



South St. Paul School Board Meeting
Monday, March 13, 2023 6:00 PM
Location: CITY HALL
125 THIRD AVENUE NORTH
South St Paul, Minnesota 55075

Agenda

I. ROLL CALL and PLEDGE OF ALLEGIANCE	
II. APPROVAL OF MEETING AGENDA/MINUTES	
A. School Board Meeting Agenda, March 13, 2023	
B. Committee-of-the-Whole and Regular Meeting Minutes, February 27, 2023	3
III. QUALITY-IN-ACTION and REPORTS	
A. Quality-in-Action: Middle School Principal Leah Bourg along with some students and staff will highlight the new interest inventories and College and Career Readiness software that is being used in the Middle School. (L. Bourg)	
B. Report: Chair John Raasch will highlight the Public Listening Session submissions. (J. Raasch)	6
C. Report: School Board members will highlight items from the committee-of-the-whole meeting. (Board)	7
D. Report: Superintendent Zambreno will provide highlights from around the District. (B. Zambreno)	8
IV. CONSENT ITEMS	
A. Financial Claims: Bills Payable	9
B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves	15
V. POLICY REVIEW	
A. Policies Under Review - First Reading	19
1. #201 - Legal Status of a School Board	20
2. #202 - School Board Officers	23
3. #208 - Development, Adoption & Implementation of Policy	27

VI. BUSINESS ITEMS

- A. Approval, for the South St. Paul School Board to approve the 3-Year Achievement and Integration Plan (2023-2026) and the FY 2024 Achievement and Integration Budget. (C. Schmidt) 49

- B. Approval, for the South St. Paul School Board to approve an Academic Plan to address the District's achievement concerns. (District Cabinet) 75

VII. INFORMATIONAL ITEMS

- A. **Board Members' Reports/Committee Updates/Where Have You Seen a Passion:** Board members will report on recent educational activities/events in which they have participated as well as other informational items.

VIII. CLOSED SESSION

- A. Closed Session per the Open Meeting Law (Minn. Stat. § 13D.03) for clerical negotiations. (J. Milteer)
- B. Adjourn Closed Session

IX. ADJOURN

**South St. Paul School Board
Committee-of-the-Whole Meeting Minutes**

February 27, 2023

Chair John Raasch called the February 27, 2023, committee-of-the-whole meeting to order at 5:00 PM with seven Board members present: Beermann, Claflin, T. Felton, W. Felton, Laliberte, Raasch, and Weber. Others present included Superintendent Brian Zambreno and several staff and community members.

American Indian Parent Advisory Committee

American Indian Community/Cultural Liaison Johnson, along with Director Schmidt and Assistant Director Gámez, presented the American Indian Parent Advisory Committee's (AIPAC) Vote of Concurrence along with contextual information about the SSPPS American Indian Education Program.

At this time, the SSPPS American Indian Parent Advisory Committee has found that the district is not in compliance with meeting the needs of American Indian students, and therefore cast a vote and resolution of nonconcurrence. Per Minnesota statute, the district will have 60 days upon receipt of this resolution to respond in writing.

According to MN Statute 124D.78, the school board must annually submit a resolution of concurrence adopted by the American Indian Parent Advisory Committee prior to March 1.

2023-24 Calendar

Equity and Learning Director Chad Schmidt reviewed the proposed 2023-24 academic calendar that was developed using parameters set by the School Board. This draft calendar was developed in partnership and consultation with district stakeholder representatives from the following groups: clerical, families, paraprofessionals, principals, and teachers.

Student School Board Representatives

As a part of its strategic visioning, the South St. Paul School Board has made it a priority to increase opportunities to include stakeholder voices in our work. The initial timeline was to have a Student School Board Representative(s) in place by fall of 2020 with the evaluation of the process in the spring of 2021. With the COVID-19 pandemic, the process was put on hold.

The conversation was brought back before the School Board to determine the Board's interest in moving the Student School Board Representative process forward. After further conversation, the Board determined they would like to move forward with this process for the 2023-24 school year and evaluate the program at the end of the first year.

Committee Updates

Board members provided updates to the various committees in which they serve.

The committee-of-the-whole meeting adjourned at 5:54 PM.

Respectfully submitted by:

Lisa Brandecker, Acting Secretary-Clerk
South St. Paul Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS Special School District No. 6

FEBRUARY 27, 2023

The regular meeting of the School Board, Special School District No. 6, South St. Paul, was held in the city hall council chambers on Monday, February 13, 2023. Chair John Raasch called the meeting to order at 6:00 PM with six Board members present for roll call: Claflin, T. Felton, W. Felton, Laliberte, Raasch, and Weber. Director Beermann arrived at 6:05 PM. Superintendent Dr. Brian Zambreno and several staff and community members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Member Laliberte

Seconded by Member Weber

That the South St. Paul School Board approves the February 27, 2023, School Board meeting agenda as well as minutes from the February 13, 2023, committee-of-the-whole and regular meetings.

Motion carried (6-0)

QUALITY-IN-ACTION

- Principal Bretoi, primary teachers, families and students shared their experiences and why it is important to involve families in their child's education.

Director Beermann arrived.

- Superintendent Zambreno and Director Schmidt shared the process the district used to engage stakeholder voices (students, families, staff) in developing the Desired Daily Experience document that will serve as our roadmap for our work.

REPORTS

Public Listening Session Report – Chair Raasch reported there were no listening session submissions.

Committee-of-the-Whole Report – Vice Chair Weber provided a highlight the School Board's discussion at their committee-of-the-whole meeting this evening.

Superintendent Report – Superintendent Zambreno provided highlights from around the district.

CONSENT ITEMS

By Director Claflin Seconded by Director Laliberte
A. Financial Claims—Bills Payable
B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves.
Motion carried (7-0)

BUSINESS ITEMS

By Director Weber Seconded by Director Claflin
Approval, for the South St. Paul School Board to approve the 2023-24 District Academic Calendar.
Motion carried (7-0)

By Director Beermann Seconded by Director Claflin
Approval, for the South St. Paul School Board to accept the American Indian Parent Advisory Committee’s Vote of Non-Concurrence.
Motion carried (7-0)

INFORMATIONAL ITEMS

School Board members reported on various educational activities/events in which they have participated as well as other informational items.

CLOSED SESSION

By Director Beermann Seconded by Director Claflin
That the School Board move to a closed session at 6:45 PM per the open meeting law (Minn. Stat. § 13D.03) for the purpose of clerical negotiations.
Motion carried (7-0)

Closed Session officially started at 6:57 PM with the following members present: Directors Claflin, T. Felton, W. Felton, Laliberte, Weber and Raasch as well as Superintendent of Schools Dr. Brian Zambreno, Human Resource Director Joel Milteer and Finance Director Brady Hoffman. Director Beermann was absent.

By Director Claflin Seconded by Director Weber
For the School Board to adjourn the closed session and open the meeting up at 7:35 PM.
Motion carried (6-0)

ADJOURN

By Director Claflin Seconded by Director Weber
Approval, for the School Board to adjourn the February 27, 2023, meeting at 7:36 PM.
Motion carried (6-0)

Official Board Minutes are available in the District Office at 104 – 5th Ave. So. – So. St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Regular Meeting Reports

Action Requested: None

Attachment: None

Topic: School Board Listening Session Report

Presenter(s): Board Chair

Background:

At the committee-of-the-whole and regular business meetings, the Board Chair will provide an overview of the listening session submissions.

The South St. Paul School Board provides the following opportunities for community members to address the board:

- **In-Person** on the first meeting date of each month according to the schedule listed on the [district's website](#). Public listening sessions are held at City Hall (125 – 3rd Avenue North) beginning at 4:15 PM.
- **Electronic form submissions** are accepted on all meeting dates listed on the [district's website](#). Click [here](#) to submit a Public Listening Session comment.
 - Form submissions will be acknowledged by Board Chair and/or Superintendent on-air during the regular business meeting. The Board Chair and/or Superintendent will also follow-up personally with the individuals submitting a Public Listening Session form.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Committee-of-the-Whole Meeting Update
Presenter(s): Board
Background: School Board members will highlight items from the committee-of-the-whole meeting.
Recommendation: N/A
Alternatives: N/A



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Superintendent's Update
Presenter(s): Dr. Brian Zambreno, Superintendent
Background: Superintendent Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Financials – Bills Payable

Topic: Financials – Bills Payable
Presenter(s): Chair
Background: It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.
Recommendation: Approve financial statement
Alternatives: N/A

<u>CHECK</u>		<u>CHECK</u>	
<u>NUMBER</u>	<u>AMOUNT</u>	<u>DATE</u>	<u>VENDOR</u>
202021	-156.00	02/27/2023	ANDERSON, ERIC
202240	415.50	02/28/2023	LOCAL #70
202241	140.67	02/28/2023	MIDWEST RESALE SPECI
202242	1,747.90	02/28/2023	MINNESOTA CHLD SUPP
202243	112.00	02/28/2023	NCPERS GROUP LIFE IN
202244	194.50	02/28/2023	OFFICE AND PROF EMPL
202245	11,482.08	02/28/2023	SOUTH ST PAUL TEACHE
202246	5.00	02/28/2023	SOUTH ST PAUL OPEN F
202247	60.00	02/28/2023	SOUTH ST PAUL EDUCAT
202248	813.30	02/28/2023	SSP EASRP
202249	2,925.00	03/02/2023	A+ DRIVING SCHOOL
202250	8.39	03/02/2023	ACE HARDWARE & PAINT
202251	82.00	03/02/2023	AGUILERA, TERRYN
202253	696.00	03/02/2023	AMAZON CAPITAL SERVI
202254	156.00	03/02/2023	ANDERSON, ERIC
202255	876.44	03/02/2023	ARAMARK UNIFORM SERV
202256	1,080.18	03/02/2023	BUILDING CONTROLS GR
202257	333.81	03/02/2023	CANON FINANCIAL SERV
202258	1,222.36	03/02/2023	CENTER FOR CIVIC ENG
202259	166.44	03/02/2023	CINTAS
202260	65.00	03/02/2023	CITICARGO & STORAGE
202261	61,551.33	03/02/2023	CITY OF SOUTH ST PAU
202262	157.68	03/02/2023	CONTINENTAL CLAY CO
202263	80.00	03/02/2023	COOPER, KAMREN
202264	42,000.00	03/02/2023	CREATIVELY FOCUSED
202265	295.80	03/02/2023	CULLIGAN-MILBERT COM
202266	306.89	03/02/2023	DECKER EQUIPMENT
202267	118.00	03/02/2023	DIXON, RALFORD
202268	174.40	03/02/2023	FIRST SUPPLY LLC - T
202269	183.00	03/02/2023	GILSON, RYAN
202270	850.00	03/02/2023	GOPHER STAGE LIGHTIN
202271	77.34	03/02/2023	GRAINGER, INC
202272	487.50	03/02/2023	INFINITE HEALTH COLL
202273	66.34	03/02/2023	INNOVATIVE OFFICE SO
202274	116.46	03/02/2023	JOHN WILEY & SONS
202275	156.46	03/02/2023	JOHNSTONE SUPPLY
202276	82.00	03/02/2023	KELLER, DAVID
202277	101.00	03/02/2023	KELTON, ASSANTE
202278	82.00	03/02/2023	KIEMEL, TIM
202279	1,500.00	03/02/2023	LEE SCHMITT CONSULTN
202280	1,712.70	03/02/2023	LINDENMEYR MUNROE
202281	189.98	03/02/2023	MARK'S PLUMBING PART
202282	770.85	03/02/2023	MCMASTER-CARR SUPPLY
202283	1,609.78	03/02/2023	MIDWEST MACHINERY CO
202284	316.92	03/02/2023	MINNESOTA GLOVE, INC
202285	6.50	03/02/2023	MINNESOTA LOCKS
202286	30.00	03/02/2023	MN DEPT OF LABOR & I
202287	2,825.00	03/02/2023	MUSIC THEATRE INTERN
202288	6.19	03/02/2023	MUSKEGON HEIGHTS SOL
202289	478.52	03/02/2023	NAPA AUTO PARTS
202290	7,359.15	03/02/2023	NETWORK SERVICES COM
202291	5,373.42	03/02/2023	NITTI SANITATION
202292	9,760.00	03/02/2023	NORTHLINE TRANSPORTA
202293	118.00	03/02/2023	PATTERSON, JAMES
202294	59,995.00	03/02/2023	PETERSON BROS. ROOFI
202295	553.97	03/02/2023	PLUNKETT'S PEST CONT

CHECK NUMBER	AMOUNT	CHECK DATE	VENDOR
202296	318.00	03/02/2023	PSAT/NMSQT
202297	101.00	03/02/2023	RUCKER, HENRY
202298	88,671.36	03/02/2023	SAFEWAY WISCONSIN, I
202299	568.42	03/02/2023	SAM'S CLUB
202300	75.00	03/02/2023	SCHNEIDER, NANCY
202301	9,319.00	03/02/2023	SHI INTERNATIONAL CO
202302	80.00	03/02/2023	SKWIRA, PETER
202303	160.47	03/02/2023	SPRINT
202304	395.04	03/02/2023	ST PAUL PUBLISHING C
202305	18,143.65	03/02/2023	TEACHERS ON CALL
202306	17,500.00	03/02/2023	THE MORRIS LEATHERMA
202307	55.97	03/02/2023	TRACTOR SUPPLY CREDI
202308	51.00	03/02/2023	TWIN CITY HARDWARE C
202309	64.00	03/02/2023	WALTER, BRIAN
202310	67,559.37	03/02/2023	WIDE AREA TRANSPORTA
202311	1,975.00	03/02/2023	US BANK
202312	61,538.15	03/09/2023	360 COMMUNITIES
202313	101.00	03/09/2023	ADDISON, DONALD
202314	669.92	03/09/2023	AMAZON CAPITAL SERVI
202315	5,200.00	03/09/2023	ANDERSON, CONRAD
202316	50.00	03/09/2023	APPAREL LAB
202317	1,250.00	03/09/2023	AZTEC
202318	750.00	03/09/2023	BACKUPIFY
202319	82.00	03/09/2023	BROADWAY, SALADIN
202320	377.65	03/09/2023	CAPITAL ONE TRADE CR
202321	101.00	03/09/2023	CARLSON, JEREMY
202322	1,672.49	03/09/2023	CATALYST SOURCING SO
202323	799.50	03/09/2023	CHROMEBOOKPARTS.COM
202324	65.39	03/09/2023	CULLIGAN-MILBERT COM
202325	2,021.00	03/09/2023	DASH SPORTS, LLC
202326	400.36	03/09/2023	EDUCATORS BENEFIT CO
202327	64.00	03/09/2023	FIELDS, QUANTRELL
202328	60.00	03/09/2023	FITCH, AMERICA
202329	82.00	03/09/2023	GARDNER, TRAVIS
202330	960.00	03/09/2023	GRAPHIC EDGE DBA GAM
202331	126.00	03/09/2023	GUILFORD PUBLICATION
202332	560.00	03/09/2023	HOFFMANN, LINDA
202333	82.00	03/09/2023	HOULE, TOM
202334	4,154.33	03/09/2023	HOUSE OF PRINT
202335	180,542.85	03/09/2023	INDEPENDENT SCHOOL D
202336	64,436.45	03/09/2023	INDEPENDENT SCHOOL D
202337	83.05	03/09/2023	INNOVATIVE OFFICE SO
202338	1,295.83	03/09/2023	JOHNSON, CHRISTINE
202339	158.20	03/09/2023	KLOTZ, MICAH
202340	1,806.15	03/09/2023	KWIK TRIP EXTENDED N
202341	5,070.00	03/09/2023	LOVING GUIDANCE, INC
202342	9.19	03/09/2023	LOWE'S
202343	209.00	03/09/2023	MCEA EXECUTIVE OFFIC
202344	1,328.00	03/09/2023	MEDICINE LAKE TOURS
202345	82.00	03/09/2023	MESA, ALFREDO
202346	1,175.00	03/09/2023	MN SCHOOL BOARDS ASS
202347	158.20	03/09/2023	MOMMSEN ROGNERUD, AN
202348	127.00	03/09/2023	MRI SOFTWARE LLC
202349	66.00	03/09/2023	NATIONAL ASSOC OF SC
202350	91.00	03/09/2023	NCS PEARSON EDUCATIO
202351	64.00	03/09/2023	NIKOLIC, CONNOR

CHECK NUMBER	CHECK AMOUNT	CHECK DATE	CHECK VENDOR
202352	250.00	03/09/2023	OVERELL, STEPHANIE
202353	317.57	03/09/2023	PLUNKETT'S PEST CONT
202354	135.02	03/09/2023	PROFESSIONAL WIRELES
202355	44.99	03/09/2023	QUILL CORPORATION
202356	1,800.00	03/09/2023	RATZ, KIM
202357	64.00	03/09/2023	REAGAN, JOHN
202358	1,400.00	03/09/2023	REGION 3AA
202359	853.05	03/09/2023	RIVERSIDE INSIGHTS
202360	82.00	03/09/2023	RODRIGUEZ, ANTHONY
202361	64.00	03/09/2023	SCHMIDT, RICHARD
202362	25.52	03/09/2023	SCHMITT MUSIC
202363	8,333.34	03/09/2023	SOUTH ST PAUL EDUCAT
202364	64.00	03/09/2023	STORLIE, ALAN
202365	39.22	03/09/2023	SYNCB/AMAZON
202366	6,835.86	03/09/2023	TEACHERS ON CALL
202367	64.00	03/09/2023	WAYNE, TODD
202368	4,247.80	03/09/2023	XCEL ENERGY
202200286	-2.05	02/15/2023	MINNESOTA PAYROLL TA
202200287	-86.66	02/15/2023	FEDERAL PAYROLL TAXE
202200288	41,195.26	02/28/2023	MINNESOTA PAYROLL TA
202200289	251,654.92	02/28/2023	FEDERAL PAYROLL TAXE
202200290	880.20	02/28/2023	MN DEPT OF REVENUE
202200291	45,479.33	02/28/2023	PERA
202200292	53,070.50	02/28/2023	TSA/ACH DEDUCTION
202200293	126,239.01	02/28/2023	TEACHER RETIREMENT A
202200294	0.00	02/28/2023	MINNESOTA PAYROLL TA
202200295	0.00	02/28/2023	FEDERAL PAYROLL TAXE
202200296	191,928.61	02/27/2023	HEALTH PARTNERS
202200297	15,554.76	02/28/2023	MEDSURETY
202200298	63,701.56	03/06/2023	HEALTH PARTNERS
202200299	1,183.00	03/06/2023	MEDSURETY

1,580,243.55 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL	750,944.86	1,400.00	394,703.66	1,147,048.52
02	FOOD SERVICE	8,174.91	0.00	546.32	8,721.23
04	COMMUNITY EDUCATION	270,255.70	0.00	18,533.32	288,789.02
05	CAPITAL	4,797.96	0.00	108,222.45	113,020.41
08	TRUST FUND	0.00	0.00	15,554.76	15,554.76
50	ACTIVITY ACCOUNT	7,109.61	0.00	0.00	7,109.61
***	Fund Summary Totals ***	1,041,283.04	1,400.00	537,560.51	1,580,243.55

***** End of report *****

CHECKRUNS

<u>FUND</u>	<u>DESCRIPTION</u>	<u>February 25, 2023 - March 9, 2023</u>
1	GENERAL	\$1,147,048.52
2	FOOD SERVICE	\$8,721.23
4	COMMUNITY EDUCATION	\$288,789.02
5	CAPITAL	\$113,020.41
7	DEBT SERVICE	\$0.00
8	TRUST FUND/FLEX	\$15,554.76
50	ACTIVITY ACCOUNTS	\$7,109.61
	TOTAL	<u>\$1,580,243.55</u>

Checks 202240 - 202368

Employee ACH

Wire Payments 202200286-202200299

PAYROLL

2/28/23

Payroll Direct Deposit	900087472- 900088000	\$745,280.53
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SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Staffing

Topic: Staffing
Presenter(s): Chair
Background: The staffing report includes the Appointments, Resignations, Transfers, Retirements, Abolishments and Leaves being recommended to the School Board for approval.
Recommendation: Administration recommends approval of the proposed staffing and supplemental staffing as presented.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for next steps.

**VII.A.1 Staff Appointments, Resignations, Retirements, Terminations
and Leaves (Joel Milteer)**

3-13-23

Certified

A. Appointments/Reassignments

Change of Assignment – Effective March 13, 2023

Carol Jerney – ELL Teacher, change from .9 FTE High School and .1 FTE Community Learning Center, to 1.0 FTE Lincoln Center

Return From Leave of Absence – Effective for the 2023-24 school year

Timothy Kennealy – 1.0 FTE Humanities Teacher (.2 FTE leave)

2022-23 ECA

*indicates a non-district employee

** indicates a returning non-district employee

B. Resignations/Retirements/Leaves/Reductions/Other

1. Cassidy Adamson – Resignation, 1.0 FTE Grade 1 Elementary Teacher, Lincoln Center, effective June 12, 2023.
2. Francis Arend – Resignation, 1.0 FTE Peer Coach (TOSA), District, effective June 12, 2023.
3. Sarah Aura – Resignation, Freshman Coach, Volleyball, effective February 8, 2023.
4. Heather Gerken – Extend leave of absence, 1.0 FTE Elementary Teacher, Lincoln Center, effective for the 2023-24 school year.
5. Nicholle Higley – Resignation, Varsity & Sophomore Coach, Volleyball, effective February 24, 2023.
6. Kimberly Laska – Resignation, 1.0 FTE Elementary Teacher, Kaposia Education Center, effective June 12, 2023.
7. Brea Lorentz – Extend leave of absence, 1.0 FTE Elementary Teacher, Kaposia Education Center, effective for the 2023-24 school year.
8. Sara Lucas – Extend leave of absence, 1.0 FTE Elementary Teacher, Kaposia Education Center, effective for the 2023-24 school year.
9. Courtney Nygaard – Leave of absence, 1.0 FTE Spanish Teacher, High School, effective for the 2023-24 school year.
10. Amber Remackel – Leave of absence, 1.0 FTE School Counselor, Kaposia Education Center, effective for the 2023-24 school year.

11. Erin Roeske – Extend leave of absence, 1.0 FTE Elementary Teacher, Kaposia Education Center, effective for the 2023-24 school year.
12. Matthew Sattler – Leave of absence, 1.0 FTE Math Teacher, High School, effective March 13, 2023, through June 12, 2023.
13. Matthew Sattler – Resignation, Head Coach, Girls’ Golf, effective February 28, 2023.
14. Anne-Marie White – Leave of absence, 1.0 FTE Media and Technology Teacher, Kaposia Education Center, effective August 28, 2023, through approximately November 1, 2023.

**VII.A.2 Staff Appointments, Resignations, Retirements, Terminations
and Leaves (Joel Milteer)**

3-13-23

Classified

A. Appointments/Reassignments

1. Elizabeth Einck – Special Education Assistant, Lincoln Center, \$20.16 per hour, 32.5 hours per week, effective March 6, 2023.
2. Eric Hanson – Special Education Assistant, Middle School, \$20.16 per hour, 32.5 hours per week, effective March 6, 2023.
3. Rico Losoya – Special Education Assistant, Lincoln Center, \$20.16 per hour, 32.5 hours per week, effective February 28, 2023.
4. Brianna Martinez – Youth Gymnastics Assistant, Central Square Community Center, \$12.00 per hour, up to 20 hours per week, effective March 13, 2023.
5. John McGuire – Night Supervisor/Engineer (Step 6), Secondary Building, \$28.44 per hour, 40 hours per week, effective April 3, 2023.

Change of Assignment – effective March 6, 2023

Timothy Borgen – Part-Time Cleaner, change from Lincoln Center to Secondary Building

B. Resignations/Retirements/Leaves/Reductions/Other

1. Terry Koehnen – Resignation, Nutrition Services Assistant, Secondary Building, effective February 17, 2023.
2. Terry Koehnen – Resignation, Part-Time Cleaner, Secondary Building, effective February 17, 2023.
3. Jessica Ruport – Resignation, Kids' Choice Assistant, Kaposia Education Center, effective March 7, 2023.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Regular Agenda

Action Requested: Review

Attachment: Revise Policies: 201, 202, 208 and 522

Topic: Policy Review
Presenter(s): Board Policy Committee
Background: School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. On the third and subsequent meeting, the policies will go before the School Board for approval. The attached policies were reviewed by the board policy committee on March 6. Recommended changes to the policies are reflected by highlighting text added to the policy and strikethrough of text to be removed. The School Board will continue to review these policies and receive input from staff and community members prior to their approval on April 10, 2023.
Recommendation: None at this time.
Alternatives: Remove a policy or policies from the agenda for further review.



Adopted: April 17, 1996

MSBA/MASA Model Policy 201

Orig. 1995

*Revised: 5/10/04; 10/27/08; 4/13/15; 3/27/17
4/13/20*

Rev. 2009

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

- A. “School board” means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of seven elected directors. The term of office is four years.
- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; and prescribe textbooks and courses of study and make authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. 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 and 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.

- F. 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 cocurricular 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.

Legal References:

Minn. Stat. § 123A.22 (Cooperative Centers)
Minn. Stat. § 123B.02 (General Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14 (School District Officers)
Minn. Stat. § 123B.23 (Liability Insurance)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References:

MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 203 (Operation of the School Board-Governing Rules)
MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties



Adopted: April 17, 1996

MSBA/MASA Model Policy 202

Orig. 1995

Revised: 5/10/04; 4/13/15; 4/24/17; 4/13/20

Rev. 2022

202 SCHOOL BOARD OFFICERS

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a vice-chair, a clerk, a treasurer and such other officers as determined by the school board.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

- A. The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for two years and until their successors are elected and qualify.
- B. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- C. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the Finance office.

IV. OFFICER'S RESPONSIBILITIES

- A. Chair
 - 1. The chair when present shall preside 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.
 - 2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

3. The chair will provide leadership in carrying out the powers of duties of the school board and act as spokesperson for the school board unless this responsibility has been delegated to others. The chair shall have completed MSBA Phase I, II, III, and IV training prior to serving as chair to ensure governance norms and protocols. If the school board determines there is not a member who qualifies, this policy may be waived upon majority vote.
4. The chair will oversee all school board members' appointments to committees and outside organizations and bring such appointments to the school board for approval.
5. Other duties may be prescribed to the chair by law or school board action.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minnesota Statutes section Minn. Stat. § 123B.12.

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a) file with the school board a report of the revenues, expenditures and balances in each fund for the preceding fiscal year.
 - b) make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner
 - (2) length of school term and enrollment and attendance by grades; and

(3) other items of information as called for by the Commissioner.

4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30, an attested copy of the clerk's record, showing the amount of money voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform such duties of the chair in the event of the chair's and vice-chair's temporary absence.

D. Vice-Chair

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

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
 - a) visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b) recommend to the school board employment and dismissal of teachers;
 - c) annually evaluate each school principal assigned responsibility for supervising a school building within the district.
 - d) superintend school grading practices and examinations for promotions;
 - e) make reports required by the commissioner; and
 - f) perform other duties prescribed by the school board.

Legal References: Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders Finance)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties



Adopted: May 10, 2004

MSBA/MASA Model Policy 208

Orig. 1995

Revised: 6/14/05; 8/14/06; 1/11/10; 9/9/13
7/27/15; 4/9/18; 9/10/18

Rev. 2022 15

208 DEVELOPMENT, ADOPTION, & IMPLEMENTATION OF POLICIES

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an effective, efficient and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form, which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board at a subsequent meeting after the meetings at which public input was received. The policy will be effective on the later of the date of passage or the date stated in the motion.
- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

- A. The superintendent shall be responsible for implementing school board policies and developing administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Each school board member shall have access to this policy manual, ~~and a copy shall be placed in the office of each school attendance center.~~ Manuals shall be available in the central office and made available for reference purposes to other interested persons. ~~Policies are also publicly available on the district website.~~
- C. The superintendent, employees designated by the superintendent, and individual school board members shall be responsible for keeping the policy manuals current.
- D. The school board shall review policies at least once every ~~five~~ ~~three~~ years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one fifth of the policies annually. In addition, the school board shall review the following policies annually: ~~410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline, 522 Student Sex Nondiscrimination; 474 Staff Information Technology Acceptable Use Policy; and; 514 Bullying Prohibition; 536 Student Information Technology Acceptable~~

~~Use Policy: 616 School District System Accountability;~~ and 806 Crisis Management Policy.

- E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. Under such circumstances, the superintendent shall advise the school board of the need for a policy and present a recommended policy to the school board for approval.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Policy 305 (Policy Implementation)



Adopted: October 25, 2004

MSBA/MASA Model Policy 522

Orig. 1995

Revised: 6/26/06; 7/25/16; 9/11/17; 6/10/19
5/26/20; 8/24/20; 6/14/21; 6/27/22

Rev. 2022 ~~20~~

522 TITLE IX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Title IX Coordinator
~~Leah Bourg, Middle School Principal~~
Human Resource Director
104 – 5th Avenue South, South St. Paul, MN 55075
(651) 457-9473

Alternate Title IX Coordinator
Activities Director
700 North Second Street, South St. Paul, MN 55075
(651)- 457-9408 3659
lbourg@sspps.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 **U.S.C. United States Code section** §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 **U.S.C. United States Code section** §12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under **Minn. Stat. Minnesota Statute section** § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.

3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall

avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- D. Confidentiality
1. The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. United States Code section § 1232g, or FERPA's regulations, 34 Code of Federal Regulations part 99, and State Minnesota law under Minn. Stat. Minnesota Statutes section § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).
- E. Right to an Advisor; Right to a Support Person
1. Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.
 2. A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

- F. Notice
1. The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.
- G. Consolidation
1. The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
- H. Evidence
1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
 2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.
- I. Burden of Proof
1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
 2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.
- J. Timelines
1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
 2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.

3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a

student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.

- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
 6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a) The school district undertakes an individualized safety and risk analysis;
 - b) The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c) The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals

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with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

- B. Employee Administrative Leave
The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:

1. Would not meet the definition of sexual harassment, even if proven;
 2. Did not occur in the school district's education program or activity; or
 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 2. The respondent is no longer enrolled or employed by the school district; or
 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the school district's code of conduct to the facts;
 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. APPLICATION OF LAWS OTHER THAN TITLE IX

- A. If a formal complaint is dismissed because the allegations, if true, would not constitute sexual harassment as described above or if a Decision-maker or Appellate decision-maker makes a determination that a respondent is not responsible for sexual harassment under these procedures, the Title IX Coordinator will consider whether the alleged conduct may constitute a violation of one or both of the alternative definitions below. If an investigation has already been conducted, the Title IX Coordinator may review the investigation to determine whether prohibited sexual harassment has occurred. If the Title IX Coordinator concludes that it has, the Title IX Coordinator shall report those findings to the Decision-maker and the Decision-maker shall impose or recommend remedies. If no investigation has taken place, the complaint shall be investigated consistent with Policy 103.
- B. Alternative Definitions of Sexual Harassment
1. Minnesota Human Rights Act (Applicable to Employees and Students)
"Sexual harassment" includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or education;
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, or educational environment.
 2. Title VII (Applicable to Employees)
"Sexual harassment" mean unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 - a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
 - b. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
 - c. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating,

hostile, or offensive working environment.

XIV. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;

2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XVI. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
 2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
 1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;

2. Any appeal and the result therefrom;
3. Any informal resolution and the result therefrom; and
4. All materials used to train Title IX Personnel.

Legal References:

Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, March 13, 2023

Place on Agenda: Committee-of-the-Whole and Regular Business Meeting

Action Requested: Review and Discussion; Approval

Attachment: 3-Year Achievement & Integration Plan (2023-2026)
FY 2024 Achievement & Integration PowerPoint

Topic: Achievement & Integration Plan and Budget

Presenter(s): Dr. Chad Schmidt, Director of Equity & Learning, and Lesly Gámez, Assistant Director of Equity & Learning

Background:

Minnesota’s Achievement and Integration (A&I) Program is designed to pursue racial and economic integration, increase student achievement, create equitable education opportunities, and reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds.

South St. Paul Public Schools is eligible for the A&I Program because our district physically adjoins St. Paul Public Schools, which is considered to be racially isolated. The proposed 3-year Achievement & Integration (A&I) Plan covering the 2023-24, 2024-25, and 2025-26 school years, and fiscal year 2024 A&I Budget, brings approximately \$550,000 to SSPPS and provides funding for a number of programs and positions, including student affinity groups, Cultural Liaisons, and a partnership with District 625 (St. Paul) and District 197 (West St. Paul) to jointly develop student equity leaders who will plan and host an annual equity summit for students and staff to increase cultural fluency, competence, and interaction.

Dr. Schmidt and Ms. Gámez will present the plan and budget to Board members at the Committee-of-the-Whole meeting and answer any questions, then present to the community at the Business Meeting.

Recommendation:

District administration supports this proposal and recommends approval of the 2023-2026 Achievement and Integration Plan.

Alternatives:

Do not approve the proposed plan and budget; provide administration with next steps.



Achievement and Integration Plan July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Special School District No. 6,
South St Paul Public Schools

District Integration Status: Adjoining

Superintendent: Dr. Brian Zambreno
Phone: 651-457-9400

Email: bzambreno@sspps.org

Plan submitted by: Dr. Chad Schmidt

Title: Director of Equity & Learning

Phone: 651-457-9416

Email: chad.schmidt@sspps.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. N/A

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: *Type name of integration collaborative here, if applicable*

1. St. Paul Public Schools - Racially Isolated
2. District 197 (West St Paul-Mendota Heights-Eagan) - Voluntary

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district’s World’s Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Dr. Brian Zambreno

Signature:

Date Signed: Enter date here.

School Board Chair: John Raasch

Signature:

Date Signed: Enter date here

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

AIPAC Committee Members: Renae Davis - Co-Chair, Chris Johnson - SSPPS American Indian Liaison & AIPA Co-Chair, Nicholas DeShaw, Pam Gokey

Multidistrict Collaboration Council

West Saint Paul Public Schools	Peter Mau, Asst. Superintendent	651-403-7004 Peter.Mau@isd197.org
West Saint Paul Public Schools	Kevin Sheridan, Educational Equity Coordinator	651-403-7046 Kevin.Sheridan@isd197.org
South Saint Paul Public Schools	Chad Schmidt, Director of Equity & Learning	651-457-9416 chad.schmidt@sspps.org
South Saint Paul Public Schools	Lesly Gámez, Assistant Director of Equity & Learning	lgamez@sspps.org
Saint Paul Public Schools	Myla Pope, Director, Office of Equity	myla.pope@spps.org
Saint Paul Public Schools	Sherry Carlstrom, Title Programs Director	651-744-1451 or 651-747-7007 (c) cheryl.carlstrom@spps.org
Saint Paul Public Schools	Stacey Gray Akyea, Chief of Equity, Strategy & Innovation	stacey.gray-akyea@spps.org
Saint Paul Public Schools	Kayla Battles, Project Coordinator, Office of Equity	kayla.battles@spps.org

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Achievement and Integration Goals

Goal #1: Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

Aligns with WBWF area:

- All third-graders can read at grade level
- All racial and economic achievement gaps between students are closed

Goal type: Enter one of the following:

- Achievement Disparity

Strategies

Strategy #1 School and Family Partnerships: K-12

Type of Strategy: Family engagement initiatives to increase student achievement.

Narrative description of this strategy.

Cultural Liaisons are paraprofessional staff of color who are hired to support bridging racial, linguistic, and cultural gaps between school and home. Steadily increasing populations of students of color and low-income families require our schools to be able to communicate and partner effectively and efficiently with more and more diverse families. Cultural Liaisons work with staff, students, and families to build positive, trusting relationships, provide clear communication across language and cultural differences, fostering relationships and connection between staff and families, and providing targeted support to students across racial and economic demographics who would benefit from individualized attention to their attendance, academic performance, and behavior. A designated team at each school, including a district administrator, a building administrator, a school counselor or social worker, the Cultural Liaison, and at least one teacher will work together to identify families who need translating and interpreting services, and who have not had regular contact with the school, as well as students who show regular or increasing absences, are performing under grade level expectations and/or are exhibiting challenging behaviors to identify families and students for targeted support from the Cultural Liaison. The team will meet at least monthly to review attendance, academic performance, and behavior, as well as frequency of contact with families to adjust the Cultural Liaisons caseload and tasks/responsibilities accordingly.

Cultural Liaisons will also partner with staff to adjust communication, relationship building, and instructional approaches to best meet the needs of the students they serve, engaging in a feedback cycle that allows the school to access the perspective and expertise of the Cultural Liaison.

Twice monthly training and coaching will be provided by the Office of Equity & Learning to support the Cultural Liaisons' professional growth and development, as well as to monitor and adjust the delivery of services to ensure that students and families are receiving equitable access to opportunities and service.

Student Support Assistant is a role focused on providing social-emotional support for students who are not attending or being excluded from class for behavioral reasons. The focus on this role is to build social-emotional skills for students and bridge relationships with teachers to ensure that students are in class, engaged in their learning, and making academic progress. The Student Support Assistant is also skilled in facilitating communication and collaboration between school and home to ensure that the students they serve are being fully supported in engaging the skills and attitudes that will help them be present and participating in their educational opportunities.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Regular meetings are held at each site to monitor student attendance, academic achievement, and behavior. An agenda and records of attendance, student lists, monitoring, and adjustments are kept and used to track progress over time.	Implementing: Facilitated by district admin.	Developing: Facilitated by school admin. with quarterly reporting to district office	Sustaining: Facilitated by school admin. And Cultural Liaison with quarterly reporting to district office
Cultural Liaisons keep records of the families and students they are serving, including a contact log, attendance, academic progress, and/or behavior.	Weekly monitoring of records by building and district administrators	Monthly monitoring of records by building and district administrators	Quarterly monitoring of records by building and district administrators
Racial and economic gaps in attendance, achievement, and behavior decrease over time.	Baseline data TBD in SY2023	10% improvement	10% improvement
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 29.1% of 55 students.	39%	44%	49%
Reading proficiency for Black or African American 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25% of 16 students.	35%	40%	45%
Reading proficiency for all Hispanic or Latino students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 27.6% of 921 students.	37%	42%	47%
Reading proficiency for all Black or African American students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25.6% of 294 students.	35%	40%	45%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategies

Strategy #2: Anti-Bias Curriculum, Instruction, and Community Building: Elementary

Type of Strategy:

- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

Elementary

In order to increase our opportunities for equity focused professional development, high quality curriculum, and building a positive, anti-bias culture and climate in our elementary schools, we are developing a partnership with AMAZEworks and will be implementing both PD and rolling out curriculum over the course of this A&I three-year plan.

- Professional Development: Staff will learn about conscious and unconscious bias, how to build awareness of bias, and build their skills in making instructional and materials choices that reflect an anti-bias mindset and ideology.
- Curriculum: The AMAZE Anti-Bias PreK-5 Curriculum, in part, includes the following features, which will be covered over the course of 20-40 lessons per year.
 - Fosters social-emotional learning through the lens of anti-bias education.
 - Is literature-based and includes 20 high-quality trade books per grade level, written from authentic voice whenever possible.
 - Includes two printed curriculum guides with lesson plans for each book with discussion questions, journal prompts, and follow-up activities for each unit.
 - Covers a wide range of identities, family structures, and lived experiences, including race/ethnicity, immigration, religion, socio-economics, disabilities, gay/lesbian/transgender family members, divorce/blended, aging, foster care, incarceration, death, deployment, and adoption.
 - Includes a Scope and Sequence and literacy alignment.
 - Is aligned with Common Core standards.
 - Can be used in small and large group settings.

Children are both vulnerable to internalizing bias and stereotype, which informs biased-based attitudes, beliefs, and behaviors that persist throughout their lives. Early childhood and elementary learning through anti-bias curriculum helps students to recognize and value diverse identities, epistemologies, and ontologies in their communities, and gives them the skills to interact with others in ways that are positive, affirming, inclusive, and promote both safety and a positive, welcoming school environment. Teachers will also benefit from this PD and curriculum as it will give them a wider framework and resources to engage in an anti-biased mindset when developing the classroom community.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
All early childhood and elementary classrooms will be trained in anti-bias practice and fully implement the AMAZEworks anti-bias curriculum by 2026.	Pilot in two classrooms at each grade level	Implementation of at least 50% of lessons in all PreK-5 classes	Full implementation of curriculum in all PreK-5 classes
Decrease in office referrals and suspensions of all students in elementary schools	Baseline data TBD in SY2023	10% decrease	10% decrease
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 29.1% of 55 students.	39%	44%	49%
Reading proficiency for Black or African American 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25% of 16 students.	35%	40%	45%

Strategies

Strategy #3: Culturally Responsive Instruction and Equity Leadership for Students: Secondary

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
Provides school enrollment choices.

Increases cultural fluency, competency, and interaction.
Increases graduation rates.
Increases access to effective and diverse teachers.

Narrative description of this strategy.

Student Affinity Groups

To increase student participation in integrated learning, we will offer after school programs focusing on cultural identity, cultural literacy, and leadership in the form of multicultural student leadership groups. These groups, including the Black Pride Organization, Comunidad de Latinos Unidos, Sexuality and Gender Awareness, Women's Society, and Indian Leadership Council, will focus on anti-bias, anti-racism, cultural literacy, understanding of the self and identity, cultural awareness, positive peer interactions, student agency and advocacy, and positive peer interactions. Participating students may sign up independently and/or be identified by peers and faculty for their interest, advocacy, and leadership skills. Students of all races and identities are invited to participate in the Student Affinity Leadership Groups, and all faculty and staff have the opportunity to lead/co-facilitate the groups with the students.

This kind of student affinity and leadership leads to community building and connectedness, which are factors that affect attendance, credit attainment, graduation rates, while at the same time enhancing our students' integrative experiences and contributing to a positive, anti-bias school culture and climate.

Culturally Responsive Student Leadership

All 6th grade students will participate in the StoryArk Culturally Responsive Leadership program, and complete the program through a core content class.

Program Description:

"The ability to lead requires knowledge of self, others, and the world in which we live. Storytelling is a powerful way to establish a shared understanding and common language that can help increase our students' ability to take on multiple perspectives, build empathy, and strengthen interpersonal relationships; all attributes of effective leadership. Through creative expression, this programming provides a myriad of opportunities for students to share about their own culture, identity, values, leadership and communication styles as well as learn about their peers to develop effective leadership skills to be culturally responsive student leaders of the 21st century. Students, along with their classroom teacher, will explore concepts that impact their daily lives but are not always discussed in explicit ways in classroom instruction. Through means of storytelling, students and teachers will work together to strengthen relationships within their classroom environments, develop 21st century leadership skills, and create shared understanding of self and others."

Location of services: South St. Paul Middle School, South St. Paul High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of students participating in equity based leadership after school programming will increase by 5% each year.	Baseline data TBD in SY2023	10% improvement	10% improvement
Students participating in equity-based leadership will participate in opportunities to speak to and with stakeholders, such as the School Board, Building Leadership Teams, and at school- and district-wide events.	1 event	2 events	2+ events
Reading proficiency for all Hispanic or Latino students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 27.6% of 921 students.	37%	42%	47%
Reading proficiency for all Black or African American students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25.6% of 294 students.	35%	40%	45%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Achievement and Integration Goals

Goal #2: All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student. 100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.

Aligns with WBWF area:

- All children are ready for school
- All racial and economic achievement gaps between students are closed

Goal type:

- Teacher Equity

Strategies

Strategy #4: The Science of Reading

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy.

“It’s important to include the science of reading practices into the classroom. It is also important to incorporate culturally responsive practices. The two are not mutually exclusive, but rather, can work together to improve student learning, and to begin to break down systemic barriers that have stood in place for so long.” University of Minnesota, Literacy Learning for Leaders

All teachers of grade K-12 students will receive ongoing professional development on the science of reading, including grounding in Scarborough’s Rope, the ideology and practice of learning to read and reading to learn, and how explicit instruction on word recognition and language comprehension is critical for teaching each student to read. Professional development will be delivered to all faculty on 2-3 PD Days during the year, with ongoing coaching and support available through PLC and coaching for racial equity. This goal will impact all licensed teaching staff and support their awareness and integration of literacy across all grades and subject areas, with the belief that literacy is relevant and can be supported in all aspects of education. District and school leaders will use resources from our curriculum (based on the science of reading), our MnMTSS cohort, and UMN Literacy Learning for Leaders to create and facilitate training for coaches and teachers.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Aspects of the Science of Reading are included in plans for growth and development through PLCs and/or data meetings.	70% of meetings	80% of meetings	90% of meetings
Percentage of all students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 46%.	51%	56%	61%
Percentage of Hispanic or Latino students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 35%.	40%	45%	50%
Percentage of Black or African American students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 34%.	39%	44%	49%
Reading proficiency for all middle schools students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 33.2%.	50%	55%	60%
Reading proficiency for all middle school students eligible for FRL as measured by the Spring MCA Reading Assessment. 2022 proficiency is 23.3%.	28%	33%	38%
Reading proficiency for all 10th graders students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 45%.	50%	55%	60%
Reading proficiency for 10th grade students eligible for FRL as measured by the Spring MCA Reading Assessment 2022 proficiency is 34.6%	42%	51%	60%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategies

Strategy #5: Equity & Instructional Coaching

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Narrative description of this strategy.

Coaching is a measurable and proven method of changing teacher practice and improving student outcomes. Equity & Instructional Coaches with a focus on coaching for racial equity will work with all teachers at each school. Coaches are trained in Cognitive Coaching, Collaborative Inquiry, and we will be expanding training and support to integrate strategies for coaching for racial equity into their professional development, curricula, and coaching tools. Coaches will support teachers in developing culturally responsive approaches to lesson planning and instruction, disaggregating data by race and socioeconomic status (when available), and engaging the development of an anti-bias, anti-racist approach to both their pedagogy and professional skills at large.

When teachers receive coaching for racial equity, they have the opportunity for one-on-one, individualized support that accelerates their learning and growth compared to the impact of professional development geared toward all faculty and staff. Coaching gives teachers the opportunity to engage in praxis: taking their learning from strategic and continuous improvement goals, professional development opportunities, and PLC or data meetings and applying their learning to their planning and instruction. Coaching also offers a space for teachers to process their learning with a trusted colleague and receive feedback and help in determining next steps. Coaches will help teachers clarify goals and priorities in their learning and progress through different areas of development to improve their anti-bias, anti-racist teaching practice.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Indicators of anti-bias and anti-racist practices are present and recorded in coaching sessions, data meetings, and professional development. Examples might include performance data disaggregated by race, culturally responsive pedagogy used by design, explicit use of Tier I instruction, and efforts to accelerate learning and growth of each students through differentiation, modification, and intervention.	70% of sessions	80% of sessions	90% of sessions
Percentage of all students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 48%.	53%	58%	63%
Percentage of Hispanic or Latino students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 31%.	36%	41%	46%
Percentage of Black or African American students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 31%.	36%	41%	46%
Reading proficiency for all middle schools students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 33.2%.	50%	55%	60%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Reading proficiency for all middle school students eligible for FRL as measured by the Spring MCA Reading Assessment. 2022 proficiency is 23.3%.	28%	33%	38%
Reading proficiency for all 10th graders students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 45%.	50%	55%	60%
Reading proficiency for 10th grade students eligible for FRL as measured by the Spring MCA Reading Assessment 2022 proficiency is 34.6%	42%	51%	60%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategies

Strategy #6: Recruiting, Hiring, and Retaining Teachers of Color

Type of Strategy:

- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

Recruiting and Hiring: We will pursue and form partnerships with teacher preparation programs to actively recruit and hire prospective teachers of color. Our partnership with the University of Minnesota’s Teacher-Scholars of Color program was initiated in 2023, and will begin in earnest in SY23-24. Activities to recruit teacher-candidates include:

- Visiting students at U of M for a Meet & Greet in Spring of each year and Informational event in Fall of each year
- Invite teacher-candidates of color to:
 - SSP New Teacher Week, including a bus tour of the district - August of each year
 - Shadowing, Resume Review, and Mock Interviews in SSP - January/February of each year

Retaining: Faculty and staff of color have unique needs as they frequently experience institutional racism, microaggressions, tokenization, and other forms of oppression due to their racial identity. Staff of color often experience feelings of isolation, disconnectedness, or other effects of marginalization in public school settings. More and more teacher-candidates and new teachers of color name this concern as early as their interview and ask what supports are in place to ensure their social-emotional and professional wellbeing. In response to these realities, we are designing supports that include mentorship, racial affinity groups, committees focused on educational equity, and integrating more explicit protocols, procedures, and resources for staff to engage in and develop anti-bias and anti-racist mindset and ideology. Staff of color will be invited to participate in mentorship and racial affinity groups, and all staff are invited to engage in committees, a group for educators committed to racially-equitable education in tandem with the racial affinity groups, and in aligning and designing protocols, procedures, and resources focus on developing anti-bias and anti-racist practices.

We believe that both the climate and culture of our classrooms and schools, as well as the academic achievement of our students will improve by diversifying our staff, providing our staff of color with support to

ensure their commitment to SSP, and inviting all staff to develop and improve their anti-bias and anti-racist approach to teaching.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center, Community Education, District Office

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Indicators of anti-bias and anti-racist practices are present and recorded in coaching sessions, data meetings, and professional development. Examples might include performance data disaggregated by race, culturally responsive pedagogy used by design, explicit use of Tier I instruction, and efforts to accelerate learning and growth of each students through differentiation, modification, and intervention.	70% of sessions	80% of sessions	90% of sessions
Increase in the number of teachers and administrators of color. Number of Teacher/Admin Staff of Color in SY22-23: 8.	10	12	14
Increase the number of applicants of color	Baseline data TBD in SY2023	5% increase	5% increase
Track retention rates of staff of color	Ongoing		
Develop tools for increasing and measuring the number of new hires with an anti-bias and anti-racist lens and approach to education.	Revise interview materials and job descriptions. Ongoing tracking of hires.		

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Achievement and Integration Goals

Goal #3: Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Aligns with WBWF area:

- All students are ready for career and college
- All students graduate from high school

Goal type: Integration

Strategies

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy #7: Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Integration with School District 197 and Saint Paul Public Schools

Type of Strategy:

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers

Narrative description of this strategy

Saint Paul Public Schools, in partnership with West Saint Paul, and South St. Paul will participate in the Beyond OUR Walls SPPS Equity Summit and Youth Ambassadors, the student equity development and leadership program connected to the Equity Summit experience. These opportunities will provide learning opportunities for students and staff for the purposes of increasing cultural fluency, competence, and interaction.

Beyond Our Walls stands on the belief that we must engage our entire community in combating inequity in its various forms. Addressing inequity in education should be a collective effort and extends far beyond Saint Paul Public School District. The dilemma of marginalization and oppression plagues our cities, state and nation. Beyond OUR Walls SPPS Equity Summit provides a culmination of activities and learning with the purpose of:

- **Engaging** a broader community in conversation and learning around gender equity, racial equity and their intersections
- Providing a forum for SPPS leadership and staff to **interact** with community stakeholders including students, families, community organizations, and community members in a collaborative learning environment
- **Building** on principles of collectivism to address and dismantle the inequity in education and beyond.

This full day event will include a continental breakfast, Opening Plenary, Keynote, multiple Breakout Sessions, and a Closing Activity/Remarks. West St. Paul and South St. Paul will commit to disseminating information and recruiting staff, students, and their local community members to participate in the summit. Both districts will be intentional with their recruitment efforts focusing on inviting building Leadership Teams, Equity Teams, student

groups focused on developing student leadership through a lens of equity, and community members/groups that might be of support of equity efforts in their districts.

Tangent with the Beyond OUR Walls SPPS Equity Summit, high school students from the partnering districts will be invited to participate in the Youth Ambassador development program prior to the full-day learning experience. Youth Ambassadors will engage in six- four hour training and program development sessions and one orientation/set up session prior to the Equity Summit. Recruitment for ambassador selection will begin in October and the first session will be held early December. Ambassadors will join together to build community, learn foundational equity leadership skills/tools, develop key components for the event, and onboard to the capacities they will serve at the Equity Summit. Each Youth Ambassador will receive a \$375 stipend, transportation to and from sessions, meals at the sessions, a Youth Ambassador T-shirt, and training materials. Youth Ambassadors will also receive meals at the Equity Summit and transportation to and from the event.

Partner districts will commit to:

- Identifying a key contact for the Partnership
- Identifying a key contact for the Youth Ambassador recruitment, selection, providing media and medical releases, collection of data, and other communication
- Identifying a primary contact for all Beyond OUR Walls Equity Summit staff and community member recruitment, and communication related to the gathering and dissemination of information
- Provide stipend for district lead if necessary
- Provide stipend for Youth Ambassador lead if necessary
- Support program evaluation efforts

Key Indicators

Key Indicators of Progress (KIP)

Beyond OUR Walls SPPS Equity Summit Participation

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2023-2024	Target 2024-2025	Target 2025-2026
Saint Paul Public Schools will increase the number of staff participants to 130 or more by 2026.	100	115	130
West St. Paul will increase the number of staff participants to 14 or more by 2026.	10	12	14

South St. Paul will increase the number of staff participants to 14 or more by 2026.	10	12	14
The total number of district staff participation will increase to 158 or more by 2026.	120	139	158

Youth Ambassador Participation

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2023-2024	Target 2024-2025	Target 2025-2026
Saint Paul Public Schools will increase the number of Youth Ambassadors to 12 or more by 2026.	8	10	12
West St. Paul will increase the number of Youth Ambassadors to 7 or more by 2026.	5	6	7
South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026.	4	5	6
The total number of Youth Ambassadors participation will increase to 25 or more by 2026.	18	21	25

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Our goals and strategies have been carefully designed to supplement and not supplant our existing programs and services, and carefully consider our strategic goals and initiatives, as well as the goals and strategies from other plans (Title I, Title III, and AIEP, for example), to ensure that the A&I Plan bolsters and works in alignment with other programs and services. Our goals and strategies support wider, districtwide efforts to improve curriculum and instruction, support the social-emotional development of staff and students, create safe and nurturing school environments, engage families, and increase positive academic outcomes for each student. The activities and roles outlined in this plan are not funded or coordinated by any other program, services, or budget.



Achievement & Integration Plan & Budget

Office of Equity & Learning

March 13, 2023



Achievement & Integration

Purpose

The purpose of the Minnesota Achievement and Integration (A&I) program is to:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities, and
- Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds



Achievement & Integration

Background Information

Eligibility Criteria:

- SSPPS adjoins racially isolated district

Plans include:

- 3 Goal Areas
- Strategies
- Key Indicators of Performance



Achievement & Integration

Goals Areas

1. Reduce achievement disparities
2. Increase access to effective and diverse teachers
3. Increase racial and economic integration



Achievement & Integration

Strategies

1. Innovative and integrated PK-12 learning environments
2. Family engagement initiatives
3. Professional development
4. Career and college readiness / rigorous coursework
5. Recruit/retain racially diverse staff
6. Equitable access to effective and more diverse teachers.
7. Integrated Learning Environments



A&I Plan (3-Yr: 2023-2026)

Goal #1 & Strategies

Goal #1: Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

Strategy #1: School and Family Partnerships: K-12

Strategy #2: Anti-Bias Curriculum, Instruction, and Community Building:
Elementary

Strategy #3: Culturally Responsive Instruction and Equity Leadership for
Students: Secondary



A&I Plan (3-Yr: 2023-2026)

Goal #2 & Strategies

Goal #2: All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student. 100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.

Strategy #4: The Science of Reading

Strategy #5: Equity & Instructional Coaching

Strategy #6: Recruiting, Hiring, and Retaining Teachers of Color



A&I Plan (3-Yr: 2023-2026)

Goal #3 & Strategies

Goal #3: Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Strategy #7: Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Integration with School District 197 and Saint Paul Public Schools



A&I Budget (FY 2024)

Provides funding to supporting goals
and initiatives of A&I Plan

70% State Aid, 30% Local Levy

Questions?

South St. Paul
Public Schools





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: March 13, 2023

Place on Agenda: Committee-of-the-Whole and Regular Agenda

Action Requested: Approval

Attachment: None

Topic: Budget, Staffing and Academic Plan Discussion
Presenter(s): Cabinet Team
Background: District leaders will provide the School Board with update on our academic and enrollment realities and discuss a plan for addressing the District's achievement concerns.
Recommendation: Approval of an academic plan to address the District's achievement concerns.
Alternatives: Do not approve an academic plan and direct administration with next steps.