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

November 10, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Welcome, Circle, and Working Agreements
   - B. Strategic Plan Deep Dive: Benchmarks and Implementation
   - C. Resolution Review 2
   - D. Connecting/ Intersecting Equity, the Strategic Plan, and the Resolution
   - E. Racial Equity Policy 4
   - F. Closing Reflections and Next Steps
3. **ADJOURNMENT**

#BoldSubject#

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

Revised Board of Education Resolution

Revised Establishment of Equity Committee

WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and

WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and

WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and

WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

1. Establishes a standing Equity Committee.

2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:
   a. The School District Superintendent;
   b. The School District administrator designated by the Superintendent as responsible for district equity leadership; and
   c. A Director of the Board of Education.

3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15-23 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The additional members shall consist of:
   a. Three (3) School District leaders;
   b. Three to five (3-5) staff members from School District schools;
   c. Three to five (3-5) current students;
   d. Three to five (3-5) parents/family members; and
   e. Three to five (3-5) community members.

4. Specifies that the term for each non-Chair member shall be two years from the date of appointment. A non-Chair member may be reappointed for additional terms but may not

serve three consecutive terms.

5. Directs the Equity Committee to meet at least ten (10) times annually, with meeting schedules established in consideration of the academic calendar pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.

6. Authorizes the Equity Committee:
    a. To identify and examine disparities impacting School District students, staff, families, and community;
    b. To bring forth and submit adaptive and actionable recommendations to the Board of Education for consideration of policy, practice, or resource alignment necessary to address identified inequities.
    c. To advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.
    d. To receive information from, and engage in consultation with, district-established advisory bodies or stakeholder groups regarding the implementation of equity-focused initiatives, and to inform the Board on alignment between Board policy, district practice, and student outcomes.

7. Assigns the Equity Committee the following duties:
    a. To annually review guiding principles in support of its Board-established purpose;
    b. To identify, on a biennial basis, three to five priority focus areas aligned to the authority and duties described above;
    c. To annually advise the Board regarding policy and practice alignment necessary to advance equitable access to opportunities and resources consistent with Board-adopted priorities.
    d. To conduct a mid-year review of implementation progress, in consultation with district-established advisory bodies or stakeholder groups, and report findings to the Board of Education on the alignment between Board policy, district practice, and student outcomes.
    e. To develop actionable recommendations aligned to identified priority focus areas for Board consideration and referral to district administration as appropriate.

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

101.00 RACIAL EQUITY

PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating our district's institutional racism will increase achievement, including on-time graduation, for *all* students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems that perpetuate inequities, SPPS will:

A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and
C. Eliminate practices that result in predictably lower academic achievement for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. **Family, Student and Community Engagement**
   SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:
   1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;

2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and
3. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

B. **Leadership**

SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
2. Modeling racial equity in business practices;
3. Replacing inequitable operational practices with systems that support implementation of this policy, and
4. Focusing accountability systems and metrics on racially equitable results.

C. **Teaching and Learning**

SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

1. Ensuring a positive and academically rigorous school environment that engages all students;
2. Collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
3. Eliminating practices that lead to the over- or under-representation of any student racial group compared to peers.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall regularly report progress on the plan and outcomes.

LEGAL REFERENCES

U.S. Const. amend XIV, § 1 (Equal Protection)
20 U.S.C. § 1703 (Equal Educational Opportunity)
42 U.S.C. § 2000c et seq. (Desegregation)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e-2 (Title VII of the Civil Rights Act of 1964)
25 U.S.C. § 452 et seq. (Johnson-O'Malley Act)
Minn. Stat. § 124D.855 et seq. (School Desegregation and Integration)

Minn. Stat. § 124D.71 et seq. (American Indian Education Act of 1988)
Minn. Stat. § 123B.02, subd. 11 (Agreements with Indian Tribes)
Minn. Stat. § 123B.30 (Classification of Pupils by Race)
Minn. Stat. § 124D.74, subd. 2 (Assignment of Students by Race)
Minn. Stat. § 124D.123 (Race discrimination in Flexible Year Programs)
Minn. Stat. § 181.59 (Discrimination by Contractors)
Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
Minn. Rules Part 3535 (Equal Opportunity in Schools)

Garcia et al. vs. The Board of Education of Independent School District No. 625: Order, Consent Decree and Final Judgment Dated July 9, 1984, United States District Court for the District of Minnesota (Latino Consent Decree)

CROSS REFERENCES

102.00 - Equal Opportunity/Non-Discrimination
415.00 - Harassment, Violence and Other Offensive Behavior
506.00 - Student Discipline / Rights and Responsibilities Handbook
601.00 - Educational Programming
601.01 - Achievement
602.00 - Curriculum Development, Instruction and Accountability
602.01 - Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education