

School Board

Development, Adoption, and Implementation of Policies

I. Purpose

This policy emphasizes the importance of the policymaking role of the school board and provides the framework for regular review.

II. General Statement of Policy

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

III. Development of Policy

- A. The school board has jurisdiction to legislate policy for the school district with the force and effect of law. Policy provides the school board's general direction for the school district while delegating policy implementation to the administration.
- B. The school district's policies provide the basis for guidelines and regulations created by the administration.
- C. Policies may be proposed by a school board member, employee, student, or school district stakeholder. Proposed policies or ideas are submitted to the Board Policy Committee for review prior to possible placement on the school board agenda.

IV. Adoption and Review of Policy

- A. The school board gives notice of proposed policy changes or adoption of new policies by placing the item on the agenda of at least two school board meetings: (1) first meeting for discussion, and (2) second meeting for final action. The proposals will be available for the public to review and comment at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy will be approved by a

simple majority vote of the school board at a subsequent meeting after the meeting where the proposed policy was discussed. The policy will be effective on the date stated in the motion.

- C. In an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board in a single meeting. A statement regarding the emergency and the need for immediate adoption of the policy will be included in the minutes. The policy adopted in an emergency will 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 has 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 and Access to Policy

- A. The superintendent has the responsibility to implement school district policies, excluding those governing the school board. The superintendent will develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, are subject to annual review by the school board.
- B. District policies will be made available in a manner that is publicly accessible.
- C. It is the responsibility of the superintendent, employees designated by the superintendent, and individual board members to keep policies current according to the policy review process.
- D. When no board policy exists that provides guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the mission, vision, values, and financial condition of the district. Under these circumstances, the superintendent will advise the board of the need for a policy and present a recommended policy to the board for approval.

VI. Policy Review Process

- A. The school board will review policies at least once every four years. The superintendent is responsible for developing a system of periodic review, addressing approximately one fourth of the policies annually, other than those requiring annual review (see Appendix I).

- B. The review process will be the responsibility of the board's Policy Committee pursuant to Policy 213 (School Board Committees).
- C. The review process will include the following steps:
 - 1. Complete an internal assessment – An assessment gaining input from district stakeholders, as appropriate. The internal assessment also includes consideration of the school district's equity framework guidelines set forth in Appendix II.
 - 2. Complete an external assessment – Gaining input from outside the district (e.g., MSBA, legal counsel, other school districts.)
 - 3. Develop recommended revisions, additions, deletions, and/or further study proposals and present to the board based on the completed assessments
- D. All district policies are subject to an individual review, and policies may be added or amended based on need or change in law.

Legal References:

Minn. Stat. §123B.02, Subd. 1 (Board Authority)

Minn. Stat. §123B.09, Subd. 1 (School Board Membership)

Cross Reference:

Policy 213 (School Board Committees)

Policy 304 (Policy Implementation)

Policy

adopted: 04/16/07

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amended: 09/26/11

amended: 11/13/12

revised: 08/13/18

revised: 06/12/23

INDEPENDENT SCHOOL DISTRICT NO. 273
Edina, Minnesota

Appendix I to Policy 208

POLICY REVIEW CYCLE

The four-year review cycle for 2025 to 2029 is as follows:

<u>Year</u>	<u>Area (Series Number)</u>
2025 - 2026	Educational Programs (600), Community Relations (900)
2026 - 2027	School District (100), School Board (200), Administration (300), Non-Instructional Operations (700)
2027 - 2028	Personnel (400), Non-Instructional Operations (700), Buildings and Sites (800)
2028 - 2029	Students (500), Educational Programs (600)

The school board will review Policy 524 biennially.

In addition, the ~~school~~ board will review the following policies annually:

- 113 Data Requests
- 506 Student Conduct and Discipline
- ~~524 Electronic Technologies Acceptable Use~~
- 806 Emergency Management

Appendix

reviewed: 11/13/12

revised: 02/24/14

revised: 08/17/15

revised: 08/13/18

revised: 06/12/23

revised: 07/14/25

Revised: __/__/25

Appendix II to Policy 208

Policy Development, Adoption, and Implementation Review Rubric

Edina Public Schools - Continuum of Cultural Proficiency for EPS Policy Development and Refinement					
Unhealthy Behaviors & Actions of the Policy			Healthy Behaviors & Actions of the Policy		
Cultural Destructiveness	Cultural Incapacity	Cultural Ignorance (formerly blindness)	Cultural Pre - Competence	Cultural Competence	Cultural Proficiency
Policy or parts of the policy eliminates all vestiges of other people's cultures.	Policy or parts of the policy disempowers people who differ from the dominant group.	Policy or parts of the policy reflects the values and behaviors of the dominant culture which are presumed to be universally applicable and beneficial.	Policy or parts of the policy recognizes diversity of cultural groups and the barriers present but does not have provisions to support or make adaptations to the cultural differences.	Policy or parts of the policy relies upon the use of the essential elements as the standards for policy development, adoption, and implementation. The policy has in place language that promotes acceptance and respect for difference.	Policy in its entirety holds culture in high esteem and acknowledges and honors all stakeholders and their representative groups. Policy is guided by the values of the cultural proficiency framework as noted in Table 1.

Table 1: Tools of Cultural Proficiency

THE CULTURAL PROFICIENCY FRAMEWORK					
<i>Cultural Proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers and the Principles.</i>					
THE ESSENTIAL ELEMENTS -- Standards for Planning and Evaluating					
• Assess Culture: Identify the cultural groups present in the system • Value Diversity: Develop an appreciation for the differences among and between groups • Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment • Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion • Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization					
CULTURAL PROFICIENCY CONTINUUM					
Change Mandated for Tolerance			Change Chosen for Transformation		
DESTRUCTION	INCAPACITY	BLINDNESS	PRECOMPETENCE	COMPETENCE	PROFICIENCY
<i>Eliminate differences</i> The elimination of other people's cultures	<i>Demean differences</i> Belief in the superiority of one's culture and behavior that disempowers another's culture	<i>Dismiss differences</i> Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	<i>Respond inadequately to the dynamics of difference</i> Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	<i>Engage with differences using the essential elements as standards</i> Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices	<i>Esteem and learn from differences as a lifelong practice</i> Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.
Reactive Behaviors, Shaped by the BARRIERS			Proactive Behaviors, Shaped by the PRINCIPLES		
• Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement			• Culture is a predominant force • People are served in varying degrees by the dominant culture • There is diversity within and between cultures • Every group has unique culturally-defined needs • People have personal identities and group identities. • Marginalized populations have to be at least bicultural • Families, as defined by culture, are the primary systems of support • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere		

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. **Culturally Proficient Instruction** Corwin 2012
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Appendix
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