

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

September 9, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. Superintendent's Announcements
 - B. Board Initiated Goals Governance (B.I.G.G.): Reporting Framework
 1. Introduction
 2. Presentation 3
 3. Discussion
 4. Action (TBD)
 - C. Office of Family Engagement and Community Partnerships (OFCEP) Report
 1. Introduction
 2. Presentation 10
 3. Discussion
 - D. Approval of Employment Agreements for those Groups Represented by Saint Paul Federation of Educators
 1. Introduction
 2. Presentation
 - a. Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators, Local 28, Exclusive Representative for Teachers, for 2023-2027 34
 - b. Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for Educational Assistants 35
 - c. Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for School and Community Service Professionals 36

- 3. Discussion
 - 4. Action (Vote on Each Agreement)
 - E. Policy Update
 - 1. Introduction
 - 2. Presentation
 - a. Policy 209.00: Development, Adoption, Implementation, and Monitoring of Policies 37
 - 3. Discussion
 - 4. Action (TBD)
 - 3. **ADJOURNMENT**
 - 4. **WORK SESSION**
 - A. Board Initiated Goals Governance (B.I.G.G.)
- #BoldSubject#



Saint Paul
PUBLIC SCHOOLS

Board Initiated Goals Governance (B.I.G.G)

**Reporting Framework
September 6, 2025**

Purpose

Share framework to report progress towards Board Initiated Goals Governance (B.I.G.G.) goals for SY25-26.

Collect feedback regarding

- Schedule
- Related information

Student Outcome	Programmatic
<ul style="list-style-type: none">● The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments.● The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.● The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029.● The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.● The percentage of students earning a passing grade in Personal Finance will increase from implementation in September 2025 to 75% by June 2029.	<ul style="list-style-type: none">● The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from 60% in 2024 to 63% by 2029.● The number of schools fully implementing the Whole School Restorative Practices model will increase from 1 in 2024 to 8 by 2029.● The amount of the district funds dedicated to music and arts will increase from \$243 per student in Fiscal Year 2025 to \$284 per student by Fiscal Year 2029 as outlined in the SPPS district budget.● The percentage of SPPS students who graduate in 4 years will increase from 68% in 2023 to 80% in 2029; returning to pre-pandemic levels for all student groups.

B.I.G.G. Reporting Expectations

- Reporting on the progress of each of Student Outcomes Goal(N=5) at least two times every school year at regularly-scheduled Board of Education meetings.
- Report on the progress of each Programmatic Goal (N=4) at least ⁵ one time every school year at regularly-scheduled Board of Education meetings.
- Report on the progress of at least one Student Outcomes or Programmatic goal at each Board of Education meeting.

BOE/Public Accountability Monitoring Calendar August 2025-July 2026			Reporting Month											
Topic Lavender = Student Outcomes; Green = Programmatic Outcomes; Blue = District Outcomes		Notes	A	S	O	N	D	J	F	M	A	M	J	J
Student Outcome	<ul style="list-style-type: none"> Reading proficiency-The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029, as measured by the Minnesota Comprehensive Reading Assessments. The percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments. 	September is summative 24-25 (MCA) July is formative fall to spring 25-26 (Fastbridge)		X										X
Student Outcome	<ul style="list-style-type: none"> Math proficiency-The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments. 	September is summative 24-25 (MCA) July is formative fall to spring 25-26 (Fastbridge)		X										X
Student Outcome	<ul style="list-style-type: none"> Career inventory - The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029. 	January is formative first semester May is formative third quarter						X				X		
Student Outcome	<ul style="list-style-type: none"> Grades - The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029. 	February is formative first semester June is summative end of year							X				X	
Student Outcome	<ul style="list-style-type: none"> Grades - The percentage of students earning a passing grade in Personal Finance will increase from implementation baseline in September 2025 to 75% by June 2029. 	February is formative first semester June is summative end of year							X				X	
Program	<ul style="list-style-type: none"> Market share increase-The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from 60% in 2024 to 63% by 2029. 	Annual metric				X								
Program	<ul style="list-style-type: none"> Restorative practices-The number of schools fully implementing the Whole School Restorative Practices model will increase from 1 in 2024 to 8 by 2029. 	Annual metric								X				
Program	<ul style="list-style-type: none"> District funds related to music and arts- The amount of the district funds dedicated to music and arts will increase from \$243 per student in Fiscal Year 2025 to \$284 per student by Fiscal Year 2029 as outlined in the SPPS district budget. 	Annual metric				X								
Program	<ul style="list-style-type: none"> 4-year graduation-The percentage of SPPS students who graduate in 4 years will increase from 68% in 2023 to 80% in 2029; returning to pre-pandemic levels for all student groups 	Annual metric August 2025 - class of 2024 April 2026 - class of 2025	X								X			
Related Outcomes	Comprehensive Achievement and Civic Readiness (CACR) <i>Previously Student Outcomes Landscape (WBWF)</i>	Summative 24-25					X							

Reporting Infrastructure

Assessment (Testing)

- Universal assessments
- Screener/Diagnostic
- Formative/Benchmark
- Summative
- Readiness

SPPS Research, Evaluation & Assessment Data Reporting Calendar

- Strategic
- Achievement
- Attendance
- Demographic


Saint Paul Public Schools Testing Calendar 2025 – 2026 (Pre-K – 12)			
	Assessment	Test Date(s)	Grade Level(s) Assessed
Fall (September – November 2025)	FAST Literacy [↔]	Sept. 8 – Oct. 3	K – 8
	HMH Growth Measure Math [↔]	Sept. 8 – Oct. 3	K – 5 [†]
	Sawvas Math Screener and Diagnostic [↔]	Sept. 8 – Oct. 3	6 – 12
	Pre-K Assessments Literacy & Math	Oct. 6 – Oct. 30	Pre-K
	Avant STAMP [↔]	Sept. 29 – Nov. 6	3 – 12 [†]
	Avant STAMP	Sept. 29 – Nov. 6	K – 2 [†]
Winter (December 2025 – February 2026)	PSAT/NMSQT [↔]	Oct. 1 – Oct. 11	11
	CogAT [↔]	Oct. 6 – Nov. 6	all K & 2 nominated; 3, 3, 4, 5
	CogAT Screening [↔]	Oct. 6 – Nov. 6	K
	FAST Literacy [↔]	Jan. 5 – Jan. 28	K – 8
	HMH Growth Measure Math [↔]	Jan. 5 – Jan. 28	K – 5 [†]
	Sawvas Math Growth Assessment [↔]	Jan. 5 – Jan. 28	6 – 8
	Pre-K Assessments Literacy & Math	Jan. 5 – Jan. 28	Pre-K
	NAP [↔] (selected schools)	Jan. 26 – Mar. 20	4, 8, & 12
	WIDA ACCESS [↔]	Jan. 26 – Mar. 20	1 – 12
	WIDA ACCESS for Kindergarten	Jan. 26 – Mar. 20	K
WIDA Alternate ACCESS	Jan. 26 – Mar. 20	K – 12 [‡]	
Bilingual Seals [↔]	Feb. 9 – May 15	10 – 12	

Notes:

[↔] Online, via iPads or computers	1 Grades 9-12 assessed as needed	2 FAST Math is given at L'Etrole du Nord
3 Administered to students identified as Latino Consent Decree (LCD)		
4 Alternate assessment for students with significant cognitive disabilities		

Updated 10/21/2025 Research, Evaluation & Assessment spps.org/about/departments/research-evaluation-assessment 1/2

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Strategic Planning

Data and presentations about the long-range goals of the district.


- Early Childhood Longitudinal Data System (ECLS)
- MN Compass
- MN Report Card
- MN Statewide Longitudinal Education Data System (SLEDS)
- Office of Civil Rights (OCR)
- World's Best Work Force



Achievement

Data on achievement outcomes for students in the district.


- ACT
- Advanced Courses
- Graduation
- MCACCESS for ELLs
- One-Year Dropout Rate
- Post-Secondary Enrollment



Attendance

Data on student attendance in SPPS.


- Data Absent & Consistent Attendance



Enrollment & Demographics

Data about the number and composition of the student population in SPPS.


- Continuation
- Enrollment
- Residential Maps



Behavior

Data about student discipline in SPPS.

- Suspensions



Spotlight Focus Topics

Data about selected topics in SPPS.

- Academic Programming in SPPS: Results for Grades K-8

B.I.G.G. Reporting Framework

- *Purpose*
- *About the data*
- *Result(s)* - status of the goal
- *Additional information* - data related to the goal
- *Action steps OR Influencers* - what is next / what influenced the result
- *Additional interest resource(s)* - where to find additional data

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Thank you!

Office of Family Engagement and Community Partnerships (OFCEP)



Saint Paul
PUBLIC SCHOOLS

Committee of the Board (COB) Meeting
September 9, 2025

Dana Abrams, Director & Pablo Matamoros, Assistant Director, Office of Family Engagement
& Community Partnerships

INSPIRE STUDENTS TO THINK CRITICALLY,
PURSUE THEIR DREAMS AND CHANGE THE
WORLD

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Agenda

- Share Information about Office of Family Engagement and Community Partnership role/responsibilities.
- Receive Reactions/comments about information
- Discuss options for Parent Advisory Board input/feedback

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Core Areas of Focus

Outline of Our Core Responsibilities

Family and Student Support

- Parent Advisory Councils (PACs)
- Parent Academy Program
- Academic Parent Teacher Teams (APTT/PTHV)
- Language Support Services for Families
- Children's Learning Academy (CLA)
- American Indian Resolution
- Latino Consent Decree (LCD)
- Multi-Cultural Events and Celebrations
- School Choice Fair
- District Wide Parent Workshops/Sessions

School Support

- Family and Public Engagement
- Language Support Services for Families
- Parent Academy Program (on-site)
- Student recruitment and enrollment (culture and language specific programs)
- District High School Graduation
- School Choice Fair

Community Support

- Community outreach activities and events
- Local and public community events
- Festivals, fairs and parades
- Thinking College Early Fair
- Back-To-School Backpack Give-Away

Partnerships Support

- Partnership and Community Engagement

BOE and Admin Support

- Superintendent Search
- Board of Education meetings
- Public Comment
- Board initiative Governance Goals (B.I.G.G.)

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The primary goal of the OFECP work is to work directly with families and communities to improve the overall student performance outcomes.

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OFE Cultural Specialists

The role and responsibilities of the the Office of the Family Engagement and Community Partnerships (OFECP) Cultural Specialists is to **engage with families, staff and community district-wide**. Cultural Specialists promote and support student achievement by bridging the communication among, families, schools and communities.

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COMMUNITY OUTREACH

Selby Jazz Festival, Merrick Backpack Giveaway, Family Values For Life, Rondo Block Party, Rondo Days Festival, Grand Old Day

PARENT ADVISORY COUNCILS

American Indian Parent Advisory Council (AIPAC), Gender and Sexual Diversity Parent Advisory Council (GSDPAC), Hmong Parent Advisory Council (HPAC), Karen Parent Advisory Council (KPAC), Latino Consent Decree Parent Advisory Council (LCD PAC), Parents of African American Students Advisory Council (PAASAC), Somali Parent Advisory Council (SPAC), Special Education Parent Advisory Council (SPED)

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OFE CULTURAL SPECIALISTS

LANGUAGE SUPPORT FOR FAMILIES

OFECF Back-to-School Family Support Sessions, Focus Groups, Language Access Plan

PARENT ACADEMY PROGRAM

English, Karen, Somali, Spanish, Special Education, and Hmong

CULTURAL HERITAGE EVENTS

Somali Cultural Event, Karen New Year, Hmong New Year, Hispanic Heritage Month, Black History Month and National African American Parent Involvement Day (NAAPID), Diverse Heritage Senior Recognitions

Parent Advisory Groups Alignment

Why are we doing this?

For many years, SPPS students, families, staff, and the broader community have benefited from the thoughtful ideas and perspectives that members of our advisory councils offer.

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There have also been multiple changes in those groups' focus, composition, effectiveness, and participation over time, but those changes have not been consistent or coordinated.

What will the future look like?

We are committed to ensuring that the work of all advisory councils clearly supports the SPPS mission -- *Inspire students to think critically, pursue their dreams, and change the world* -- increases and improves community engagement, and improves student performance by helping achieve the following adopted priorities:

- Decrease disparities in achievement based on race, ethnicity, culture, and identity ²¹
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career, and life

What is the path forward?

To ensure the SPPS advisory councils can meaningfully help advance SPPS's mission and key priorities, over the next year, the Office of Family Engagement and Community Partnerships will be more clearly aligning, defining, and communicating about these groups' purpose, roles, responsibilities, and authority.

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SPPS Guide for Districtwide Advisory Councils



SPPS Guide for Districtwide Advisory Councils

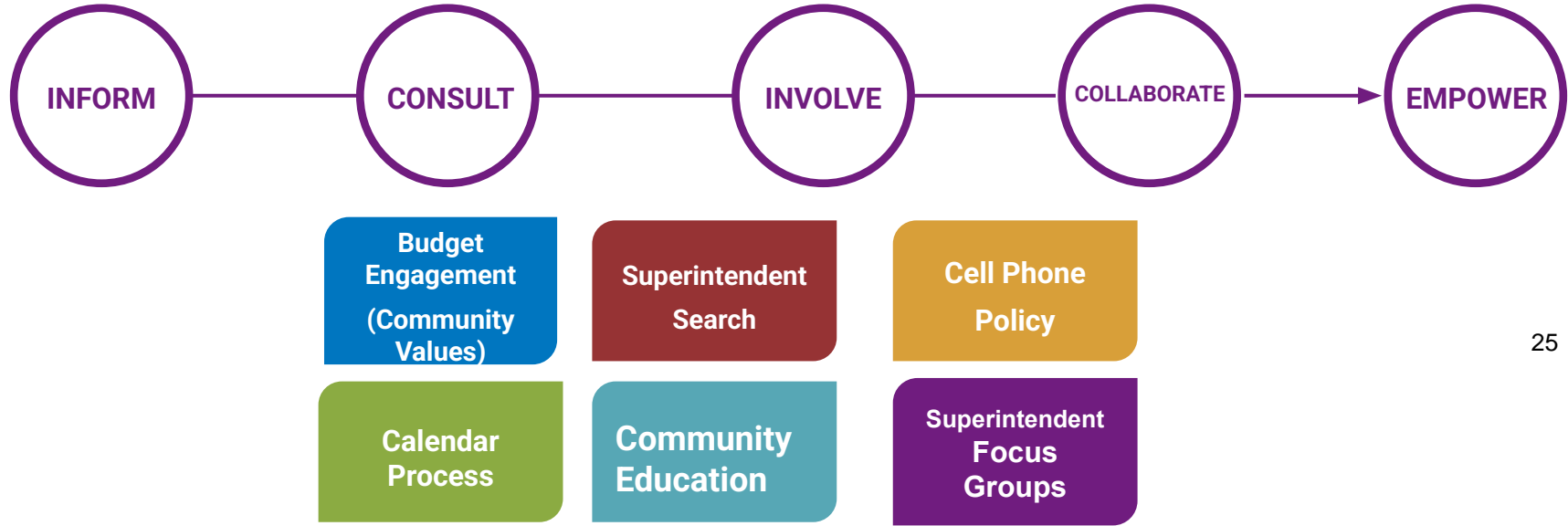
Current to 4/2/2025

1. Introduction and SPPS Information.....	2
1.1. Overview.....	2
1.2. District Information.....	2
1.3. Strategic Plan: SPPS Achieves.....	2
2. Guidance for All Districtwide Advisory Councils.....	3
2.1. Authorization and Purpose.....	3
2.2. Purpose, Scope.....	3
2.3. Limitations, Requirements.....	4
2.4. Staff Support.....	4
2.5. Members, Membership.....	5
2.5.1. Expectations.....	5
2.5.2. Recruitment, application, selection.....	5
2.5.3. Leadership and Structure.....	5
2.5.4. Member Removal.....	6
2.6. Operations.....	6
2.6.1. Annual planning and accountability.....	6
2.6.2. Meeting process and protocols.....	7

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SPPS Stakeholder Engagement Evidence

Spectrum of Public Participation



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Performance indicator: Evidence of decisions influenced by family contributions

Budget Engagement: Community Values Fall 2023



Affinity Group sessions led by the Office of Family and Community Engagement staff **(486 participants)**

- All Parent Advisory Councils
- East African Elementary Magnet School
- American Indian Magnet School
- Como Park Senior High School
- Humboldt High School
- Phone Bank Survey

Performance Indicator:

- ❖ Did you feel engaged during our focus group or session? **Yes: 237 (91%)**
- ❖ Did you share²⁶ your opinion/feedback tonight? **Yes: 231 (89%)**

2024 Superintendent Search

The BWP search team invited feedback from Saint Paul Public Schools staff, students, and families through surveys and over 40 group discussions held in person and online. They also hosted community forums in English, Spanish, Hmong, Karen, and Somali. More than 600 people participated, including families, students, school staff, and community members.



- ❖ Of the 600 participants, **312** took part through Language and Affinity Group sessions led by the Office of Family and Community Engagement.²⁷



Options for Board Engagement with Parent Advisory Councils

Guidance for All Districtwide Advisory Councils

	Advisory Council	Authorization & Purpose
SPPS-authorized advisory councils	<ol style="list-style-type: none"> Gender and Sexual Diversity Parent Advisory Council (GSDPAC) Hmong Parent Advisory Council (HPAC) Karen Parent Advisory Council (KPAC) Parents of African American Students Advisory Council (PAASAC) Somali Parent Advisory Council (SPAC) 	Authorized by the Office of Family Engagement and Community Partnerships to work on behalf of students and parents to help improve student outcomes
Legally-authorized advisory councils	6. American Indian Parent Advisory Council (AI PAC)	They report to staff and are required to bring an annual resolution to the Board of Education. They are authorized by the state of Minnesota-- minnesota statutes, section 124d.78.
	7. Special Education Advisory Council (SEAC)	They report to staff. They are authorized by the state of Minnesota-- 125a.24 parent advisory councils
	8. Latino Consent Decree Parent Advisory Council (LDC PAC)	They report to staff and are required to bring an annual report to the Board of Education. The council was authorized as a result of a legal settlement to support the success of Spanish-speaking students-- latino consent decree

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Options for Board Engagement with Parent Advisory Councils

Advisory Council	Options for Board Engagement with Parent Advisory Councils
<ol style="list-style-type: none"> 1. Gender and Sexual Diversity Parent Advisory Council (GSDPAC) 2. Hmong Parent Advisory Council (HPAC) 3. Karen Parent Advisory Council (KPAC) 4. Parents of African American Students Advisory Council (PAASAC) 5. Somali Parent Advisory Council (SPAC) 6. American Indian Parent Advisory Council (AI PAC) 7. Special Education Advisory Council (SEAC) 8. Latino Consent Decree Parent Advisory Council (LDC PAC) 	<ul style="list-style-type: none"> ● Written Statement ● Requesting a special session with Board members at a PAC meeting ● Presenting at COB

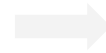
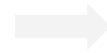
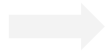
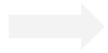
Annual Report Timeline

September-May

June

June-August (90 days)

September



PACs draft recommendations to help district leadership understand what's happening, to whom, when, why, etc.

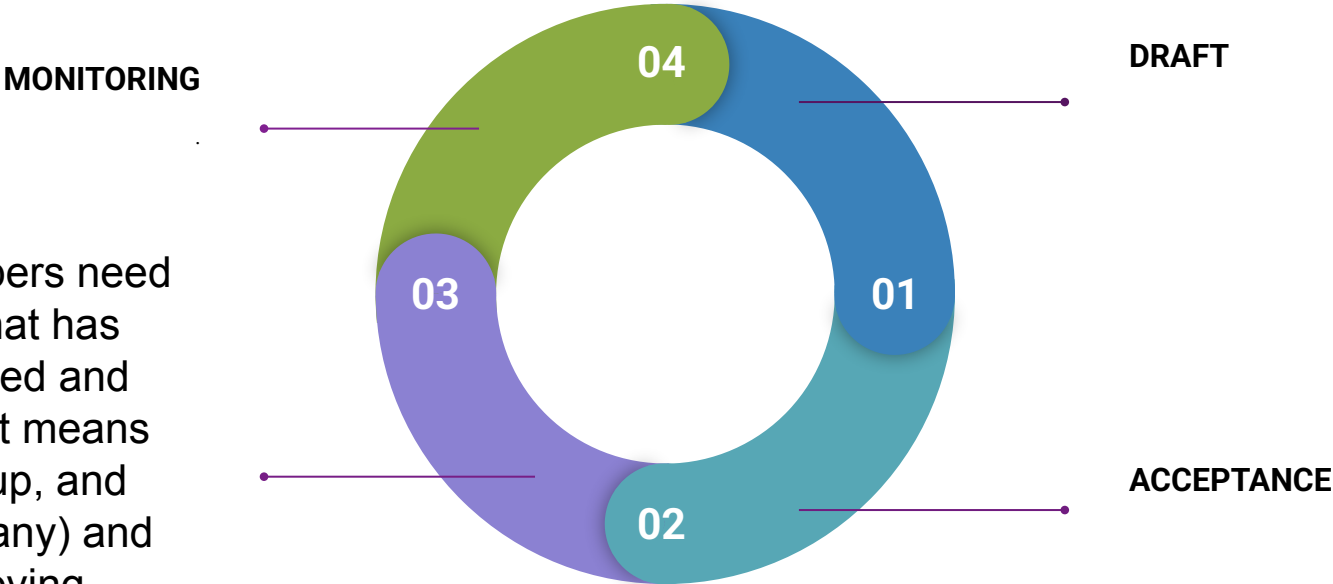
SPPS Leadership acknowledge recommendation

SPPS departments jointly draft responses to help PAC members understand what has been decided and why, what it means for the group, and options (if any) and choices moving forward.

Continue jointly monitoring administration responses every six weeks.

Report back to the public: Build trust and accountability

PAC members need to know what has been decided and why, what it means for the group, and options (if any) and choices moving forward.



Questions?

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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

BOARD AGENDA INFORMATION

DATE: September 9, 2025

TOPIC: Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators, Local 28, Exclusive Representative for Teachers, for 2023-2027

A. PERTINENT FACTS:

Approval requested for 2025-2027 labor agreement with teachers.

- a) This contract is the result of labor negotiations between the district and the union.
- b) Negotiations began May 15, 2025. Tentative agreement was reached August 7, 2025.
- c) This contract agreement reflects salary schedule increases within Board established parameters.
 - Year 1: \$1,820 increase on all cells effective July 1, 2025; additional \$180 on all cells effective Jan. 1, 2026, for a total increase of \$2,000 for year 1
 - Year 2: 2% increase on all cells effective July 1, 2026
 - These are in addition to step and lane increases
 - Insurance Year 1: 4% increase to district contributions
 - Insurance Year 2: 6% increase to district contributions
- d) The District has (3,287) FTE's in this bargaining unit.
- e) This request is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources and Tom Sager, Executive Chief of Financial Services.
- f) Presented by Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those Teacher employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

BOARD AGENDA INFORMATION

DATE: September 9, 2025

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for Educational Assistants

A. PERTINENT FACTS:

Approval requested for 2025-27 labor agreement with educational assistants.

- a) This contract is the result of labor negotiations between the district and the union.
- b) Negotiations began May 15, 2025. Tentative agreement was reached on August 7, 2025.
- c) This contract agreement reflects salary schedule and benefits increases within Board established parameters.
 - Year 1: \$1.30/hour increase on all cells effective July 1, 2025
 - Year 2: 2.5% increase on all cells effective July 1, 2026
 - These are in addition to step and lane increases
 - Insurance Year 1: 4% increase to district contributions
 - Insurance Year 2: 6% increase to district contributions
- d) The District has (461) FTE's in this bargaining unit.
- e) This request is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources and Tom Sager, Executive Chief of Financial Services.
- f) Presented by Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those Educational Assistant employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

BOARD AGENDA INFORMATION

DATE: September 9, 2025

TOPIC: Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Educators, Exclusive Representative for School and Community Service Professionals

A. PERTINENT FACTS:

Approval requested for 2025-2027 labor agreement with School and Community Service Professionals.

- a) This contract is the result of labor negotiations between the district and the union.
- b) Negotiations began May 15, 2025. Tentative agreement was reached August 7, 2025.
- c) This contract agreement reflects salary schedule and benefits increases within Board established parameters.
 - Year 1: 10.5% increase effective July 1, 2025, based on market study
 - Year 2: 2% increase on all cells effective July 1, 2026
 - These are in addition to step and lane increases
 - Insurance Year 1: 4% increase to district contributions
 - Insurance Year 2: 6% increase to district contributions
- d) The District has (233) FTE's in this bargaining unit.
- e) This request is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources and Tom Sager, Executive Chief of Financial Services.
- f) Presented by Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this District for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said Agreement is for the period of July 1, 2025 through June 30, 2027



Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

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September 9, 2025

Halla Henderson, Chair

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Last revised in 2015
2. Transitioned to new policy format, which includes:
 - **Policy Purpose**
 - General Statement of Policy
 - Definitions

Policy Changes

Policy Purpose: The School Board is committed to maintaining a clear, transparent, and consistent process for the development, adoption, revision, and implementation of district policies. This policy is intended to underscore the critical role of the school board in policy development and to establish a framework that supports continuous and consistent policy-making efforts.

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Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

GENERAL STATEMENT OF POLICY:

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action. All policies are subject to regular review to ensure alignment with best practices, legal requirements, and the evolving needs of the District.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

“Definitions” - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not include definitions.

Policy Changes

“Substantive change” - A substantive change occurs when one of the following takes place: a) the purpose or intent of the policy changes; b) expands or reduces who or what the policy applies to; c) change in requirements; d) change in process or procedures; e) change in rights or protections or f) legislative change - changes in local, state, or federal policy and legislation. Clarifying language for clarity and readability would not be considered a substantive change.

“Three readings” - the formal process of placing a proposed policy on the board agenda for three separate meetings before a final vote can be taken.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

“Policy Work Group” (PWG) - A workgroup with the role and authority to exercise executive decision-making authority in approving updates, determining if a policy change is considered substantive, and advancing policies to COB/BOE.

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“Purpose Statement” - a concise, high-level description of what the policy is intended to accomplish, and explains the "why" behind the policy, outlining its main objective, scope, and gives context to the policy.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

“General Statement of Policy” - a broad declaration that outlines the core principles and values guiding the policy, expanding on the Purpose Statement by providing a more detailed overview of the policy's intent.

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“Definitions” - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

“Emergency” - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

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Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Lists only the Superintendent or Board Chair.

Policy Changes

DEVELOPMENT OF POLICY

Proposed policies or ideas shall be submitted to the superintendent **or designee**, or Board⁴⁵ Chair **or designee** for consideration for placement on the agenda. ~~The superintendent shall prepare the text for the first reading.~~

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Does not have language to align with recent updates on other policies, to include “designee.”

Policy Changes

Adoption of Policy

3. The Superintendent **or designee** shall establish procedures to inform the public of ⁴⁶ proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

1. Revisions that are required ~~owing~~ **due** ⁴⁷ to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.

Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Requires a lengthy three-reading process for each and every policy update, whether minor (no substantive change) or more complex alike.
2. This process is in addition to the policy's initial review with the Policy Workgroup, and an introduction to the Board at the Committee of the Board meeting.

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

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

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Policy 209.00 Development, Adoption, Implementation, and Monitoring of Policies

Current Policy:

1. Does not explicitly define or categorize the types of changes that would allow policy updates to be exempt from the three-reading process.
2. Does not include who/what the Policy Workgroup is or their role.

Policy Changes

POLICY REVISIONS WITHOUT THREE READINGS

4. An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter⁴⁹ the scope or intent of the policy is not subject to the three-reading process.

5. The Policy Work Group is authorized to approve updates or advance policies to the Board of Education Meeting for adoption.

Questions?

Move to BOE for three-reading process for **Policy 209.00**
Development, Adoption, Implementation, and Monitoring of Policies?

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Adopted 6/17/2008, 12/xx/2025

Saint Paul Public Schools Policy 209.00 Revised: 6/21/2011; 8/18/2015

Reviewed: 2/23/2023

209.00 DEVELOPMENT, ADOPTION, IMPLEMENTATION AND MONITORING OF POLICIES

POLICY PURPOSE:

The School Board is committed to maintaining a clear, transparent, and consistent process for the development, adoption, revision, and implementation of district policies. This policy is intended to underscore the critical role of the school board in policy development and to establish a framework that supports continuous and consistent policy-making efforts.

GENERAL STATEMENT OF POLICY:

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient, and consistent manner. A set of written policies shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form that is sufficiently explicit to guide administrative action. All policies are subject to regular review to ensure alignment with best practices, legal requirements, and the evolving needs of the District.

DEFINITIONS:

“Substantive change” - A substantive change occurs when one of the following takes place: a) the purpose or intent of the policy changes; b) the change expands or reduces who or what the policy applies to; c) when there is change in requirements; d) when there is a change in process or procedures; e) there is a change in rights or protections or f) legislative change - changes in local, state, or federal policy and legislation.. Clarifying language for clarity and readability would not be considered a substantive change.

“Three readings” - the formal process of placing a proposed policy on the board agenda for three separate meetings before a final vote can be taken.

“Policy Work Group” (PWG) - A workgroup with the role and authority to exercise executive decision-making authority in approving updates, determining if a policy change is considered substantive, and advancing policies to COB/BOE.

“Purpose Statement” - a concise, high-level description of what the policy is intended to accomplish, and explains the "why" behind the policy, outlining its main objective, scope, and gives context to the policy.

“General Statement of Policy” - a broad declaration that outlines the core principles and values guiding the policy, expanding on the Purpose Statement by providing a more detailed overview of the policy's intent.

“Definitions” - provides clear, unambiguous meanings for specific terms used within the document, important for terms that are technical, have a specific legal meaning, or could

be easily misunderstood. By explicitly defining these words, the policy creates a shared vocabulary.

“Emergency” - Emergency is a sudden, unexpected, serious event or unforeseen change in circumstances that requires urgent intervention.

DEVELOPMENT OF POLICY

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

ADOPTION OF POLICY

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

2. The amendment, rescission, or adoption resolution shall be read at the first reading. Amendments may be offered anytime at the first, second, and third reading. The vote on the amendment, rescission, or adoption shall take place at the third reading.

3. The Superintendent **or designee** shall establish procedures to inform the public of proposed policies or substantive policy revisions. This procedure shall provide for the broad dissemination of pending policy issues and shall further provide for a system that will allow for and encourage public comment regarding these issues.

4. The proposals shall be distributed and public comment shall be allowed, according to Board guidelines, prior to final school board action.

5. A majority vote of the total membership of the school board shall be required to amend, rescind, or adopt a policy. A policy shall take effect as of the date of its Board action, unless otherwise specified in the text of the resolution or the wording of the motion.

6. In the event of an emergency, a new or amended policy may be adopted by a majority vote of a quorum of the school board at the first or second reading. A statement regarding the emergency and the need for immediate adoption of the policy shall be read and included in the minutes. The emergency policy shall expire within one year of the emergency action. Before the expiration date, the Board may adopt the emergency policy permanently by means of the procedure detailed above.

POLICY REVISIONS WITHOUT THREE READINGS

1. Revisions that are required **owing due** to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.
2. A Board director may request to remove such policy revision from the consent agenda and require that it be considered in three successive readings, as prescribed above. No second or vote shall be required to effect the removal of a policy revision from the consent agenda.
3. Minor editorial updates that do not affect the title or substance of the policy (~~purpose, scope, policy statement~~) do not need to go through the formal approvals process. These include correction of typographical errors or **formatting** changes. ~~to:~~
 - ~~Stakeholders~~
 - ~~Policy Owner~~
 - ~~Contact person~~
4. An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process.
5. The Policy Work Group is authorized to approve updates or advance policies to the Board of Education Meeting for adoption.

IMPLEMENTATION OF POLICY

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

REVIEW OF EXISTING POLICIES

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

more than five (5) years between policy reviews.

LEGAL REFERENCES:

Minn. Stat. § 123B.02, subd. 1

Minn. Stat. § 123B.09, subds. 1 & 7

CROSS REFERENCES: