



South St. Paul School Board - Committee-of-the-Whole
Monday, April 12, 2021 5:00 PM
Location: CITY HALL
125 THIRD AVENUE NORTH
South St Paul, Minnesota 55075

Agenda

I.	5:00 - 5:20 PM FINANCE	
A.	Lease Agreement (A. Bushberger)	2
B.	2021-22 Proposed Budget Adjustments (D. Webb/A. Bushberger)	3
C.	2021-22 Resolution Discontinuing and Reducing Positions (D. Webb/C. Miller)	23
II.	5:20 - 5:30 PM EQUITY	
A.	American Indian Program Update (C. Garling-Squire)	25
III.	5:30 - 5:40 PM DAKOTA COUNTY PARTNERSHIP	
A.	Birth-to-8 Joint Powers Agreement (D. Webb)	30
IV.	5:40 - 5:50 PM SCHOOL BOARD	
A.	School Board Member Handbook (D. Webb)	43
B.	2-Year Board Agenda (D. Webb)	71
C.	Other Items Deemed Necessary by the School Board	



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 12, 2021

Place on Agenda: Committee of the Whole and Regular Meeting

Action Requested: Approval

Attachment: None

Topic: Lease Extension

Presenter(s): Aaron Bushberger, Finance Director

The school district is currently leasing space located at 523 Marie Ave East (part of the District Office building) to Kari Johnson and Tina Olson, who operate 'Images by Design'. The district assumed the lease when the District Office building was purchased in 2013.

The existing three-year lease expired on December 31, 2020. We are proposing extending the lease for a two-year period, which would expire on December 31, 2022. We are proposing no changes to the terms and conditions of the lease and no changes to the rent charges.

Recommendation:

Approval

Alternatives:

Do not approve; end lease or evaluate terms and conditions of lease.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 12, 2021

Place on Agenda: Committee-of-the-Whole and Business Items

Action Requested: Approval

Attachment: 2021-22 Proposed Budget Adjustments
PowerPoint

Topic: 2021-22 Budget Adjustments
Presenter(s): Superintendent Dave Webb and Finance Director Aaron Bushberger
Background: <p>In January, the School Board set parameters for the 2021-22 general fund budget. In February, they developed and approved a Guiding Change document that would provide district leaders guidance in developing the budget based on those parameters set by the board in January.</p> <p>Over the course of the next few months, district leaders used those parameters to begin developing proposed adjustments to address the projected \$2 million budget shortfall. The proposed adjustments were presented the School Board at the committee-of-the-whole meeting on March 22, 2021.</p>
Recommendation: <p>Administration is recommending the approval of the 2021-22 proposed adjustments. Doing so will allow the next steps of the budget process to proceed, including approving any necessary staffing changes and notification deadlines as required by employment contract or statute. Additionally, approval of the budget adjustments will allow district leaders to develop the comprehensive 2021-22 budget, which is required by statute to be approved by June 30.</p>
Alternatives: <p>Do not approve the proposed budget adjustments and direct administration with next steps.</p>



SOUTH ST. PAUL PUBLIC SCHOOLS
2021-22 Proposed Budget Adjustments

BUDGET ADJUSTMENT RECOMMENDATION	AMOUNT
Staffing Realignment	\$426,000
Additional Program and Staff Adjustments	\$1,015,000
<i>Eliminate Maintenance Foreman position</i>	<i>\$100,000</i>
<i>Redesign Secondary/CLC Asst. Principal structure</i>	<i>\$100,000</i>
<i>Redesign early learning programming</i>	<i>\$90,000</i>
<i>Redesign middle school athletics</i>	<i>\$25,000</i>
<i>Reduce one special education teacher</i>	<i>\$120,000</i>
<i>Reduce three special education paraprofessionals</i>	<i>\$90,000</i>
<i>Reduce three student support assistants</i>	<i>\$105,000</i>
<i>Reduce contract for one School Resource Office (SRO)</i>	<i>\$60,000</i>
<i>Reduce two elementary intervention teachers</i>	<i>\$150,000</i>
<i>Move salaries/benefits to LTFM</i>	<i>\$100,000</i>
<i>Move salaries/benefits to Tech Levy</i>	<i>\$75,000</i>
TOTAL PROPOSED ADJUSTMENTS	\$1,441,000

2021-22 Budget Alignment

School Board Meeting
April 12, 2021





Process and Timeline

Board approves budget parameters

Jan. 25

Board reviews and approves first round of proposed adjustments
\$1.4 million

Mar. 22 & April 12

State and Federal funding determined

April/May

Board reviews and approves second round of proposed adjustments
\$500,000

May 10 & 24



Survey

We surveyed our staff and gathered their feedback and incorporated many of those suggestions into our recommendations.

"Tell us what
you think!"





The Story



FUNDING

- State funding has not kept pace with inflation
- Current funding formula is unfair - need for equalization
- Uncertain federal stimulus funding



DECLINING ENROLLMENT

- SSPPS enrollment has declined.
- Pandemic
 - Smaller incoming kindergarten classes vs. outgoing graduating classes

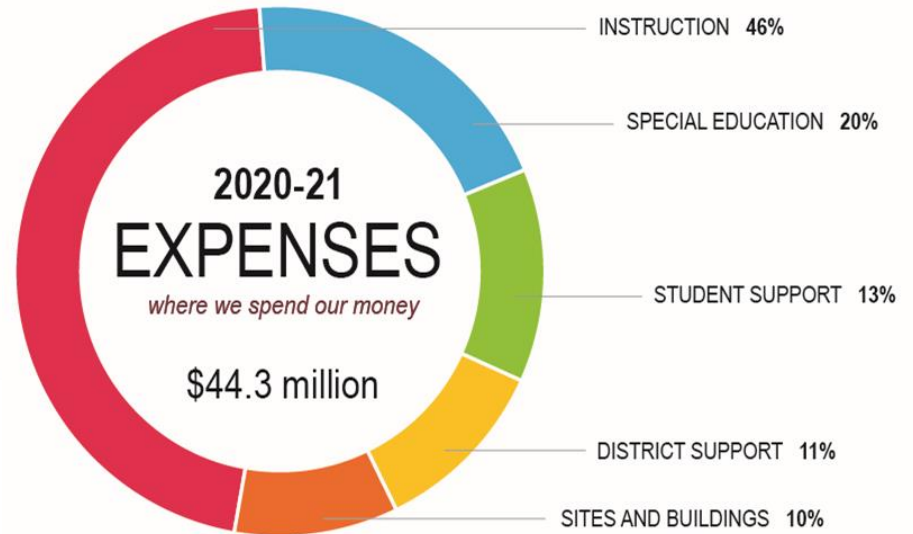
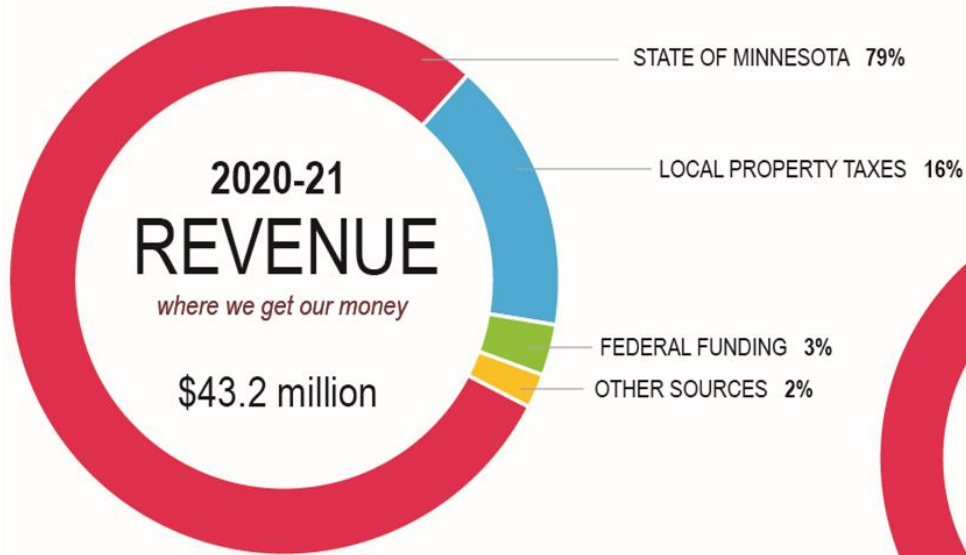


INCREASED EXPENSES

- Annual increases in expenses due to inflation
- Additional COVID-19 related expenses



Revenue and Expenses





Fiscal Reality

\$2 MILLION
Budget Shortfall
for 2021-22

Solution:

- Annual alignment of staffing to current class size norms
- Reduce fund balance
- Tap OPEB fund
- Reduce expenses



2021-22 Budget Projections

	Revenues	Expenditures
Original Amount	<u>\$41,787,206</u>	<u>\$46,231,539</u>
OPEB Trust Draw		-\$775,000
GEER/ESSER (Round #1)	\$500,000	
Budget adjustments		-\$2,000,000
GEER/ESSER (Round #2)	???	
Federal Stimulus #3	???	
Revised Amount	\$42,287,206	\$43,456,539



2021-22 Budget Projections

Projected 6/30/21 Fund Balance	\$4,850,727
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Fund Balance Policy %	9%
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Projected Revenues	\$42,287,206
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Projected Expenditures	\$43,456,539
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Net Change	-\$1,169,333
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Projected 6/30/22 Fund Balance	\$3,681,394
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Fund Balance Policy %	7%
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Strong Student Support

- **Maintain low class sizes district-wide**
 - 2020-21 (26.4)
 - 2021-22 (26.5)
- **Maintain strong student support services**
 - Counselors
 - Student support (behavior) staff
 - MTSS/School Psychologists/Mental Health
 - Academic intervention teachers





Additional Adjustments

Budget Adjustment	Amount
Align staffing to enrollment	\$426,000
Other budget adjustments	\$1,015,000
Total	\$1,441,000
Estimated budget adjustments in May	\$500,000



Align Staffing to Enrollment

Realign staffing to class size norms

(ongoing savings)

Current staffing levels are at class size norms approved by the SSP School Board. As enrollment drives revenue, staffing must be re-aligned to enrollment.

RECOMMENDATION:

- Adjust staffing levels to approved norms = **\$426,000**
 - * *Retain current class size norms for 2021-22*
 - Projected enrollment ↓ 90-100 students
 - Classroom staffing ↓ 4.8 FTE





Class Sizes Remain Low

*** NO CHANGE
recommended
in class size
norms for
2021-22**

Grade Level	2020-21 Class Size Norms*	
K	20-24	
1	21-25	
2	22-26	
3	23-27	
4	24-28	
5	25-29	
6-8	27-31	
9-12	29-33	
District Average	2020-21 26.4	2021-22 26.5



Additional Adjustments

Description	Amount
Eliminate Maintenance Foreman position	\$100,000
Redesign Secondary/CLC Asst. Principal structure	\$100,000
Redesign early learning programming	\$90,000
Redesign middle school athletics	\$25,000
Reduce one special education teacher	\$120,000
Reduce three special education paraprofessionals	\$90,000



Additional Adjustments

Description	Amount
Reduce three student support assistants	\$105,000
Reduce contract for one School Resource Officer (SRO)	\$60,000
Reduce two elementary intervention teachers	\$150,000
Move salaries/benefits to LTFM	\$100,000
Move salaries/benefits to Tech Levy	\$75,000
Total	\$1,015,000



Adjustment Summary



Budget Program Area	% of Budget	% of Adjustments
Instruction	46%	44%
Special Education	20%	24%
Student Support	13%	14%
District Support	11%	9%
Sites and Buildings	10%	9%
TOTAL	100%	100%



Next Steps



**Continued
Advocacy for
Fair Funding**



**Explore Opportunities
to Retain, Return and
Recruit students**



**Continued
Exploration of
Redesign to Deliver
Quality Service**



**Explore Additional
Revenue Generation
Opportunities**



Federal Funding - UPDATE

	GEER/ESSER I	ESSER II	ESSER III
Legislation	CARES Act	CRRSA Act	ARP Act
Announced	Mar 2020	Dec 2020	Mar 2021
Federal Allocation	\$16.5 billion	\$58.3 billion	\$123 billion
SSP Allocation	\$533,000	\$1.7 million	???
Supplant?	Yes	Yes	Yes
Spend Dates Thru	9/30/22	9/30/23	9/30/24



Federal Funding - UPDATE

- **Current focus has been on 2021-22 budget planning**
- **Going forward, focus will be on three-year budget picture (2021-22, 2022-23 and 2023-24)**
 - Additional federal funding through 2023-24
 - State funding through 2022-23
 - Challenges of one-time funding
 - Impact on additional 2021-22 budget adjustments





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 12, 2021

Place on Agenda: COW and Regular Meeting

Action Requested: Approval

Attachment: 2021-22 Resolution Discontinuing and Reducing Positions

Topic: 2021-22 Resolution Discontinuing and Reducing Positions
Presenter(s): Aaron Bushberger, Finance Director; Cathy Miller, Director of Human Resources
Background: <p>On January 25, 2021, the resolution directing administration to make recommendations for reductions in programs and positions was approved. The April 12, 2021 School Board meeting includes budget recommendations for the 2021-22 school year. Based on the budget recommendations, the 2021-22 Resolution Discontinuing and Reducing Positions eliminates the 10-month Assistant Principal position (currently we have two 10-month Assistant Principals). The budget recommendations include restructuring one of the 10-month Assistant Principal positions into a 12-month Assistant Principal position.</p>
Recommendation: Approval of the 2021-22 Resolution Discontinuing and Reducing Positions
Alternatives: Do not approve the resolution and provide direction to administration



**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DISCONTINUING AND REDUCING
POSITIONS**

WHEREAS, the School Board of Special School District No. 6, South St. Paul, adopted a resolution on January 25, 2021, directing the administration to make recommendations for reductions in positions, and

WHEREAS, said recommendations have been received and considered by the School Board.

BE IT RESOLVED by the School Board of Special School District No. 6, South St. Paul, as follows:

That the following programs and positions, or portions thereof, be discontinued:

- Assistant Principal (10 month) position

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against:

Whereupon said resolution was declared duly passed and adopted.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 12, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Update only.

Attachment: Annual Compliance Documentation
Click [here](#) for flipped video

Topic: Review American Indian Education Programming, 2020-21
Presenter(s): <ul style="list-style-type: none"> • Connie Garling-Squire, Director of Early Learning/Equity and • Chris Johnson, American Indian Community Liaison
Background: <p>The SSPPS American Indian Education Program once again has seen strong leadership through our American Indian Cultural Liaison, Chris Johnson. Chris coordinates both meaningful direct student support, and has been able to offer communication and connections for our families in the community. We continue to maintain an active Parent Advisory Group by combining IGH and SSP parent leadership. This year has primarily seen most of our interaction on line which has offered some benefit for personal one-to-one interaction, and not needing to rely on transportation to allow for participation.</p>
Recommendation: <p>Board Chair & Superintendent Signature for Compliance Documentation</p>
Alternatives: <p>N/A</p>

Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document
- ✓ The AIPAC resolution document
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage)

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all three required items **by March 1** to: mde.indian-education@state.mn.us

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name:

The American Indian Parent Advisory Committee Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote:

Date the AIPAC presented to the school board:

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote:

Date the AIPAC presented to the school board:

Date the written response from the school board is due:

The District/School Does Not Have an AIPAC

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

Chris Walker

Digitally signed by Chris Walker
DN: cn=Chris Walker, o=South St. Paul Public Schools, ou, email=chris.walker@sspps.org, c=US
Date: 2021.03.25 09:07:52 -05'00'

March 25, 2021

School Board Chairperson

Date

Dave Webb

Digitally signed by Dave Webb
DN: cn=Dave Webb, o=South St. Paul Public Schools, ou, email=dave.webb@sspps.org, c=US
Date: 2021.03.25 09:05:10 -05'00'

March 25, 2021

Superintendent or Charter/Tribal School Director

Date

Renae Davis

Digitally signed by Renae Davis
Date: 2021.03.18 15:24:14 -05'00'

Feb 22nd, 2021

AIPAC Chairperson

Date

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

We, the American Indian Parent Advisory Committee, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

We, the American Indian Parent Advisory Committee, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

Renaë Davis

Digitally signed by Renaë Davis
Date: 2021.03.18 15:25:15 -05'00'

AIPAC Chairperson Printed Name and Signature

Feb 22, 2021

Date

Meeting Date: April 12, 2021

Place on Agenda: Committee-of-the-Whole and Business Item

Action Requested: Approval

Attachment: B-8 Joint Powers Agreement and Amendment
Click [here](#) to watch the B-8 flipped video presentation

Topic: B-8 Joint Powers Agreement Amendment

Presenter(s): Superintendent Dave Webb

Background:

In October of 2020, Dakota County Community Services and four Dakota County school districts, South St. Paul Public Schools and Independent School Districts 191, 197 and 199 signed onto a B-8 partnership promoting literacy at grade level by the end of third grade. Connie Garling-Squire has been our district leader on the development of this program for the past six years. She has helped our partnership win numerous state awards for this groundbreaking work that has been recognized state-wide.

The goal of the partnership is to identify very young children who have barriers that will prevent them from developmental and school success. Identified children and families are then connected to various service points in the community such as: food shelves, community service nonprofits, public assistance programs, public health programs, social services, and education programs.

This effort is achieved through the Joint Powers Agreement which creates a path for information sharing that can occur as the child grows. Agencies must be able to facilitate access to services and to learn when services are no longer being used, sharing information seamlessly across systems to ensure children and families are connected to supportive services.

The child and family's involvement in programming as well as a few key early childhood markers will be tracked into elementary school. This will ensure reconnection to supportive services and to evaluate the effectiveness of the initiative and the interventions accessed.

Recommendation:

We are recommending the approval of the Joint Powers Agreement Amendment to continue supporting our partnership and our multi-agency interventions for families.

Alternatives:

Do not approve the B-8 Joint Powers Agreement Amendment and direct administration with next steps.

**JOINT POWERS AGREEMENT BETWEEN THE COUNTY OF DAKOTA
AND SPECIAL SCHOOL DISTRICT 6
FOR BIRTH TO AGE 8 PROGRAM SERVICES**

This Agreement is between County of Dakota, through its Department of Public Health, hereinafter "County," and Special School District 6, South St, Paul, Minnesota, hereinafter "School District." This Agreement uses the word "Parties" for both County and School District.

WHEREAS, the County and the School District are governmental units as that term is defined in Minn. Stat. §471.59; and

WHEREAS, under Minn. Stat. §471.59, subd.1, two or more governmental units may enter into an agreement to cooperatively exercise any power common to the contracting Parties, and one of the participating governmental units may exercise one of its powers on behalf of the other governmental units; and

WHEREAS, the County operates a Birth to Age 8 program ("Program") with the goal of assuring that all children reach key developmental milestones in order to better ensure they are reading proficiently by third grade; and

WHEREAS, research shows that children who read proficiently by third grade have a greater likelihood of graduating from high school and demonstrating long term economic success; and

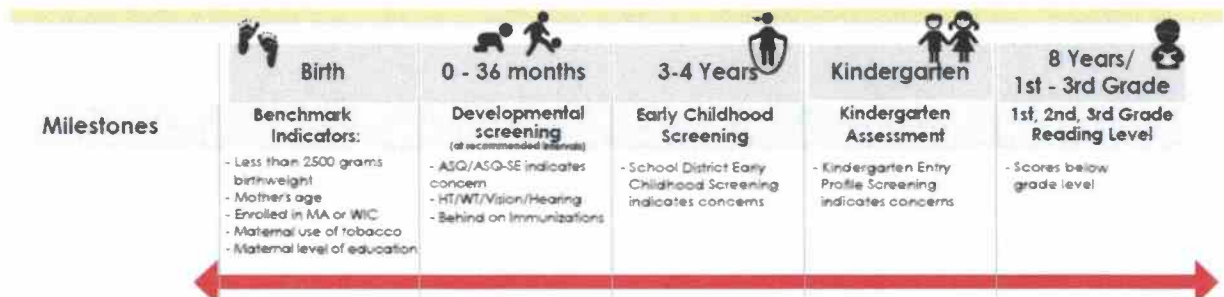
WHEREAS, the Parties desire to establish a method by which the Parties can access shared data on children's developmental milestones; and

WHEREAS, the Parties' respective governing boards authorized the Parties to enter into this Agreement.

NOW, THEREFORE, in consideration of the mutual promises and agreements contained herein the Parties agree as follows:

1. GENERAL PROVISIONS

1.1 Purpose. The purpose of this Agreement is to define the rights and obligations of the County and the School District with respect to the Program requirements set forth in legislation enacted in the 2017 Special Session of the Minnesota Legislature, as described in Exhibit 1. The County will create an online data sharing portal ("the Portal") to which the Parties, pursuant to valid authorizations for release of information, will enter data on children related to the five key developmental milestone markers ("milestones") from birth to age eight: (1) birth benchmark; (2) 0-36 months developmental screening(s); (3) early childhood screening; (4) kindergarten assessment; and (5) first, second, and third grade reading levels, and as described below. Such data shall be entered into the Portal by a color-coded indicator only (green, yellow, red "stoplight") as described in Articles 2 and 3.



1.2 Cooperation. The County and the School District shall cooperate and use their reasonable efforts to ensure the most expeditious implementation of the various provisions of this Agreement. The Parties agree to, in good faith, undertake resolution of any disputes in an equitable and timely manner.

1.3 Term. This Agreement is effective and enforceable on the date the last Party signs this Agreement ("Effective Date") and expires on June 30, 2021.

2. COUNTY'S RIGHTS AND OBLIGATIONS

The County will:

- A. Offer enrollment in the Program to children living in the School District ("enrolled child(ren)"), with attention to those who meet one or more of the enrollment criteria listed in Exhibit 1. Enrollment will occur either through the County's Women, Infant and Children (WIC) Program, Follow Along Program (FAP), Family Home Visiting (FHV) program, or any other County program that is determined as useful for identifying children at risk of falling below established guidelines;
- B. Collect basic demographic information about enrolled children, which includes name, gender, date of birth, parent/guardian name and contact information, language communication preference, and potential eligibility for or enrollment in Medical Assistance (MA);
- C. Collect existing enrolled children's height/weight and hearing vision concerns as determined by the County's Public Health Nurses, Ages and Stages Questionnaires (ASQ) (as described in Exhibit 2), and the enrolled children's immunization statuses;
- D. Create a birth benchmark for each enrolled child, if the child was born in Dakota County, and as described in Exhibit 2;
- E. Calculate and enter into the Portal data regarding developmental milestones for which the County is responsible to determine by color-coded indicators (green, yellow, red "stoplights").
- F. Monitor enrolled children's development over time, from birth through third grade, using criteria correlated to reading proficiency and graduation likelihood;
- G. Obtain and maintain releases of information from parents or legal guardians who voluntarily choose to have their children participate in the Program, and which are necessary for the release of data to the School District in the Portal;
- H. Maintain The Portal;
- I. Enter stoplight indicators into the Portal for the first two milestones: birth benchmark and 0-36 developmental screening(s) of all enrolled children, when available, as well as referrals and interventions offered;
- J. Provide identified staff in the School District with password-protected access to the Portal so that the School District may view and obtain the enrolled-children's data consistent with any releases of information it deems necessary under the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, (MGDPA) and Minn. R. Ch. 1205; and
- K. Remove access rights to enrolled children's data if the children's family moves outside of the School District.

3. SCHOOL DISTRICT'S RIGHTS AND OBLIGATIONS

The School District will:

- A. Offer enrollment at early childhood screenings and at other points, as determined by the School District;
- B. Access the Portal to obtain data about the enrolled children that may need assistance with identified developmental milestones. Such access to the Portal must only be obtained by the School District's identified district staff;
- C. Determine whether an enrolled child has met the developmental milestones at: early childhood screening, kindergarten assessment, and first, second, and third grade reading levels;
- D. Report developmental milestones in the Portal as pass (green), monitor (yellow) or fail (red) "stoplights;"
- E. Not release data underlying the stoplights to the County nor enter the data into the Portal; and
- F. Obtain all releases of information it deems necessary under state and federal law, including the MGDPA and any other state or federal privacy laws that apply to the School District, prior to entering data in the Portal.

4. LIMITATION OF LIABILITY

- 4.1 Liable for Own Acts. Each Party to this Agreement shall be liable for the acts of its own officers, employees and agents and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other Party, its officers, employees and/or agents. Activities by the Parties to this Agreement are intended to be and shall be construed as a "cooperative activity" and it is the intent of the

Parties that they shall be deemed a "single governmental unit" for the purposes of liability, as set forth in Minn. Stat. §471.59, subd. 1a(a), provided further that for purposes of that statute, each Party to this Agreement expressly declines responsibility for the acts or omissions of the other Party.

- 4.2 Indemnification. To the fullest extent permitted by law, each Party agrees to indemnify the other Party, their board members, employees, and volunteers, from and against all claims, damages, losses, and expenses, including reasonable attorneys' fees, arising out of or resulting from the activities under this Agreement; but only to the extent caused in whole or in part by the negligent acts, errors or omissions of the Party, or anyone directly or indirectly employed by the Party or anyone whose acts the Party may be liable.
- 4.3 Limitation. Nothing in this Article shall be construed as a waiver by either Party of any immunity, defense, or other limitations on liability to which the Party is entitled by law, including but not limited to the provisions of the Municipal Tort Claims Act, Minn. Stat. Chapter 466. Nothing in this Agreement shall be construed to allow a claimant to obtain separate judgments or stack separate liability caps.

5. FORCE MAJEURE

Neither Party shall be liable to the other Party for any loss or damage resulting from a delay or failure to perform due to unforeseeable acts or events outside the defaulting Party's reasonable control, providing the defaulting Party gives notice to the other Party as soon as possible. Acts and events may include acts of God, acts of terrorism, war, fire, flood, epidemic, acts of civil or military authority, and natural disasters.

6. TERMINATION

- 6.1 Termination Without Cause. Either Party may withdraw from or terminate this Agreement without cause by providing 30 days' Notice of Termination to the other Party. Also, the Parties may mutually terminate this Agreement, and it may be terminated by operation of law or court order.
- 6.2 Termination for Cause or Material Breach. Either Party may immediately terminate this Agreement for cause by providing Notice of Termination to the other Party, unless a different procedure or effective date is stated within the specific article of this Agreement under which the default occurs. In addition to other specifically stated provisions of this Agreement or as otherwise stated in law, events or circumstances constituting default and giving rise to the right to terminate for cause, unless waived, include but are not limited to:
- A. Making material misrepresentations either in the attached exhibits or in any other material provision or condition relied upon in the making of this Agreement.
 - B. Failure to perform obligations within the time specified in this Agreement.
 - C. Failure to perform any other material provision of this Agreement, including allowing access to the Portal by any person other than those with the titles identified herein.
 - D. Failure to diligently and timely perform obligations so as to endanger performance of the provisions of this Agreement.
- 6.3 Termination by County – Lack of Funding. The County may immediately terminate this Agreement for lack of funding. A lack of funding occurs when funds appropriated for this Agreement, including the Portal, as of the Effective Date from a non-County source are unavailable or are not appropriated by the County Board. The County has sole discretion to determine if there is a lack of funding. The County is not subject to any penalty or damages for termination due to lack of funding. No Notice of Default is required to terminate under this article.
- 6.4 Notice of Termination. The Notice of Termination must state the intent to terminate the Agreement and specify the events or circumstances relevant Agreement provision warranting termination of the Agreement and whether the termination is for cause.
- 6.5 Duties and Obligations of Parties Upon Termination. Upon either Party providing the Notice of Termination, and except as otherwise stated, the Parties shall:
- A. Discontinue performance under this Agreement on the date and to the extent specified in the Notice of Termination.
 - B. Complete performance of any work that is not discontinued by the Notice of Termination.
 - C. Cooperate with each other regarding transition of Portal access.

11. CONFIDENTIALITY AND DATA PRACTICES

- 11.1 "Protected Data" has the same meaning as Not Public Data as defined in Minn. Stat. § 13.02, subd. 8a.
- 11.2 For purposes of this Agreement, all data created, collected, received, stored, used, maintained, or disseminated by County and School District in the performance of this Agreement is subject to the requirements of the MGDPA, as well as any other applicable State or Federal laws on data privacy or security. Each Party must comply with and is subject to the provisions, remedies and requirements of the MGDPA. Data that is created, collected, received, stored, used, maintained, or disseminated by the School District in performance of this Agreement may also be subject to the requirements of the Family Educational Rights and Privacy Act (FERPA), and any other state or federal privacy laws that apply to the School District's data. The County is not subject to FERPA requirements.
- 11.3 The Parties acknowledge that they may transmit Protected Data to the Portal in connection with this Agreement. The Parties shall not, at any time, directly or indirectly reveal, report, publish, duplicate, or otherwise disclose, to any third party in any way whatsoever any Protected Data, unless required or allowed by law or consent. The Parties independently agree to implement such procedures as are necessary to assure protection and security of Protected Data and to furnish each other with a copy of said procedures upon request.
- 11.4 Each Party is responsible for maintaining its own records related to the Program and responding to requests for data from individuals and the public. As a courtesy, the Parties may inform each other of requests for data related to the Program, but this is not a requirement.
- 11.5 As a condition of the County providing the School District with access credentials to the Portal, the School District shall comply with Exhibit 3, Dakota County Portal Access, which is attached and incorporated herein.
- 11.6 This article survives expiration or termination of this Agreement.

12. INSURANCE

Each Party shall maintain policies of insurance or self-insurance which covers the activities of the Program and in an amount not less than the statutory maximum set forth in Minn. Stat. § 466.04.

13. SEVERABILITY

The provisions of this Agreement shall be deemed severable. If any provision of this Agreement is void, invalid, or unenforceable, it will not affect the validity and enforceability of the remainder of this Agreement unless the void, invalid or unenforceable provision substantially impairs the value of the entire Agreement with respect to either Party.

14. MERGER

- 14.1 Final Agreement. This Agreement is the final expression of the agreement of the Parties. This Agreement is the complete and exclusive statement of the provisions agreed to by the Parties. This Agreement supersedes all prior negotiations, understandings, or agreements. There are no representations, warranties, or provisions, either oral or written, not contained herein.
- 14.2 Exhibits. The following Exhibits are incorporated and made a part of this Contract:
Exhibit 1— Legislation
Exhibit 2-- Dakota County's Birth Benchmark and ASQs; and
Exhibit 3—Dakota County Portal Access.

By signing this Agreement, the Parties acknowledge receipt of all the above Exhibits. If there is a conflict between any provision of any Exhibit and any provision in the body of this Agreement, the body of this Agreement will prevail. To the extent reasonably possible, the Exhibits will be construed and constructed to supplement, rather than conflict with, the body of this Agreement. If there is a conflict between any

provision of Exhibit 1 and another Exhibit, the provision of Exhibit 1 will prevail. If there is a conflict between any provision of Exhibit 3 and another Exhibit, the provision of Exhibit 3 will prevail.

15. AGREEMENT INTERPRETATION AND CONSTRUCTION

This Agreement was fully reviewed and negotiated by the Parties, and each Party had the opportunity to have the Agreement reviewed by its attorney prior to signing. Any ambiguity, inconsistency, or question of interpretation or construction in this Agreement shall not be resolved strictly against the Party that drafted the Agreement. It is the intent of the Parties that every article (including any subarticle), clause, term, provision, condition, and all other language used in this Agreement shall be constructed and construed so as to give its natural and ordinary meaning and effect.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates indicated below:

Approved by Dakota County Board
Resolution No. _____

COUNTY OF DAKOTA

By _____
Marti Fischbach
Title Community Services Director

Approved as to form:

Date of Signature _____

/s/ Suzanne W. Schrader Aug. 7, 2020
Assistant County Attorney/Date
County Attorney File No. KS-20-347-2

Approved by School Board
Resolution No. _____

SCHOOL DISTRICT

(I represent and warrant that I am authorized by law to execute this Agreement and legally bind the School District).

By DAVID WEBB
DAVID WEBB
(Please print name.)

Approved as to form:

Title SUPERINTENDENT
Date of Signature 8/13/2020

/s/ Maggie R. Wallner Aug. 7, 2020
Attorney for School District/Date

EXHIBIT 1

Minnesota Legislation

The following provision is in Senate File 2 of the 2017 Special Session of the Minnesota Legislature. The Governor approved this legislation on May 30, 2017. The 2017 legislation was subsequently amended in House File 11 of the 2020 Special Session of the Minnesota Legislature, and approved by the Governor on June 18, 2020:

Sec. 33. Minnesota Birth to Age Eight Pilot Project.

Subdivision 1. Authorization. The commissioner of human services shall award a grant to Dakota County to develop and implement pilots that will evaluate the impact of a coordinated systems and service delivery approach on key developmental milestones and outcomes that ultimately lead to reading proficiency by age eight within the target population. The pilot program is from July 1, 2017, to June 30, 2021.

Subd. 2. Pilot design and goals. The pilot will establish key developmental milestone markers from birth to age eight. Pilot program participants will be developmentally assessed and tracked by a technology solution that tracks developmental milestones along the established developmental continuum. If a pilot program participant's progress falls below established milestones, the coordinated service system will focus on identified areas of concern and offer referrals or services to pilot program participants.

Subd. 3. Program participants in target population. Pilot program participants must opt in and provide parental or guardian consent to participant and be enrolled or engaged in one or more of the following:

- (1) a Women's Infant & Children (WIC) program;
- (2) a family home visiting program or Follow Along Program;
- (3) a school's early childhood screening; or
- (4) any other Dakota County or school program that is determined as useful for identifying children at risk of falling below established guidelines.

Subd. 4. Evaluation and report. The county or counties shall work with a third party evaluator to evaluate the effectiveness of the pilot and report to the legislative committees with jurisdiction over human services policy and finance each year by February 1 with an update on the progress of the pilot. The final report on the pilot is due January 1, 2022.

EXHIBIT 2 Birth Benchmark and Developmental Benchmarks

Birth Benchmark Explanation

As part of the Birth to Age 8 Program, the County will create and then add a birth benchmark to each enrolled child's Portal profile.

The Parties agree that they have cooperatively created the following indicators and that such indicators may change over time, but the County will seek input and approval from the School District prior to implementing any new criteria. The Parties agree that the indicators that form the birth benchmark will be based on research that connects the criteria to the ability to read by age eight. Additionally, the indicators are all criteria that are required for participation in the County's Family Home Visiting (FHV) program, which is one possible enrollment criterion for the Program. At the time of signing this JPA, the following are the birth benchmark indicators, which are collected from the Minnesota Department of Health birth record information and systems used by state and county workers to determine eligibility for public assistance:

- Birth weight less than 2500 grams;
- Birth mother's use of tobacco while pregnant;
- Birth mother's level of education at time of delivery (less than high school diploma or GED);
- Whether the birth mother was a teen parent (<19 years) at the time of delivery; and
- Whether the birth mother was enrolled in Medical Assistance (MA) or Women, Infants and Children (WIC) at the time of delivery.

The Portal will automatically calculate a color-coded result (a red, yellow, or green "stoplight") based on the following equal-weighted scale:

- 0-1 of the indicators: Green
- 2-3 of the indicators: Yellow
- 4-5 of the indicators: Red

County staff will calculate the color-coded result, and the Portal will populate an enrolled-child's profile with the stoplight. The School District will not have access to the individual indicators that triggered the stoplight color. Only designated County and School District staff will be able to view the stoplight. The birth benchmark helps show where the child started in life, compared to the child's progress throughout the term of the Program. The Parties will use this information to show progress over time for each enrolled child, offer referrals and/or services, as well as for Program evaluation purposes.

Dakota County Developmental Milestone Benchmarks: Ages and Stages Questionnaires (ASQs) and Stages Questionnaires – Social Emotional (ASQ-SE)

The County uses ASQ or ASQ-SE tools to measure if each enrolled-child has met developmental milestones in communication, gross motor, fine motor, personal social, problem solving and social emotional behaviors. Results from ASQ/ASQ-SE screening will be uploaded to the Portal as green (pass), yellow (monitor), or red (fail) "stoplights" only. Individual answers will not be shared with the School District.

School District Developmental Milestone Benchmarks

The School District will measure whether each enrolled-child has met developmental milestones for ages 36 months through third grade:

- Early Childhood Screening
- Kindergarten Assessment
- 1st, 2nd, 3rd Grade Reading

The School District will upload the results to the Portal as green (pass), yellow (monitor), or red (fail) "stoplights" only. Individual answers, scores, or any other underlying data will not be shared with the County.

Exhibit 3

DAKOTA COUNTY PORTAL ACCESS

The County has created and controls the Portal as the data system to facilitate the sharing of milestone data with the School District. The School District has been granted access to the Portal, as defined in the Agreement, which contains not public data, as that term is defined in Minn. Stat. § 13.02, subd. 8a (hereinafter, "Protected Data"). Accordingly, the School District shall take measures to ensure that its officers, employees, and independent contractors (collectively, "staff") who have access to the Portal, adhere to all applicable privacy and security requirements and standards in state and federal law, industry regulations, and County policy governing such access.

While accessing the Portal, School District agrees to comply with the following conditions and notify its staff who access the Portal of the same:

- (1) School District shall cooperate with the County in setting up a limited number of accounts to access the Portal for only those Staff who have a direct administrative role in the Program;
- (2) School District will ensure that each Staff person with Portal access has unique credentials (which shall be different than the Staff's password for other websites, email, network login, etc.).
- (3) Staff shall access, maintain, use, copy, modify, or disseminate Protected Data only if it is necessary to perform the duties for which the staff have been authorized by the School District pursuant to the Agreement.
- (4) School District shall establish, maintain, and enforce that staff shall access only the minimum amount of Protected Data necessary to conduct their duties under the Agreement.
- (5) Staff shall have no expectation of privacy while accessing or using the Portal, and the County and the School District reserve the right to review, audit, and monitor the access and use of the Portal.
- (6) School District shall reasonably update the County's Public Health Liaison regarding staff access rights based on staff or Portal changes and shall periodically review all access rights at an appropriate frequency to ensure current access rights to Protected Data are appropriate and no greater than are required for a staff member to perform his/her functions necessary under the Agreement.
- (7) School District shall notify the County's Public Health Liaison if there is a change (e.g. termination, reassignment, etc.) in any staff work status or access requirements within 3 business days of such change.
- (8) Staff shall not access the Portal for purposes or activities outside the scope of the staff's duties related to the Program.
- (9) Staff shall keep secure all Protected Data for which School District is responsible and has access.
- (10) Staff shall not reveal their access credentials to anyone, and School District will immediately inform the County's Public Health Liaison if there is reason to believe that anyone may have learned of, or used, staff credentials.
- (11) Staff shall not attempt to, nor assist others, in subverting network security to impair its functionality or to bypass restrictions set by the Portal administrators.
- (12) School District shall notify the County by emailing the Dakota County IT Help Desk at helpdesk@co.dakota.mn.us within 24 hours in the event that School District discovers that there has been a "breach of the security of the data," as that term is defined in Minn. Stat. § 13.055, subd. 1 (a), or a suspected breach of the security of the data. Such notification shall include, at a minimum, (1) the nature of the suspected or actual breach of the security of the data; (2) the types of potentially compromised Protected Data; (3) the duration and expected consequences of the suspected or actual breach of the security of the data; and (4) any mitigation or remediation measures taken or planned in response to the suspected or actual breach of the security of the data. School District shall cooperate with County in the investigation of any suspected or actual breach of the security of the data.

- (13) Each Party is responsible for providing and paying for any and all individual or regulatory notifications in connection with a data breach involving that Party's data.

School District acknowledges and agrees that if any of the above conditions are violated, School District may be subject to Agreement termination provisions. The Parties acknowledge and agree that data confidentiality requirements extend beyond the expiration or termination of the Agreement. School District acknowledges and agrees that it will comply with the above provisions.

END OF EXHIBIT

FIRST AMENDMENT TO THE JOINT POWERS AGREEMENT
BETWEEN THE COUNTY OF DAKOTA AND
SPECIAL SCHOOL DISTRICT 6
FOR BIRTH TO AGE 8 PROGRAM SERVICES

This is the First Amendment to the Joint Powers Agreement dated October 22, 2020, between the County of Dakota, by and through its Department of Public Health (“County”) and Special School District 6, South St. Paul, Minnesota (“School District”).

The parties hereby agree to amend the Joint Powers Agreement as follows:

1. The first paragraph of Article 1.1 is revised to state as follows:

Purpose. The purpose of this Agreement is to define the rights and obligations of the County and the School District. The County has created an online data sharing portal (“the Portal”) to which the Parties, pursuant to valid authorizations for release of information, will enter data on children related to the five key developmental milestone markers (“milestones”) from birth to age eight: (1) birth benchmark; (2) 0-36 months developmental screening(s); (3) early childhood screening; (4) kindergarten assessment; and (5) first, second, and third grade reading levels, and as described below. Such data shall be entered into the Portal by a color-coded indicator only (green, yellow, red “stoplight”) as described in Articles 2 and 3.

2. Article 1.3 is amended to state as follows: “Term. This Agreement is effective and enforceable on the date the last Party signs this Agreement (“Effective Date”) and expires on June 30, 2026.”
3. The first sentence of Article 2.A. is amended to state as follows: “Offer enrollment in the Program to children living in the School District (“enrolled child(ren)”), with attention to those who are at the highest risk, based on the indicators described in the chart under Article 1.1.”
4. Article 14.2 is amended to delete reference to Exhibit 1 – Legislation. Exhibit 1 is deleted in its entirety, as the pilot program described in the legislation ends on June 30, 2021.
5. Exhibit 2: The first paragraph is revised to state as follows: “As part of the Birth to Age 8 Program, the County will create and then add a birth benchmark to each enrolled child’s Portal profile, when data is available.” The fifth bullet point is revised to state as follows: “Whether the birth mother or child was enrolled in Medical Assistance (MA) or Women, Infants and Children (WIC) at the time of delivery.”

Other than the provisions modified above, the remaining terms and conditions of the Joint Powers Agreement shall remain in effect and may only be changed if agreed to in writing by both parties.

ELECTRONIC SIGNATURES

EACH PARTY AGREES THE ELECTRONIC SIGNATURES OF THE PARTIES INCLUDED IN THIS CONTRACT ARE INTENDED TO AUTHENTICATE THIS WRITING AND TO HAVE THE SAME FORCE AND EFFECT AS WET INK SIGNATURES.

IN WITNESS WHEREOF, the parties have executed this Amendment to the Contract on the dates indicated below.

Approved by Dakota County Board
Resolution No. 20-513

Approved as to form:

/s/ Suzanne W. Schrader March 22, 202
Assistant County Attorney/Date
County Attorney File No. KS-20-347-1

Approved by School Board
Resolution No. _____

COUNTY OF DAKOTA

By _____

Marti Fischbach

Title Community Services Director

Date of Signature _____

SCHOOL DISTRICT

(I represent and warrant that I am authorized by law to execute this Agreement and legally bind the School District).

By _____

(Please print name.)

Title _____

Date of Signature _____



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 12, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None

Attachment: School Board Member Handbook

Topic: School Board Member Handbook Review
Presenter(s): Superintendent Dave Webb
Background: The School Board member handbook was created to serve as a tool for a: <ul style="list-style-type: none">• common understanding of roles and responsibilities• reference for board policies and procedures• an orientation document for new board members; and• an invaluable tool for educating our community about school board responsibilities On Monday evening, we will take time to walk through the handbook.
Recommendation: No formal approval needed.
Alternatives: N/A

South St. Paul
Public Schools



BOARD MEMBER HANDBOOK: *An Informational Guide for South St. Paul Public Schools Board of Education Members*



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

www.sspps.org

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South St. Paul Public Schools 2021 LEADERSHIP DIRECTORY

Board Members

Chris Walker, *Chair*
Linda Diaz, *Vice Chair*
Nikki Laliberte, *Secretary-Clerk*
Wendy Felton, *Treasurer*
Bill Arend
John Raasch
Monica Weber

Executive Staff

Dr. Dave Webb, *Superintendent*
Lisa Brandecker, *Executive Assistant*

Superintendent's Leadership Cabinet

Leah Bourg, *Middle School Principal*
Paul Brashear, *Technology Director*
Terry Bretoi, *Kaposia Principal*
Aaron Bushberger, *Finance Director*
Mark Fenton, *Building and Grounds Director*
Mike Fugazzi, *Lincoln Center Principal*
Connie Garling-Squire, *Early Learning/Equity Director*
Cathy Miller, *Human Resource Director*
Chuck Ochocki, *High School Principal*
Chad Schmidt, *Learning Director*
Kelly Tetrick, *Special Education Director*
Jeanne Zehnder, *Community Education Director*

THE HISTORY OF SOUTH ST. PAUL PUBLIC SCHOOLS

We are Special School District 6

South St. Paul Public Schools and the City of South St. Paul's boundaries are nearly the same. The district serves approximately 3,500 students in the City of South St. Paul in two elementary schools (prek-5), a secondary school (6-12), and an alternative learning center (9-12). In addition, the district hosts early childhood programs (birth-5), an adult basic education program, and an extensive community education program. **Our mission is to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.**



Our History

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

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

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

International Baccalaureate (IB)

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

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

TriDistrict Career and College Readiness (CCR)

The TriDistrict Career and College Readiness (CCR) program is a partnership between South St. Paul Public Schools, Inver Grove Heights Community Schools, Mendota Heights-West St. Paul-Eagan Schools, and local businesses. The program gives students the opportunity to explore different career paths and earn college credits, degrees, and job-ready experiences or certifications while in high school. Through its TriDistrict CAPS programs, the TriDistrict CCR Initiative offers pathways in healthcare and medicine, transportation technologies, and business and entrepreneurship. This year the program began partnering with Metropolitan State University to offer a pathway in the field of Urban Education for South St. Paul students.

- Healthcare Careers and Medicine
- Careers in Transportation Technologies
- Careers in Business and Entrepreneurship

Community Support

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

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

South St. Paul Public Schools Today

Mission *(our core purpose)*

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

Our Vision *(what we intend to create)*

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

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

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

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

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

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

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

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

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

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

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

We Believe

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

DISTRICT DEMOGRAPHICS

District Office

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

Family Education Center (Early Learning Programming)

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

Kaposia Education Center (PreK-5)

1225 – 1st Avenue South
South St. Paul, MN 55075
(651) 451-9260
Enrollment as of 10/1/20: 682

Lincoln Center Elementary (PreK-5)

357 – 9th Avenue North
South St. Paul, MN 55075
(651) 457-9426
Enrollment as of 10/1/20: 767

South St. Paul Secondary (6-12)

700 – 2nd Street North
South St. Paul, MN 55075
(651) 457-9408
Enrollment as of 10/1/20: 1648

South St. Paul Education Center

- 710 – 19th Avenue North
South St. Paul, MN 55075
- **Community Learning Center (9-12)**
 - (651) 450-9966
 - *Enrollment as of 10/1/20: 101*
 - **Community Education/Adult Basic Education**
 - (651) 306-3631

BECOMING A SCHOOL BOARD MEMBER

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

Becoming a Board Member

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

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

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

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

Term of Office

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

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

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

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

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

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

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

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

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

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

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

Standard 1: Conduct and Ethics

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

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

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

Standard 2: Vision

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

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

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

Standard 3: Structure

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

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

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

Standard 4: Accountability

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

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

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

Standard 5: Advocacy and Communication

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

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

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

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

Expectations of a School Board Member

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

Functions of a School Board Member

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

Legal Obligations of a School Board Member

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

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

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

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

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

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

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

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

GOVERNANCE AND MANAGEMENT *Source: TeamWorks International*

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

The Board has the Authority of Governance

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

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

The Administration has the Authority of Management

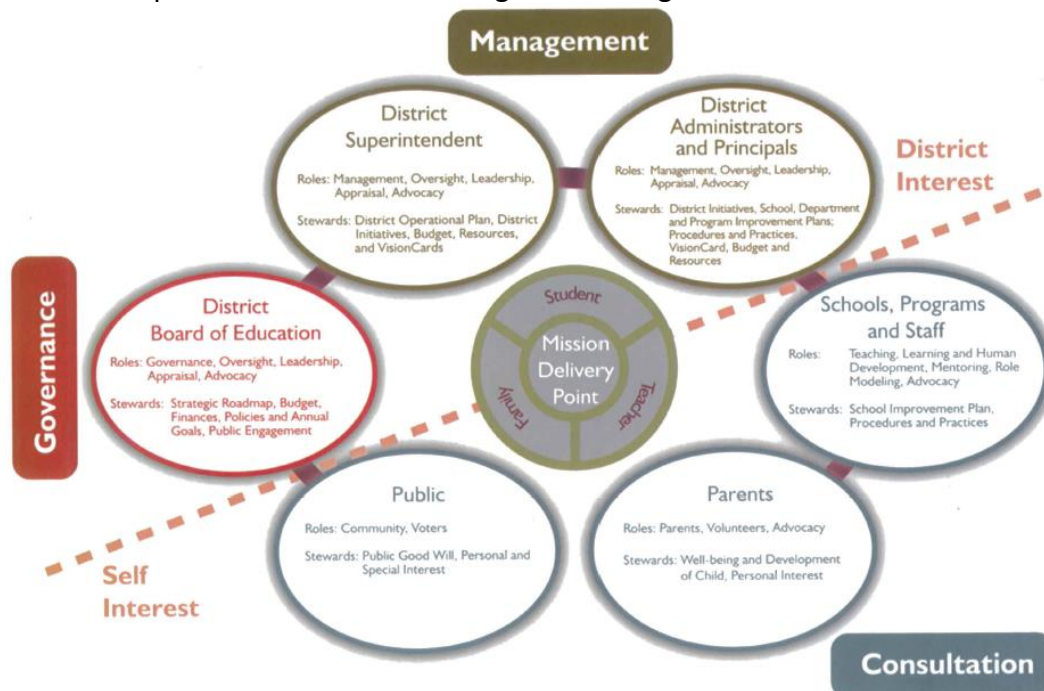
No one else has it. Administrators have six primary responsibilities:

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

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

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

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



Application of Excellence in Governance in Real Life

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

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

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

Election of Officers

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

Roles of Board Officers

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

Role of the Chair

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

Role of the Vice-Chair

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

Role of the Secretary-Clerk

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

Role of Treasurer

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

BOARD MEETINGS

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

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

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

Attendance at Board Meetings

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

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

Organizational Meeting

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

Committee-of-the-Whole

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

Regular Board Business Meeting

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

Board Retreat

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

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

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

- Phase I: Learning to Lead – School Board Basics
- Phase II: Leadership Foundations – School Finance and Management
- Phase III: Building a High-Performance School Board Team
- Phase IV: Representing your Community through Policy and Engagement

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

Special Meeting

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

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

Emergency Meeting

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

Closed Session

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

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

COMMITTEES Source: SSP Public Schools Policy Manual #213

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

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

There are four main committees:

Finance, Facilities, and Long-Range Planning Committee

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

Policy Committee

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

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

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

Superintendent/Executive

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

Public Relations/Community Engagement

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

LIAISONS/PARTNERSHIPS

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

Association of Metropolitan School Districts (AMSD)

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

Central Square Community Center Advisory Board

The Central Square Community Center is a joint partnership between South St. Paul Public Schools, Special School District 6 and the City of South St. Paul. The Central Square Governing Board is composed of six members; three appointed by the city council and three appointed by the school board of South St. Paul. The Central Square Advisory Board has the authority and obligation to manage and operate Central Square's educational and recreational activities on behalf of the city council and school board.

Community Education Advisory Committee

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

Equity Alliance MN

Equity Alliance has been providing culturally relevant learning since 1995, through professional learning and student programs in its eight-member school districts. They have increased its focus on providing programs and support services focused around professional learning and student programming. Equity Alliance is governed by a Joint Powers Board with a member from each of the eight-member school districts.

Intermediate School District 917

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

South St. Paul Educational Foundation

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

South St. Paul Open Foundation

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

Minnesota School Boards Association (MSBA)

www.mnmsba.org



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

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

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

National School Boards Association (NSBA)

www.nsba.org



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

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

POSITIONS THAT REPORT TO THE SCHOOL BOARD

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

Role of Superintendent

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

Key functions and responsibilities of the superintendent

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

WORKS CITED

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

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

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

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

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

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

Governance and Management, *TeamWorks International*

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

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

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



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 12, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None

Attachment: 2-Year Board Agenda

Topic: 2-Year School Board Agenda
Presenter(s): School Board
Background: As a result of the District's previous Strategic Plan process, a 2-year board agenda was developed that guides the board's work over a 2-year period. Unfortunately, due to the high level of week-to-week COVID management, we haven't recently discussed our 2-year board agenda. On Monday evening, the School Board will engage in a conversation on their key work they would like to recognize on their 2-year board agenda for 2021-2023.
Recommendation: N/A
Alternatives: N/A



SOUTH ST PAUL PUBLIC SCHOOLS 2-Year School Board Agenda

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

Vision: By 2020, we will

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

Key Drivers:

- International Baccalaureate (IB)
- Multi-Tiered Systems of Support: Social-Emotional Learning

Key Board Roles	2021 – 22 SY
Board Self-Governance	<ul style="list-style-type: none"> ● Review and Set Board 2-Year Agenda (June/ongoing) ● Review, School Board Handbook (January/February) ● Recruit candidates for BoE election ● Training with Dennis Cheesebrow for Development of Board Best Practices in Governance (Quarterly) ● School Board Reorganization (December/January) ● Board/officer transition planning (December) ● Conduct, BoE evaluation (January) ● Review/Discuss “More and Less of” from Dennis Cheesebrow training (September) (ongoing) <ul style="list-style-type: none"> ○ More of Partnerships: discussion, authenticity, naming/solution, communication ○ Less of Isolation: Low level communication, disorder, negativity, mistrust
District Policy	<ul style="list-style-type: none"> ● Review/approve the policies required to be reviewed annually ● Review/approve District Policies once every five years or as needed
Superintendent Relations	<ul style="list-style-type: none"> ● Set Superintendent goals (September) ● Mid-year check-in on Superintendent goals (January/February) ● Conduct/Report, Superintendent evaluation (June) ● Short and Long-Term Succession planning (ongoing)
Public Engagement	<ul style="list-style-type: none"> ● Create/Maintain a sustainable public engagement committee ● Establish a calendar of events for the public engagement committee ● Conduct State of the District with Staff, Parents, and Public ● Inform SSPPS community about equalization and advocate at legislature for fair funding ● Expand Partnerships with City, Community and Businesses

Excellence in Management	<ul style="list-style-type: none"> ● Finance ● Human Resources ● Learning
2022-23 and beyond planning	<p><u>Public Engagement</u></p> <ul style="list-style-type: none"> ● Possible Levy pending equalization tax levy <ul style="list-style-type: none"> Public Engagement Organize neighborhood information sessions Manage Election Data

Acronyms

ADSIS - Alternative Delivery of Specialized Instruction Services

ATPPS - Alternative Teacher Professional Pay System

BoE - Board of Education

B-8 - Birth to Age 8

CCR - Career and College Readiness

CSCC - Central Square Community Center

LTD - Long-Term Disability

MCA - Minnesota Common Assessment

MSBA - Minnesota School Boards Association

OPEB - Other Post-Employment Benefits

SSPPS - South St. Paul Public Schools

TDE - Teacher Development Evaluation

TRA - Teachers Retirement Association

WBWF - World's Best Workforce