and interviewing the top applicants at that point I really try to be specific in my language. When you apply for a job, you're an applicant when you start interviewing your candidates, and so we would look at all the top applicants and decide who we should screen on your behalf and screening means that we actually, talk to them, ask them questions that are specific to your organization that related to the leadership profile, that would address some of them how they can build up the community, but also how you address some of the challenges facing in the schools from that we would evaluate them using the leadership profile and their answers, because asking the right questions is good, but you really need to assess the answers. So that becomes the movement, the leadership profile becomes a rubric for how well we can do in addressing those issues and we would narrow it down from a larger pool and we can't tell you the number of the applicants you'll have, but it will certainly be more than 4 to 7. We think it'll be certainly 20 or more our experience could be. It could be as many as 40 but we think that we're going to focus on quality rather than quantity and so what we would narrow it down to is the 4 to 7 candidates who best match that profile.

Director Allen: I do have a question right here, but if you narrow it down to those 4 to 7 candidates but our work group decided that they just don't like those candidates, we can throw them back at the pile and give us some new ones.

- We start over, but it never happens. We're here for the long hall. If they don't feel confident leading this role, then we keep working. It will just take a little bit longer.

BWP: Also part of that process is if you dive in your background and so that whoever goes forward to that committee, there are not surprised us about these people as you go further into the process. We have been impressive BWP in the process and digging deep into campus. In some conversation I've had board members in the last couple of days, some of these states, we're going to end up having to probably use some judgment calls in December. My commitment and BWP's commitment, the goal we have is that you're going to be completed with your 3 days stay in the district and the board would select their candidate before December 20th so that you can begin your negotiations so whenever they would come. So we might have to work with those dates a little bit. So I'm saying why we have them in here, the December thing is something that you could evolve. We'll see you check some of your schedules. So as we put this in here, we're probably going to put this in as a working timeline. I also don't want to get so literal that there's no building this flexibility, what is not built is the fact that we want to have the cut date at November 5 because that enables this to happen. We will have first round interviews with the beginnings December and that's would be the group that the search task force committee would be involved in working. It could be an hour and a 1/2 to 2 hours, it could be an hour, you know, we will work with you on doing what you need to have done, and we think that's usually a minimum of 2 days, occasionally 3 days. We always suggest that you're trying to find a site with privacy for this. So if you bring them to the district office and everyone watches and walk in and watches and work out there goes through confidentiality, so in the best of all parts of the worlds you work with a community partner who says you can use our space and we would work on that with you to set up and that group that is your search, maybe then present those candidates to you as a board for your consideration. If you accept them in if the processor comes over at that point, the names are released and you would then be organizing yourselves and once again, December's a real tough time. As I bet there are other things going on in your life and so that's why we're talking about it in August. You'll have an identified candidate that you would like to hire at the end of those days and then then it goes into the contract negotiations, the requirements that you have in the state to post a contract like that prior to board approval and things like that, so there's another timeline that goes into effect then. This is where we like to start working from, if the back end needs to be pushed a little bit up out, that's okay. That's one of advantage of starting early.

Director Allen: I have 2 things, allowing the first couple, so the September 9th and 10th, if we begin for Community engagement open forms, the 10th is COB meeting, that's one and than the second part is the online survey opening up and I'm just I'm just wondering why we decide to open up the online survey after we do the community engagement and not the survey before the community.

- Actually if I wouldn't make any revision of this, I'd open them up simultaneously. We talk today about I'm just survey a little bit with some of the focus groups we did with administrators today. I said, get people out to let them know it's coming and make sure that not only do you take the survey, but you encourage your staff and the communities as well and so I would probably ask and I think you've got a good suggestion open simultaneously, so there's an explanation out of it and kind of launched it all at the same time.

I think this would be a nice, strong marketing put in the survey, and it could be September, ninth or whatever but then in the COB meeting, we're able to make an announcement and remind the public that this is what we're working on and we have these community engagement dates coming up so tune in, and so it just makes more sense to kind of flip that around here.

BWP: We'll also be the one running with the engagement exercise in those places where it would be necessary for us to use district resources for translation for outreach, we will be working with the staff you already have in those runs.

Director Carrillo: So, on your experience in the past with researches, especially with larger school districts where very diverse school districts has the engagement always or has the engagement ran into snags, where you're like, we don't have enough people or a group of board members are like you haven't outreached this community, and I'm curious to know like how you've navigated, that has it pushed the schedule back. What kind of background do you have on that?

- I would probably say that it may not, engagement can reach everybody, because there are in these 2 opportunities available with anybody and everybody without invitation, and that would be the online survey and the outreach that went there. Also we typically run open forums where the same stuff that we would be doing with define groups here, leadership moves your PAC, union people, you high school usually identified people in elementary schools and middle schools and in high schools your staff members of both certified and not certified all of those groups would have that opportunity to be invited to something, but that if they could not make those not to be there, it also have an evening and morning meeting as well because sometimes it's easier to do it at 8 o'clock in the morning than it is to do it at 6 o'clock to 7 o'clock at night, where they'd have the opportunity to join that or either in person or online and actually, one of the things we learned through endemic was some people were much more comfortable participating online, if it's their lifestyle, and so we want to meet them where they're at as much as we possibly can. Will everyone have their own wonder what opportunity to talk to us never could happen. It would be humanly possible with the size of your schools in the community and any other school we've worked with, but would want to be strategic in fighting. The leadership in those groups that you already have identified those make the corner of that engagement group and you would be working together as a board or as a subcommittee of important that I wish one of those groups and we work on a schedule that works for work for you on the days that we've outlined here. A couple thoughts, you would have a final approval of the engagement schedule so it's going to be a partnership between staff and board members that doesn't use the best. Second, we are bringing a larger team to be able to maximize our exposure to different places, for example, if we were going to have a community forum. We could have more than one in the evening. If we could go to the types of ways you normally want to get into your different neighborhoods and again, we would ask you to guide that, but we're going to have that flexibility until then, we're going to also have the accountability of you signing off before we get into it and so the thing is going to evolve, and that's where it's good that we're going to have this time between now and when this might occur to get your school year started and then we'll have to do the organization. So we're trying to get all this so that we aren't going to miss and be for miss an opportunity.

Director Allen: During you guys freaking taking during the community engagement section you guys talked about getting into community and knowing about the soviet jazz and other things that are happening in community. Do you guys have a calendar of those events that you'll be present to redirect them, to some of this engagement, we're doing and surveying?

- So that that is actually a component that I spoke to and having being a Minnesota resident, being from St. Paul off origin, there's a lot of things that we know exist, whether it's something you sponsor or whether it's something sponsored by community Partners that you're in collaboration with, and I think those are some of the organic places that will meet community, where they're at and likely get higher participation rate, and so one of the things that I've experienced is that if we know we have to target you know, or over sample certain groups because of where they may not

come to our schools, they may not come to a district meeting or answer survey because of whatever barriers but they will be, at Rondo days where they would be the jazz test so they would be at whatever a community function is that would be important for us to know what is of value or priority for the board. So that we could prioritize those into an engagement calendar, because, again, there's infinite things happening, we certainly can't go to everything, but there are key ones that, you know of that you would say, yep. These 3 or 4 big events, we would like to have some opportunity to be able to engage there, and that might be in partnership with some of your liaison partners, for example, that might be already at those function that already have a SPPS booth, if you want to certainly tap into that and at that, we will be able to start conversation or dialogue for surveys.

- This is new ground for me. I don't want to promise something I can't deliver. We do have a couple people here that are close and if there's something that makes a lot of sense we need to consider, but again, the thought is what we're trying to do and if let's say if you add something that you can have a booth when we were doing a survey or we can attract people, but I think some of these things we're just going have to use some judgment calls on it. We also can maximize them out in the schedule we're organized. If we have a couple of add-ons, we're just going to have to be thoughtful about it. we're going to have to give us the ideas and we can talk about the pros and cons, but I also thought the spirit of which that was said is what we're trying to do to be able to do that type of outreach

BWP: In your package, there's description of something that we talked about earlier that would go one to help make the engagement go really well. One of the first thing that we will ask you to do is to know that you as directors the same questions we ask you are the same question we'd be asking in all those different groups of community and engagement on the property. So we asked the questions of you know, one of the greatest strength of SPPS, what is the greatest challenges facing SPPS, and than what are the skills experiences are so quality that the next superintendent of SPPS needs to have to be successful in leading you forward. We talk about the ability to do in those 2 days, about 40 in person stakeholder meetings enough to have 18 online and 5 community forms so there's a lot of method. 63 opportunities for people to participate. We suggest that you do a couple things, help us identify someone on the administrative staff who can help us organize these sixes, we'll be a place to meet them and meet the people we'll need language cover, and need to make arrangement for that and we need to think about if we're meeting here or we're meeting elsewhere, we've got a factor in travel times and you'll be a better estimate, following things to get a few of your neighborhoods are different schools in this community. Then we give you some ideas of them groups that you might want to include, in Some invitation focus groups whether they be parent advisory groups or foundations or leaders or unions or principals, community leaders or even governmental efficiencies. So this is the capital city and you have the whole community here, but you'll also have your local government officials and also the county government officials degree. Which you'd like us to talk to them as well as the faith base leaders that may be important for us to have these same kind of groups. As well as student leadership group and student affinity groups. All of those things that are good, this is just an example, this is not exhaust of us. In the network of release and guidance there, I will need a staff member to work whether that's here who could help us to organize those things and plan those days and then make sure that invitations get out so that falls on your communications director in your district, then we'll come and conduct those and then we'll pull all of these the information together. One of the great things about meeting with community members is that we can also be here to tell them how things are going play out. We're at the role of see where it isn't. If you are clear on those things from the beginning, and it gets out with a consistence message. when people are far more accepting of understanding the you know how it's going to proceeding and who's going to make the ultimate decision. We think that's our work. We wouldn't tell them where they don't belong, but I won't be telling them who was ultimately making the call it was and it isn't me or Kevin or Jane or Michael John. We'll be looking for guidance from you, and that's something that you know you can't probably have that conversation tonight at the table, but you will work together on that and provide us with direction before the 9, we'll be busy getting ourselves ready and pumped up to do that and talk to you and work with your tech department on how to help best to reach out to people an online environment, because you probably already have some ways in doing that, and introducing a different platform would not be the right the best ways to do so if you know I'm sure you've had a chance to review it, are any questions about engagement. I would say is your charges that identify those groups and I would begin with those already established groups that we should talk with.

Director Ward: There will be opportunities moving forward from board members to like give you a list of deeper ideas. Frank! like that's not something you have to figure out now,

- Our suggestion as you give an opportunity for board members to give those names and work with staff to make sure you can consider anybody you need to
- Questions are going to come up, board members will say can I attend these sessions? We think this an individual stakeholder group should be just stakeholder groups, but in the forums in the evenings, your communities board members are welcome to attend. We think they probably should be natural as far as participation But these are your community and if you want to be a part of them, that's no problem.

Director Vaillant: During screening, what kind of questions so you ask them?

- We did all of our questions based upon your leadership profile, and what we've learned through the engagement process, so we might be asking, and I like to ask a lot of people base questions. So how have you done this in the past, because it's usually a good prediction of how you're going to solve a problem or act in the future. But we really develop those questions based upon the leadership profile and the engagement information provided yourself, if there's a if there's some issues here around enrollment and then the number of school you have, how you change the boundaries or things like that, we would want and ask a question similarly like this, tell me about a time when you've worked in your present job where you've had to take some tough decision around for school boundaries or enrollment and how did that work? Then what did you learn from that process and how might you apply that to your next procedure? So I want to know what we've done in the past, but they've learned from it and then how that movement would be beneficial and apply to the new setting
- That's a good question you ask the profile, which you're going to find is going to watch some of this culture responsibly in a DEI, and actually we're going to be looking with the evidence that you have shown. So not only will we ask this type of questions we're going to need to get verified when we talk to people other than the references. So the thoroughness of the vetting, which you're counting on is to make sure that there's going be no surprise other questions.

BWP: So one of the things we'll be asking you is to have I mean as a board is identified and you can do that whole group or you can do this as a subcommittee and work with your administrative staff or whomever identify those groups that If you want to have several focuses, and we'll work on those within that schedule all those days and in times and whether they need to be in person online and we'll be looking for recommendations from you, but right now we would be looking at booking those days ourselves to be here to conduct that information and then we would ask that you provide us time in the board meeting and usually it's a minimum and a 1/2 an hour to present that information back to you and provide that data as well as to your community because they want to know and think someone mentioned earlier that if I took the time to be. Involved, did they actually listen and do something with it and we want to honor your participation.

We've gone through and talking a little bit about the search timeline, one of the things that happening towards the end of the process is that we would want to with your community set up a time prior to their interviews for to provide some preparation, most of them to prepare them for their responsibility. So that includes talking presenting those families to be today was the interview, but also helping me develop questions that they can work with and then how did you give them some tools to evaluate because answering the questions easy part is gathering the evidence so that when you evaluate the responses, you can talk. About in that evidence based way, and then providing them with some tools to build presence around who they would not move forward to the board. That's what we talk about in terms of I'm scheduling a workshop for that group. We want to provide you as a board with that same thing, it's a time for the same day or something like, but we'd like to make certain event you are prepared. So that when you go into the situations, and this is very public and right out there, that you feel prepared to have those tough conversations in a way that is that gets the job done but also I know one of the things that I've watched some of these deliberations. You're honoring and be respectful of the candidates who are out there and you know as well and so we will work with on that and that we've come up usually that would come up right before or very close to when you are about to interview candidates so when you work with you on one of the questions you'd like to ask with these candidates, you'd have the benefit of the questions that were previously asked them and we would ask the committee that with the initial candidates are there additional things you think that you would like to see the board probe more into during interview. So I'm trying to make sure that if everyone feels prepared and confident in moving

forward and helping you to have a conversation around the evidence you gather in the interviews and from reading materials in the applications allows you to have a conversation because if Kevin and I interviewed candidates and as we looked at them and we said well I just like Jane better than Michael or Michael better and Jane, we can have an argument because liking is a feeling that we want it to be as evidence based even though we know that at some point you're going to look and say there's comfort levels of what made you more comfortable. When we talk about interviewing candidates, there are a couple options, we think are always the best way to do the person and but we know that at some point, some boards have decided to be in some circumstances that online is the way to go when you do them. In person, if you bring people who are nationally doing somewhere else, there's costs involved and typically boards pick up those travel costs with the candidates coming in, and that was described in the proposal that we shared with you and so that usually involves them coming in the night before and leaving the day after day after or the day of the interview, depending upon the timing and where they have to get to. So we'll be we'll be working with you on those things, and we'd be working with your administrative staff on how to come to the cost of those states and those would be it at the district's expense? We also will later on downstream talk to you about how you envision those final interviews go. There's lots of different models. One thing that is certain that if they're the candidate interview need to be in public with the board when you have those finalist and so we'll be guiding you along those with the guidelines of your legal counsel, so that you know you have dotted your eyes across your Ts and done that appropriately.

Director Vue: is it possible to see a sample of a leadership profile.

- I don't have one years, but we can easily send one
- There's oftentimes some commonality between leadership profiles, but what is uncommon about them is a list of things you like to have but the nuances to figure out what are the highest priorities because those are very different and you have to have that conversation around the leadership profiler.
- One of the things that's important is that you know, we spent a day and a 1/2 here in the district, and we're going to leave, but we need to have some ongoing communication and you want to know how the search is going and typically we at the board of points of liaison between the search of the consultants and the board, and that information flows From us to that person from that person to the board, and I don't know whether that's going to be for the board chair or the vice chair but we want to be certain that as we go forward that we're updating you on our progress and ask you critical questions along the way that you may need to bring in and ask the other board members about and so one of the things you could discuss tonight, I'll just who would be that person and then we've already asked you're going to say the reason about who would be the person on staff who we work with to push out information about the public boards and the online surveys, and how we get that information well out to the public around the entire district. In this district, you have nights at the beginning of school year where parents come in business schools that is an awesome time to get them engaged in, so we want to really take advantage of between now and start your school year we've got about 4 weeks to really do some heavy lifting on communication. So we want to work with each step there, but is there if you would have to decide you let us know. Who do you think should be the liaison between your board and BWP. So if you have questions on a board, you go to that person and they come to us rather than we want you all with you the same things at the same time.

Director Henderson: I can share both just you all and then just remind your group of members what we've been doing throughout this process, we have a small committee of small working group, so we would like to continue with that model of that's where a lot of information is living and moving through, but yes, we'll continue to likely be the main point of contact, for the board and then I'm bringing questions up to that group.

- We would be communication directly with you.

Yes!

- I'm going to go off the script just for a second. You all as board members, if you have people will that approach you that have an interest in applying for the job, we encourage you to tell them to contact us, so you can remain neutral. You are going to say, we're going be making the final decisions you go through the search team. Sometimes there will be people who actually might try to lobby. It's not unusual you just have to say. This is the process that we have set on doing this go through and they will do your betting and in no way is this negative, we encourage you to

apply and go through the processes. it just naturally does come up. So I just want to give you a rule thumb for you to consider you don't want to disrespect someone that has an interest but you also channel them the right way.

BWP: One of the things that hasn't happened to look at how you would like to post the position. When I applied for job, I'd like to believe that I've read every time but I don't, when things gets serious, then I come back and look at it again. I'd say that, as a cautionary tale that I don't want to perseverate on the actual language, what we did was pull information from the RFP that were sent to us that was available on your website. I'm going to put in some information about us.

The only thing that I might add is a statement that so applicants are advised to not be contact board members directly to work with the consultants and our names and phone numbers are listed there and I do answer my phone and you listen to the people and I know that everyone else on the team does as well. If you would like to pretty it up a little bit or change it or shorten it, we're happy to do any of those things we drafted this to see if things moving and it's always easier to change or you can see what it might look like, but the real goal is to get it out there so people can see and the advertisements that might be placed in online. Who would reference this, it would be on our website and this would be the official way that people would learn about how do you apply for the position.

I would appreciate that. The board might sign off within a week these things. The board should sign off on it. Staff can help. We can also work with staff to give them other examples, but this content was just a placeholder. You might want to do it a different way.

Director Ward: We will look at this and send any questions or concerns to Chair Henderson.

Director Henderson: Send it to Kaying as well, she manages a lot of out communications. We can send an internal date of when we expect any edits, and if we're not hearing anything, we are going to move forward in the direction that we're in.

BWP: The last piece that I'd like to look at is the draft the online service and see if there are anything that me are missing of should be change.

First I want to tell you I'm working with the success, just saying each of these surveys make for each community so have tried to do a little bit of that, but we do expect you and staff need to have the final sign off on it.

The reason I take the emails is because there'll be people who have a lot more to say and we don't want to not give them that opportunity. They are BWP property that don't become public information, but they do help us and we can tell something about hand it does occur at the time, a lot of them gives people a chance to do their voice and people want that so again, we're going need you to sign off of that in the appropriate time and then we begin making decisions with the board and your staff and what languages this survey should be generate it and then how you feel, the best way is to create the engagement of the people in the different languages. You figure out how we need to get back from this time, you will provide to surveying English and in Spanish, but there are other languages that you have large populations in the school. We would need to work with your staff because our ability to translate it easy just might not be any good, and so we want to make sure that it's successful, and probably there's might be 2 or 3 languages that you'll like.

The sooner you make a decision, then we can start working with those people in your district, you can help us to create those.

we've identified and made some decisions tonight that I think are really important, the first one is that we're going to have a committee at the initial interview process with the top candidates, and then they will make a recommendation to the full board to interview the top 3 of those candidates that presented. The second thing we've identified that our contact person with the board using the Board Chair. The third thing that we've done is we've talked about where we're going to market the position any advertisements that will be placed so those will be ready to go and bring the publications so that we could get that beginning of September date we've talk to you a little bit about how to figure out and talk to a lot about community engagement, but you are going to be doing some of that work in identifying the groups that we should talk with, and give the time parameters, I think we'd like to be able to talk to everybody but that's that realistic, so there are some constraints on that. We have talked also about the online survey and people getting their questions or suggestions back to us as soon as possible so we can work on that as a board. We talked about finishing up and looking at the vacancy as early as next week.

Director Vue: The Superintendent in BWP, can you give us an understanding of how the life and career of the superintendent may move around because I think there are lots more board about national superintendent may not be a good fit for SPPS, but I think the reality is people move around to go from

place to place and I just like you to kind of share that you can give us the inside on that far as a national search so we're not, we're not like you have to come from here this if they're difficulty.

- Superintendent do change jobs. I did, Jane did it, Michael's been a couple, Johnny's been in a couple, Kevin's been in a few. We do change jobs. Some people move from smaller districts through bigger districts or and sometimes they're encouraged look for another job. What we founded said, the world of schools has gotten a lot more contentious, and as individuals who serve at the will of elected school board members. As soon as the watch the year, you will be hiring a superintendent but you have election in 2025, right? So the composition of board may change, and sometimes that means that there is either a willingness to work with that person or not, sometimes difficult decisions that are necessary to be made by community whether it be around budgets cuts or closing schools, or changing enrollment boundaries can often have more whether you have school during a pandemic or not whether it's open or not, can't create lots of tensions within a school community that the cost people to think they needed to have a change in leadership and the person that typically is the one that gets changed is the superintendent.
- When you're talking about from a National Superintendent and you're talking about larger systems, there are some places in the country that politics are getting much more in the way than they should be in searches. When you go to districts, like yourself I'm talking about people that are committed to urban education, and that is a consistent that isn't to do with the politics is dynamics of how you serve such a diverse group that group becomes more unique in that group, they'd have to have a track record where they've done it but they also have to have a passion for committing to the work. The other thing is a different type of skill set that you're dealing with that. Here you're dealing with the skill set of understanding the types of things you're serving and there are people out there, there are probably less people out there, and there have them. If this pull it is getting a little bit smaller, but you are a destination, you have a lot of some things happening, there's going to be more attention to your state. There's a lot of things going on right now, the fact that we learn today that your governor and your mayor your children are living in your in your district. For these things we will be using, and as we hear some of these strengths in sharing, well, you might be a little further North than some people, but we've got to go East and West and North and South in this, but we just don't know what it's going to do, but they'll find us as much as we're going try to find them, but we also going to be asking people, do you know people and the same thing as we encourage you, if you know somebody encouraging them to apply. So we can have the conversation when we're back in your district.

Can you give an examples of how the leadership. How BWP use leadership profile to sort of screen our candidates.

- The first step is when you receive their application materials, we want to look at the word of the priorities that you have as communities, do they have similar experiences after working similar districts. Then when the second step is that when you've identified those people that we think are superior and with applicants that we want to talk to them in person, so we'll go back to that same listen things and say, how do we then drill down into it with some St. Paul specific kinds of questions so rather than look to see whether we think it's there, we want to hear that it's, they're in their own words and then we assess whether that's various to that and what you would your community would like to have and then we would then work with that being leadership profile with your committee and with you as a board, so we can see how you use the same similar ways as a tool for your interviews and candidates and your assessment of them and your conversations about their skills.
- I will tell you that as we work, we don't always agree on candidates and when we have disagreements about those we go back to that leadership profile and say okay, why do you feel that way, what is the evidence and how does that lead to exactly what this looks important in ST. Paul because we don't have a list of people that we want to apply for this job, we're very well based upon your needs, rather than the candidates' need.

6. Policy Review: Students with IEP

Superintendent Thein then welcomed to SEM team present this policy.

The objective was reviewed and included to provide the Board with an update about the following,

- Why the policy is proposed
- Policy 509 overview
- What will change when the policy is adopted
- How is it practice
- Questions and next steps

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Valliant: It's stated that, whether or not a student with an IEP engages in conduct that danger or may endanger the health safety of property of the student or other this person may be reported for a crime created by a student with IEP to appropriate authorities. My question is about whether or not cause that sounds like it's saying I don't know if it is but it sounds to me like it's saying, regardless of whether not they committed a crime we can report a crime because it says whether or not. I might be reading there wrong but this is what it sounds like to me.

- This may be one where I will lean into support from the legal counsel, because the citation associated with that seems to be connected to federal regulations, which my understanding would be is that that language is taken from the federal regulations that that's written into federal law, that somebody could report a crime outside of what the school district actions would.

Which parts comes from the statue and which part is re-written? I just want to make sure that I understand. If it's going to be a policy, it need to be written in a way that is easy to understand.

Legal Counsel: there It is a certain amount of different policy that is based in federal regulation, where you see the reference to 34C, section 300 point whatever and there is a provisions in federal law of the protection of students with disabilities when law enforcement becomes involved, and in noticing that when law enforcement does become involved and the student gets involved in the group of the system that the individuals have access to their IEPs know what their services are with their disabilities may be while they are ones that make that process begin. So I am just making ensure that the people are aware of the disabilities aware of what these constitutions are and so and is that language with respect to recording potential crimes, whatever that is, that outside of the federal design and regularization.

Director Henderson: Director Valliant, is your question around the weather or not? Because in it in our mind, it implies that the or not the student might not have actually committed something. It is okay,

Director Valliant: Yes, that is what it is.

Director Henderson: Ok, that's where the question is, is the language necessary doesn't have to say whether or not or can there be either a clear message?

Legal Counsel: Whether or not something is a crime or not is not a determination for the school to make we don't, we're not part of that system. Its saying it may or may not be, but it's not the obvious action for school to hold this right too. We kind of reflected that in our responsibility so that schools are not criminalizing students

Director Ward: So it would be accurate to say is that the weather or not is a recognition of the fact that just because someone thinks a crimes and committed against them, and they're reported, that's recognizing that they may be wrong and maybe that student actually does not commit a crime.

Director Valliant: That is not what I am reading. You said that the school cannot said that a student committed a crime, but it's stating that any personnel can report it as a crime, which still says that a crime is committed. This is still very unclear and for it to be a policy, it should be more clear. If it is not clear to me, it will not be clear to parents, staff or students, therefore I do not think that this policy can be reference.

Legal Counsel: We can go back are look at the language for this part again and re-write it to make it clearer.

Director Allen: I just want to kind of back up exactly what she's saying, because the part that throws me is it's the weather or not and then school district personnel may report a crime committed by the student with an IEP to appropriate authorities and so I guess from being in the classroom, in my perspective, if they have an opportunity to report a crime on

A student that they don't like, they will happily do so, and I've seen it way too often where a teacher literally put themselves in the way, and when the kids said watch out, then they were say HE ASSULTED me and took off running down the hall to the principal, like they really got assaulted. So that's that language stuff concern me. It does, because it's the mindset of the individuals that are inside the building

that will determine whether or not our students get criminal charges in it and whether they determine that those charges are not guilty, it'll still suck on their records. That's my concern.

Director Carrillo: I think I definitely share their concern for sure. If a person who's in our staff or any student feels as if a crime has been committed against them, they are going to have the writer reported outside of what discipline we think is appropriate, and it's not a right to take away and I think that that's what that's trying to get at that,

Legal Counsel: What you just said this is certainly accurate, but this is gear more towards school, taking actions for involving enforcement and student and individual's private right of actions, it's not something that is in within our control. This is more towards school district, when law enforcement is present for the removal of a student with a IEP and they have different experiences in the conservative action.

Director Allen: I just want to be clear, I said to this before, I'm not concerned about my SSLs because they came into this game being properly trained to engage with our students and operate in a way that does not push them down to school pipeline. My concern is some of the other folks that haven't had that training yet that haven't had that equity training, don't understand what they're doing, and they just are in them. I want this kid out of my classroom, those are the folks that I'm mostly concerned about.

Director Ward: Thank you Director Valliant for bring this up, because I read it the same way you did, where I thought it was talking about individual people reporting rather than the district reporting. I think that is a good clarification.

Director Valliant: My second question, It says that the law requires that staff use our friends of procedures have been trained, insists that the IEP or ISSP may plan for user research procedures and shall indicate how the parent wants to be notify when restrict procedure is used. So my question is, is this saying that this can this can be planned for and placed in the student's IEP, if that is what it's saying, at what point does this get this discussed in general.

- Restrictive procedures are part of special education on at the state and federal level and exist even beyond this policy, it was brought into this draft policy, because a crisis team may use a restrictive procedure as part of intervening when a student is engaging in conduct. That is, that has put their own safety or the safety of others at risk. So, a restrictive procedure is not always going to be done by a crisis team. Most of the time a restrictive procedure would be the staff that are working with that student every day, the TAs the EAs is the special education teachers. Most of the time I don't have the exact statistic, but every time a restrictive procedure is done within the school, a form a report is filled out. We track and report those to the state every single year. There's 2 types of restrictive procedures. One is seclusion, and in which a student is placed in a room or in a space ad egress is blocked. We do not use seclusion within SPPS. The type of restrictive procedure that we do use is ahold there's different types of holds and those are only used in emergency situations and that would be an intervention, only used to ensure the safety of the student or other students and as soon as that emergency has lessened, the hold stops. If a student has demonstrated behaviors in which a restrictive procedure may need to be used and again, most of the time, that's going to be the staff that are working with that student every day, that does need to be discussed by the IEP team and put in the student's IEP if a student isn't demonstrating behaviors that the team would think a restrictive procedure would be needed, a team likely is not going to talk about it because it would only be applicable in an emergency situation, most students who receive special education services will never be part of a restrictive procedure, but the ones who do engage in behavior demonstrate behavior for which restrictive procedure may need to be done. That's when it gets reflected in the student's IEP or if it's a student for whom they don't have a history of that type of behavior and all of a sudden, there is an emergency situation. The team does a restrictive procedure. Then the IEP team would have to come together and say, OK, this has happened, let's talk about the behavior intervention plan what needs to be in the IEP during the school day,

Director Ward: If a restrictive procedure was carried out during the school day, what happens after that?

- Special education law requires that parents be notified that same day through the sometimes parents want to be called, there are students that have restrictive procedures done more frequently and at that time, occasionally a parent will say I just want you to email me or text me, but we provide that communication the same day and then a form is sent home, if not that day, the very next day.

Director Henderson: Is SPPS does not use seclusion, is there a reason what why we include the language it in our policy and repot it?

- While we don't, as a district support seclusion, we do not have any registered seclusion rooms if a district were to use seclusion in some districts in the state of Minnesota do, you have to have a registered seclusion room on very rare occasion, I have not heard of this happening in St. Paul, but on rare occasion a student may inadvertently be in a situation that could be considered seclusion, and even if you don't have a registered seclusion room, you still have to report that to the state. So I think this is just reflecting that if that were to inadvertently happen, we are acknowledging that we will still report that to the state and seclusion reporting is actually done quarterly to the state, whereas the rest of the restrictive procedures are done on an annual basis.

Director Carrillo: Is this policy more gear our staff in the district but I do not see any language covering the behavior of law enforcement if we called them and how they behave towards students in our facilities and as are transporting them wherever they're going, whether it's the parents' home or a holding facility, and one of the questions that I was rummaging through my brain, for a lot of adults to restrain and to hold people, and so I'm curious to know if there is a policy or a statute regulating that for use on students. I don't see it in Minnesota, statute, 125A0942 subdivision, 12345 I read it all through, right now, I don't see anything regarding the use of sedatives, so I'm just curious to know if that's covered and should we start thinking about maybe potentially raising our hands and saying it might be a separate policy, but maybe the same law enforcement you're not allowed to use sedatives to support those students, because I don't think it's appropriate and as a parent, I would be concerned if they bring that practice here because my understanding is that it's in certain cities, it's widely used and law enforcement officers will force, how do you call an emergency staff to administer to people. So I have a big concern about it.

- Law enforcement can act as their own self, legal counsel, if you want to chime in on that 1 as well, I don't think we can have regulations on how they respond when they do respond to our school on what tools they use correct me if I'm wrong on that legal counsel. But if we had school resource officers, then we could do some of those parameters, but law enforcement responded from outside, they're going to do their job the way they feel they need to do the job. That's the answer I got for you,

So it's kind of a legal area that they, unfortunately, some officers take advantage of I'm not saying all of them, but I do know that it is unfortunately it happens

Legal Counsel: With law enforcement being a completely separate entity of the city of Saint Paul and not under the school district, but really, it's very little that we as a school district can do through policy or otherwise enforce it upon them.

Director Allen: I think that this is why it's really important to have appropriate response in the city. I know I was just out in Oakland and they have a whole system set up that when you call 911, and it's a low-level crime or say a conflict at a school or deescalating young people, the Marco people pull up and these are licensed social workers, de-escalators, chemical dependency, people. Mental health folks, community members, people that are part of the community that are there to experts, a crisis response, and so they can help to support that, and they respond to their school in Oakland, it's not police officers, it's the Marco system, and so I just wanted to put that out there, because well, one I'm about to start appropriate response, and maybe we'll not at St. Paul though, but I'll be doing it for the Maplewood schools and the Eew brighten schools and the Mound view schools. I just think that I wanted to say it publicly that there is a system that does exist there are things that we can do in ways that we can continue to build this so that we're safer, we just have to work together with our county and with our city to make it happen.

- Regarding law enforcement in St. Paul with our relationship with St. Paul , PD and SPPS, we're creating that relationship so save for athletic events, permanent events if law enforcement are work in those events that relationship we have with PD, we're getting former SROS that know our students in the community and I get your concern. I get your concern, but I just want to say that to put it out in this space too. We try to get officers that know our students that have been a part of SPPS in the past to work our events but coming off the street and responding to schools for incidents, yeah, I hear you.

I just think that anytime you're a police officer you've been through the militarized training to respond to things in a particular way, and there's no youth training in there, there's no youth worker training. They do a little bit of the escalation, but they got about this much patience, and then boom, you hitting the ground, and so the de-escalation doesn't even seem to be a thing. So anytime you have the title of a police officer. You have gone to a tranny that allows you to treat civilians in a particular way, and that's my concern with having any sort of relationship with police officers, because when we're doing, we're in the business of children that can solve any kind of violent situation that happens, their patients are done and

they smash them to the ground. All of that is trauma that they will carry for the rest of their life and it's attached to us in those situations. so that's my concern so I do have a couple questions. I'm really interested about the reporting. You said we would report once a year?

- We resubmit an annual report after June 30th regarding the use of restrictive procedures.

Do you ever get any follow-up from the state on it?

- The state does not look necessarily at specific district data. They combine all of the data from across the state to look for trends, statewide, or in certain regions, the state has been looking very closely at seclusion data for the last couple of years, and there's been some talk that there may be legislation at some point that prohibits the use of seclusion, but there's not necessarily a specific follow-up from MDE to districts, but it is part of conversations when we have an MDE review of our special education programming that takes place about once every 5 years.

Then the reporting is not for accountability, just so that they can gather data?

- At this time, yes

One more question I don't want to reframe it like this, but what does re-entering back into the building look like, is there. How do we go through that process? I know that you know, of course, there also has to be something that happens within the school too, where we do when we just send them back to school, talk to the parent, Is it a sort of justice circle? Do we come up with a plan for preventing it from happening again? How we do?

- It may be all of those it really depends on the student the circumstances, the family at a minimum. There will be supports in place the day that the student returns that it would be the special education teacher, the social worker, it may even be the SSL meeting with a student and helping them feel supported as they transition back into the school. There's also going to be conversations with parents or guardians about the incident. How are we supporting and often there is going to be a conversation with a broader IEP team is what we're doing meeting this child's needs if we saw incident rise to this level are we really confident that we are meeting this child's needs? Are there changes that we need to make to improve the services that this child is receiving to make it less likely that this is going to happen again.

Does that happen the same day that they come back or how long does that take to put together that I am peaking, because I remember man it took a while to get a kid assess. I wondering how often are we able to pull this, how you can tune that together, real quick, you know.

- At times it may take a couple of days we'd never want to prevent a student from returning while we wait to get the IEP team together, we will not prolong a suspension or deny a child an opportunity to access their education while we wait for adults to schedule the meeting so often, as we're planning for the student to return to school simultaneously, we're working to schedule that meeting and at times the meeting may feel a little bit more informal, where it may be phone conversations with a parent or guardian saying I think this might be a change that we need to make are you okay with this? Do you want to have the full team meeting or do you want to make this change right away so that we can move it along more quickly that we partner closely with parents or guardians and if they want to have a full meeting, we honor that request and at times the parents or guardians want those changes to happen as soon as possible without delaying until the full team can get together.

I know we have the sort of justice as one of our main things we're working on in our district, and I think if there's anytime you use it, lots of times you use it. I think that this is a great time. I think especially with our SSL is to rebuild those relationships and in that process, sometimes things get broken if we're going to be utilizing our folks to respond to crisis situations, we have to restore the relationship when we get back into this space, and so I just putting that out there that I would hope that that's the expectation

- That is the expectation, especially with our school support liaisons so anytime. Hey we got to that level where we had to go hands-on for whatever reason we're going to sit down with that student as soon as that student is ready to explain this is why that action had to happen. This is why we want to hear from you to restore that relationship. I think that's key, the number one tool that our SSL have is a relationship building, and we try to continue to drill that and drill that sometimes students are like my SSL is to go to. So the SSL has to perform a hands-on situation, they're going to say, Hey, this is why and have that sit down conversation with that student to make sure we can move forward.

Director Valliant: As far as reasonable force, my question around this is really more around reasonable force and how it's talked about and trained since pretty much saying anybody can use it. I'm sure there

are certain the crisis team is probably trained in it, what about other staff and how to talk about and especially in regards to smaller children.

- Through SPPS schools, we teach nonviolent crisis intervention, and that's the tool for everyone on this safety team, everyone majority of folks on the safety team are trained in that, and that's how they're going to respond. Staff that aren't trained to use any type of force. They should not be going hands-on put students if they do most likely it's because they're being a good Samaritan, and a student is getting great bodily harm stopped down its life safety situation and they would step in and intervene other than that staff should not be stepping in.

Director Allen: I did have one more 1 word situation that was a little concerning to me, so it's in 4A. removal by crisis team. When such measures fail or when the crisis team determines that the student's behavior continues to endanger or may endanger the health safety or property of the student other students, staff members or school, probably whatever the crisis team can remove the students from the school ground may is my concern shouldn't that say shall or will or like you should be very clear that this is what's about to happen, because that's still you know, it's like this may so we might as well remove them

- I believe the reason why the word may was used was to still give discretion for crisis teams or school staff to continue to try to deescalate the student if they felt that the student could be escalated if we were to say, will, that would mean that if a student were, still, demonstrating conduct that continues to endanger the health, safety or property that if we say we shall or that we will remove the student, then that means that we would have to, that we would remove the discretion of staff to continue if they to continue to try to support the student in their current setting.

Director Ward: I think there are general frustrations with a lot of the background of this policy, and with the systems of this policy interaction, the language specific concerns that we have, that we would want to see changed. I really about comment 7, which is 4B is the weather or not section and so would be to be okay in moving this forward to the reading process, giving that note that that particular section needs to be reworked based on our concerns. Any objects to that? No.

7. **Policy Review : Gender Inclusion Policies** **- Policy 500.00 | Update** **- Policy XX.XX | Proposed**

Myla Pope, Director of Equity, was then introduced to present this policy,

The objective was reviewed and included to provide the Board with an update about the following

- Why are we proposing to amend the policy
- Policy 500.00 shifts
- Policy 500.00 - New language
- Policy XX.XX – gender inclusion for staff
- Gender Inclusion Policies – Additional considerations
- Next steps for the policy

QUESTIONS/DISCUSSION:

Director Allen: So, I just want to say thank you, because I just had a really good cooking conversation with Nexus today trying to figure out this gender thing, because I just didn't fit into any of the categories, it's like I'm a female but I'm feminine, but I'm not a male, but I'm not trans. I mean all the things that they had on their whole long list, which So they're a long list of things. It's none of them I fit into, but this gender diverse thing. It's kind of works, and so I thank you for that. My question in there is, did you get these names and titles from the students image essay.

- No myself and equity coaches we came together, and based on just the research, and you know, terminology, you know, it's very fluid, we just know that it moves more to that language so it's more through just our common knowledge and learning around how things have evolved

I appreciate that title, but I'm old. I was born in the 1970s, and when I came out there was just one thing either you are gay or not. When people ask me what I am, I say I am a Chauntyll. I guess because I'm old, I struggle with this evolution of terms of things so I guess writing things into policy somewhat concerns me because it's like I can recently think, oh yeah, this works and I'll start talking to my young people right and they will check me quick about then, and so I can't even keep up. I appreciate this. I think you guys respond on whatever research you did to make sense to me every day and I just hope that these also make sense to our young people or we don't have to smart, because that's how they move. So, I don't know if there's a way to possibly run this. Policy through some GSA students and find out if how they fell about these terms and things.

Going back to this 4A the respect the gender identity gender expression of lawsuit by honoring their right to be identified addressed by their self-identified name and pronoun, and I always see education, especially the school system as a partner with parents in raising up this child, so it has always concerned me that our school district, they allow things that their parents don't necessarily agree with, because we're working together to raise these children so then what happens is that to me, it feels like it could break that relationship with the parents so those are just some of my thoughts and concerns, as we put this into policy, I do want our young people to be able to express themselves, and I want them to have as much support as they possibly can I just want to make sure that we're not stepping on parents, because they are the first educators, they are the number one they have, the number 1 educators in these children's lives, and I don't want to step over a parent and move with a student. When the parent isn't ready to move in that direction and so that's just some of the concerns that I have around that I just want to make sure I don't know if there's anything in play where the parent comes in and takes the pronouns or the names or if a student just shows up to school and says don't call me Chauntyll, I'm Sean. What's the process for that?

- I think one thing to note is that we're thinking of the safety of the child first, not that the parents are not thinking about the safety of their child but there are many students that are out at school but not at home and there are a lot of students that parents have no idea and we want them to feel seen valued and heard within a school environment. So we do create a means by which students can identify that they want to be called by a certain name or pronoun without necessarily without the consent of a parent or adult. However, the strategies that we use when we're teaches in like buildings and support teams because often office of equity team members are in that process with them, it's always to have a family and parents involved, but sometimes that's working through a process because the student we don't want to out a student to their parents, we want them to be a part of that and have some authority and autonomy, control over, voice in saying this is who I am and then what we try to do is figure out, how do we work together to create the environment, the space and the support that is needed for that title. I hear you right here, just thinking.

Thank you for your research on this. I'm sure this is going to be some other soups, particularly black suds in our schools. They'll be happy to see that determined out this weekend

- to your point to about the language this stuff is fluid probably by next week so many new pronouns. There's z, there's so much what is very important and what is central to me is the fact that we just have to go through this process often. So really what my hope is that we're reviewing this language and our policies more often like this was 2015, it needs to happen sooner for those reasons,

Director Franco: I would be interested if we could as a board maybe offer a recommendation that we include in the policy that it is under review annually so that we don't go another 5 or maybe more than 7,8 years, 9 years, maybe without reviewing that, I think just because of the conversation might be a policy that we could add a statement at the bottom of that says it is reviewed and updated annually as a guide for us something that we can do as a board to ensure that it is being updated and then that becomes part of yearly work plan for it's that particular department that kind of holds ownership of that policy. So I guess my recommendation would be an amendment to the policy that says it gets updated and reviewed annually.

Director Allen: I would support it, just because, like I said, I feel like the languages is changing and so we do want to look at it regularly. I don't know if there always needs to be a change every year, but I hope that we're taking a look at it with the square review.

Director Ward: My first thought is like hmm. I think that if there was a policy that needed to be reviewed annually, it makes sense that this would be it because like the language is the fluid and changes so

frequently. I think this rises to a certain level of importance in terms of how we're facilitating a positive learning environment for our students. I guess I would my only hesitancy is if we're now going to begin creating a category of policies that need to be reviewed every year what does that do to the work of the policy work group does I get expanded to a lot of other things and so I guess I would just say like if this is something we're going to start doing and let's make sure that it's only things that like definitely need it like this.

Director Allen: I also would add that if it's if we're revealing it is that's the same that they're having to go through a 3 read process,

- No, because the 3 reading process would involve changes so review an update and that would be different.

Director Ward: common is not to say like this is a bad idea. It's just like if we're creating like this responsibility, let's make sure that we're very selective

Director Carrillo: I would defer. I would not like to hear what director Pope, have to say about this in terms of the workload to your department is that okay to do this on a yearly basis. In terms of a review. I'm just curious to know what your opinion is

- That's the one I wonder who do I need to ask legal is there some precedence about that being written into the policy? I'm not sure about that, but what I will say for me personally based on justice work and the review of it as well as looking at the rest of equity policy, it's reminded me of the key importance. So I just see in my role in capacity that it's very important that that's central and essential to the work of me and my team, my team and I in our division in our district because this is you know so connected to who our students are.
- I just wanted to get clarification. I mean, I support the more frequent review of the policy, because the terminology changes so frequently, if all we're changing is terminology Is that a 3 reading process or and not consider to be substantive changes to the policy? Or are we going to go through a 3 reading process? I just want to be clear because you know, we working through that and I just want to be clear what is it?

Its around fixing language to surround, review and update as needed. I haven't been a part of the policy work group, so I don't know if there's any other policies that we've made exceptions for in terms of just like small definition addition, possibly because it seems like it would be more so in the definitions section of things that we're updating. So I don't know if just like if we're updating just the definition section if we could maybe write something that you could update more frequently, but I think an annual review of the policy makes sense to me and I think I would be okay with that language and I think under the review of director Pope report any recommendations, I think just hearing as a board that this policy or just having it written down that this policy is being reviewed, which has already probably been past practice of the department, and just putting that language in here, I think is with the fights the intent of the review.

- If I could just make maybe a recommendation, my recommendation would be that if all we're doing is updating terminology or definitions that the 3 reading process is not required, but lets hear from our legal counsel
- We have to reflect back to the frequency of reviewing policy, the policy says that policies must be reviewed on a periodic thesis and the objective of the reviews to determine whether policy will is so consistent with best practice the strategic. Direction of the district and changes in local state as federal policy and legislation whether it continues to be into staff and student families and staff. Since the review cycle will vary depending on the policy type and scope for 3 years with the typical normal inside, so certainly if the board in a particular case with perspective, particular policy wanted to say want to be revire annually served within them. We're moving forward discretion in that surface consistent, we're policy 209. we know that I guess that there are certain policies and things that we were doing an annual basis as well. So you know to the counter, but whether or not there's precedent, I mean, there's sense for impressive, and I think it's consistent with the policy a lot with respect to 3 readings and policy says that revisions that are required owing to a change in statute rule for other government handing may be made through the consent agenda rather than through the tree reading process. So that's the policy standard in a statute of our governmental mandate, so depending on the particular language, depending on you know, whether some of this gets incorporated into statute, maybe the human rights act, and there's new change of language that would not necessarily require that to be reading.
- For clarification through the chair, by the question that I would have would be then if all we're talking about is definitions, it's clearly not if it's not a statutory requirement, do we have the

flexibility to say that doesn't require 3 readings, but if there is because I would not consider that to be a substantive change that's just making it relevant, would we have, could we forego the 3 reading process or not?

- The actual policy tournament continues higher editorial updates that do not affect the title or substance of the policy for rent purpose scope policy statement in print do not need to go through the formal approval process.

Director Henderson: I think of worst case scenarios first, let's imagine that there's a universe in which the district, the board that's really different and someone says you know what we actually don't need any of this language at all or we're going to say gender diverse isn't actually a term that we need to include in here any longer and if that goes through the policy committee, and I don't think that it necessarily will. But I do see and hear a lot of discrimination happening against particularly our LGBTQ students, where they are removing language like this. I would not want it to put us in a place where on one of our annual reviews gets quietly removed, taken out or change and then get to this days where 10 years down-the-line we're looking and we're not seeing any of this language written into our policy anymore, so I would hope that there would be some accountability structure, so when there is a change through definition, the public and the board is informed of that outside of just that singular policy. I'm assuming that we have enough folks in the room and a part of that group who would be able to say this would be the protocol for what the changes what the flavor could look like, but what I'm saying is if we ever find that that is an opportunity, I want to stick those that we

Director Valliant: I don't have issues with me here, but I really don't like being referred to Cis gender and irritates to death. I just I feel like it's very what's hypocritical for and the says that people want to be referred to how they wanted me, and I only was put on them, but this is put in us and it's really weird, I just don't like it. I don't have the issue with how people won't be identified, but I also feel like actually have this courtesy that we're talking about, and again, it's not personal to me and like this fire wasn't like just for me to not saying that I know that, but that's just kind of half of about the general. Now I also will say that our children growing up. You know, in a world where this is normal, they may not care. Secondly, in regards to referring to students by their preferring name and gender not telling parents so why I understand the concern, on one hand, being a parent, If I was to find out that, I was sending myself to school and I'm talking to the teachers and find out that they have been calling her a different name, I would wonder why are you doing this? That's not my child's name. You should be calling them by the name that I gave them, that's what's supposed to happen, that's their legal name. I understand that they have preferred pronoun, but maybe that's something that should be shared for different reasons because every parent is not going on this Be as upset as a child, may think they're going to be. But if there's something that they need to talk about, there's out so that communication has not happened, because the child is hiding it and the school is hiding it too and if I found out about it, this really lying to me, because that's what I'm going to feel like now, I don't trust you with anything. I can't trust you because you are withholding is something that's very, very important to me and watch out, and how can I trust you? Number two, there are children who are getting bad grades and they have to face their parent with it at home, but we are not talking about it, but in this case, it is top of line and made into a policy.

- I appreciate your honesty. Your truth and the perspective that you're sharing what I would offer to as I stated it before is thinking about the safety of the student, but also the fact that the additional support as always to move towards making sure that the student gets to a healthy place in point to have that conversation with families, so it's not that the staff are working to keep things from the parents, it's to make sure that students are able to do what they come to school to do every day and that support team would be in constant continual communication and support of the student, and that's what we want to do is create that space, so that it will get to a point where those conversations can be at, and as I say that I also hear what you're saying as a parent of a child that goes to another site for support and learning and growth that is your child and you should know about what is going on with your child, but also thinking about what we're tired to do and how we're tires to protect students that are often not protected. We have to think about those students as well and creating a space and environment so that they can thrive and be seen in a while Also be supported as they build that relationship with the parents or adults in her life.

Director Valliant: I guess like on this like a question of how you feel kind of very personal thing in whenever the center might not be comfortable with it especially for students. I want to share a little bit when I was in high school and college my friend group, the people I hung out with the most was I think the people around the LGBT students that was my crowd had a lot of really sad conversations with them.

Served around their experiences with their family finding out that they were, they were gay, lesbian, trans and I can't wait for that experience feeling like it's really important for us not to put those kids in danger because not every adult, not even your parent necessarily is a safe person to share every bit of yourself with in those cases, I think it's really important for us to be careful not to put that student in in danger, whether it's physical or emotional. So I really appreciate the way this is worded. I feel if we had had this where I grew up it would have saved one.

Director Valliant: I just want to say that I don't disagree with you all this down thing out there, I just want to state that there are other things out there that students are dealing at home.

Director Valliant: What are the dress code for staff?

- What we put in a section on dress code is that St. Paul public schools will not restrict an employee's clothing, appearance or expression on the basis of gender identity, so that's what we referenced in that section, because that there's a pattern of that often happening to adults.

Director Carrillo: Do we currently have a staff dress code that we enforcers or is that just generally HR dress code rule?

- There is official no dress code policy for staff in SPPS.

This is more specific than this is the gender transition or a gender identity transition rather than just...

- We wanted to state that, as a matter of policy so that staff are not discriminated against because of their appearance or dress whether they are going through a transition or not, because they might just be gender diverse, or they might elect or choose to dress a certain way, and the perception may be that this person is a female at birth, so therefore they should dress a certain way. Sometimes they're off, you know, they're harassed, or you know, ridiculed, or mistreated because of their choice and dress, so that's what we're trying to frame here very different from, like a stress call for not dressing appropriately to the office. It's more like you don't get to determine if I want to wear a tie and you think identify as a female and I shouldn't, you don't get to make that decision for me that's why that's there.

Director Allen: When I came back it was cool to be like that, but when I first started in the district years and years and years and years ago, No I was really ridiculed a lot trying out a lot of plain sweaters because girl wear that too.

Director Henderson: Just a comment, just like really grateful for the work that went into building this and so we can be detained into the policy 500 there are children. I think inclusion comes to meditation race, and it's so important for us to, like, this still feels this is really wonderful and like what I imagine that if you put this in front of like some of the activists who are like in the field doing, the room like being like if this is very votes. Like there's so many things that we need and so additional, so many additional protections for staffs for students and for families, but I think the more that we can build in an understanding of how folks show up and how we support them, the more education exists and that happens and the easier it becomes for students and families and our educators and the folks in our buildings too, to show app and understand and ask questions, and have heard conversations to just a lot of I think gratitude to the folks who spent time putting this together to I think the staff who specifically fought really hard to get this. We'll be really curious, especially as we have a missing, a continue conversations with, I'm going to be actually saying, as different stakeholders, what thank you as next steps? This is a good first step. This is a good way of bringing folks in and starting to think about how we protect our folks? But then how do we continue to move this forward in a way that still feels like we're bringing people along with us, we're also acknowledging that we're always going to feel a little behind.

Director Ward: For Policy XXX the next steps would be for you to determine whether or not It was feasible, and then to bring it back to BOC, or to bring it back to BOE?

- What I understood was that we were going to bring the policy forward to the committee of the board for discussion so that we can get into the actual 3 reading process, even though we knew that the audit in terms of the facilities was going to take longer, we did not want the policies to be held app while we were going to be engaged in that other work.

Okay, great, that's what I don't understand okay, anything else before me move on?

- No

8. ADJOURNMENT

Director Ward moved to adjourn the meeting. Director Allen seconded the motion. It passed by acclaim.

The meeting adjourned at 8:04 p.m.

9. WORK SESSION

The Board then conducted a work session regarding B.I.G.G: Board Initiated Goals Governance.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:
Xue Yang, Interim Assistant Clerk, St. Paul Public Schools Board of Education