

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

September 5, 2023
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

- A. Superintendent's Announcements
- B. Resolution Relating to Extending a Tax Increment Financing District for the Minnesota Event District in the City of Saint Paul
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
 - 4. Action
- C. American Rescue Plan FY23 End of Year Update
 - 1. Introduction
 - 2. Presentation 9
 - 3. Discussion
 - 4. Action
- D. Policy Update
 - 1. Policy 501.03 Student Dress Code
 - a. Introduction
 - b. Presentation 28
 - c. Discussion
 - d. Action
 - 2. Policy 413.01 Chemical Use and Abuse
 - a. Introduction
 - b. Presentation 36
 - c. Discussion
 - d. Action

3. ADJOURNMENT

#BoldSubject#

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

DATE: September 5, 2023

TOPIC: Approval of Resolution Relating to Extending a Tax Increment Financing District for the Minnesota Event District in the City of Saint Paul

PREPARED BY: Tom Sager, Executive Chief of Financial Services

A. PERTINENT FACTS:

1. Tax Increment Financing (TIF) is an economic strategy used by municipalities to temporarily reduce property taxes for defined properties for a limited period of time. The intent of this tool is to provide the property owner greater financial flexibility to better manage operational expenses, investments, and improvements and promote economic growth and development within the taxing authority's region.
2. The current TIF being presented here began in 2009, and is scheduled to expire through taxes payable year 2023.
3. Commencing with taxes payable year 2024, tax increments from the district may be extended to facilitate capital improvements within the city's RiverCentre complex, including but not limited to the St. Paul RiverCentre, Xcel Energy Center, Roy Wilkins Auditorium, and St. Paul RiverCentre Parking Ramp and adjacent areas controlled by the city.
4. In the spring of 2023, the Minnesota Legislature passed a new law for Saint Paul only that requires the city, county, and school district to each pass a resolution publicly supporting extension of Saint Paul's TIF district. Heretofore, when cities are creating a TIF plan to be implemented, counties and school districts were notified, but their formal approval was not required – except in this instance with the specific statutory language.
5. Also included in the BAI (See below.) is the request letter and background from the City of Saint Paul; specific detail in Minnesota Statute 469.1782 requires this action, and the School Board Resolution approving the extension of the existing TIF as outlined in the documents.
6. This recommendation is presented by Tom Sager, with prior review Executive Chief Jackie Turner and Superintendent Joe Gothard.

B. RECOMMENDATION:

District Administration recommends School Board approval of Resolution Relating to Extending a Tax Increment Financing District for the Minnesota Event District in the City of Saint Paul and presented and as attached.



August 25, 2023

Dr. Joe Gothard and School Board Members
Saint Paul Public Schools #625
360 Colborne Street
Saint Paul, MN 55102
Joe.Gothard@spps.org

Dear Superintendent Gothard and School Board Members,

The City Council of the City of Saint Paul will consider RES 23-1276 (the "City Council Resolution") on September 6, 2023, to approve Sections 4 and 5 of Minnesota Laws 2023, Chapter 64, Article 8 (the "Special Law") authorizing the Housing and Redevelopment Authority of the City of Saint Paul, Minnesota to extend the duration of the Downtown and Seventh Place (For the Minnesota Event District) Tax Increment Financing District ("TIF District") by 10 years to 2033 and amend the authorized expenditures, subject to certain terms and conditions found in the Special Law (**Attachment #1**). The Special Law will enable the following:

Expenditure of tax increment collections for an additional ten years for the exclusive use to facilitate capital improvements within the city's RiverCentre complex, including but not limited to the Saint Paul RiverCentre, Xcel Energy Center, Roy Wilkins Auditorium, and the St. Paul RiverCentre Parking Ramp and adjacent areas controlled by the city.

This Special Law is ONLY effective upon approval of the City Council Resolution and by a majority vote of the School Board of Independent School District No. 625 (the "**School Board**") and by a majority vote of the Ramsey County Board of Commissioners, and certification by the Secretary of State.

The City hereby requests subsequent action by the **School Board** to consider a resolution, similar to the attached sample (**Attachment #2**), which will be used to certify the Special Law with the Secretary of State of the State of Minnesota.

The City pursued the extension of the TIF District to generate a consistent revenue stream to invest in the RiverCentre complex, which is one of our most important economic development drivers in downtown Saint Paul. This investment will allow the RiverCentre complex to continue to generate significant sales tax, hotel occupancy tax and jobs.

We are available to discuss this important economic driver and its investment needs with **School Board** members and respectfully request your consideration at your upcoming meeting in September.

Once the Special Law is effective, the City will pursue an amendment to the TIF Plan for the TIF District, which will include submission of materials to the School Board. We are targeting a City Council public hearing on the amendment to the TIF plan on November 8, 2023.

Sincerely,



Mayor Melvin Carter
City of Saint Paul



Councilmember Rebecca Noecker
Ward 2 - City of Saint Paul

cc: Ms. Chauntyll Allen, School Board Clerk (chauntyll.allen@spps.org)
Tom Sager, tom.sager@spps.org

Attachment #1 – Special Law

Minnesota Session Laws – 2023, Regular Session, Chapter 64

Article 8 – Tax Increment Financing

Sec. 4. Laws 2008, chapter 366, article 5, section 36, subdivision 1, is amended to read:

Subdivision 1. Authorization. Notwithstanding the provisions of any other law, upon approval of the governing body of the city of St. Paul, the Housing and Redevelopment Authority of the city of St. Paul may establish a redevelopment tax increment financing district comprised of the properties included in the existing downtown and Seventh Place tax increment district (County #82). Notwithstanding Minnesota Statutes, section 469.177, subdivision 6, if certification of the district is requested by July 31, 2008, the certification will be recognized by the county auditor in determining local tax rates for taxes payable in 2009 and subsequent years. The district created under this section terminates December 31, ~~2023~~ 2033. The city may create the district under this section only if it enters into an agreement with Ramsey County to pay the county annually out of the increment from this district an amount equal to the tax that would have been payable to the county on the captured tax capacity of the district had the district not been created.

EFFECTIVE DATE. This section is effective the day after the governing bodies of St. Paul, Ramsey County, and Independent School District No. 625 comply with the requirements of Minnesota Statutes, sections 469.1782, subdivision 2, and 645.021, subdivisions 2 and 3.

Sec. 5. Laws 2008, chapter 366, article 5, section 36, subdivision 3, as amended by Laws 2014, chapter 150, article 5, section 5, is amended to read:

Subd. 3. Authorized expenditures. Tax increment from the district may be expended only to pay principal and interest on bond obligations issued by the city of St. Paul in 2009 for the RiverCentre Arena, including payment of principal and interest on any bonds issued to repay the bonds or loans, as amended in 2014, but only through taxes payable year 2023. Commencing with taxes payable year 2024, tax increments from the district may be expended to facilitate capital improvements within the city's RiverCentre complex, including but not limited to the St. Paul RiverCentre, Xcel Energy Center, Roy Wilkins Auditorium, and St. Paul RiverCentre Parking Ramp and adjacent areas controlled by the city. All such expenditures are deemed to be activities within the district under Minnesota Statutes, section 469.1763, subdivisions 2, 3, and 4.

EFFECTIVE DATE. This section is effective the day after the governing body of the city of St. Paul and its chief clerical officer comply with Minnesota Statutes, section 645.021, subdivisions 2 and 3.

Attachment #2 – Sample Resolution

School Board of
Independent School District No. 625

RESOLUTION NO. _____

APPROVING MINNESOTA LAWS 2023, CHAPTER 64, ARTICLE 8, SECTION 4
RELATING TO EXTENDING A TAX INCREMENT FINANCING DISTRICT
FOR THE MINNESOTA EVENT DISTRICT IN THE CITY OF SAINT PAUL

BE IT RESOLVED By the School Board of Independent School District No. 625 (the “School District”) as follows:

1. It is hereby determined that:

(a) Minnesota Laws 2023, Chapter 64, Article 8, Section 4 (the “Special Law”) authorized the Housing and Redevelopment Authority of the City of Saint Paul, Minnesota to extend the duration of the Downtown and Seventh Place (For the Minnesota Event District) Tax Increment Financing District by 10 years to 2033, subject to certain terms and conditions;

(b) the Special Law is effective upon approval by a majority vote of the City Council of the City of Saint Paul, Minnesota (the “City”), a majority vote of the Ramsey County Board of Commissioners, and a majority vote of the School Board of Independent School District No. 625 (the “School Board”), and the filing of a certificate with the Minnesota Secretary of State, all in accordance with Minnesota Statutes, Sections 469.1782, subd. 2 and 645.021, subds. 2 and 3; and

(c) the School Board has determined that is in the best interest of the School District and its residents to approve the Special Law.

2. The Special Law is hereby approved in all respects.

3. School District staff are authorized and directed to transmit a certified copy of this resolution to the City for filing with the Secretary of State.

The foregoing resolution was introduced by Board Member _____ and duly seconded by Board Member _____. The following Board Members voted in favor of the resolution: _____. The following Board Members voted against the resolution: _____. The following Board Members were absent: _____. Whereupon the resolution was adopted.

ADOPTED: _____, 2023

Chair

Clerk

Minnesota Session Laws – 2023, Regular Session, Chapter 64

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School Board of
Independent School District No. 625

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ADOPTED: _____, 2023

Chair

Clerk



Saint Paul
PUBLIC SCHOOLS

American Rescue Plan (FY23) End of Year Update

9

Leah Corey, LICSW, Director of Innovation

Stacey Gray Akyea, PhD, Executive Chief of Equity, Strategy & Innovation

9/5/2023

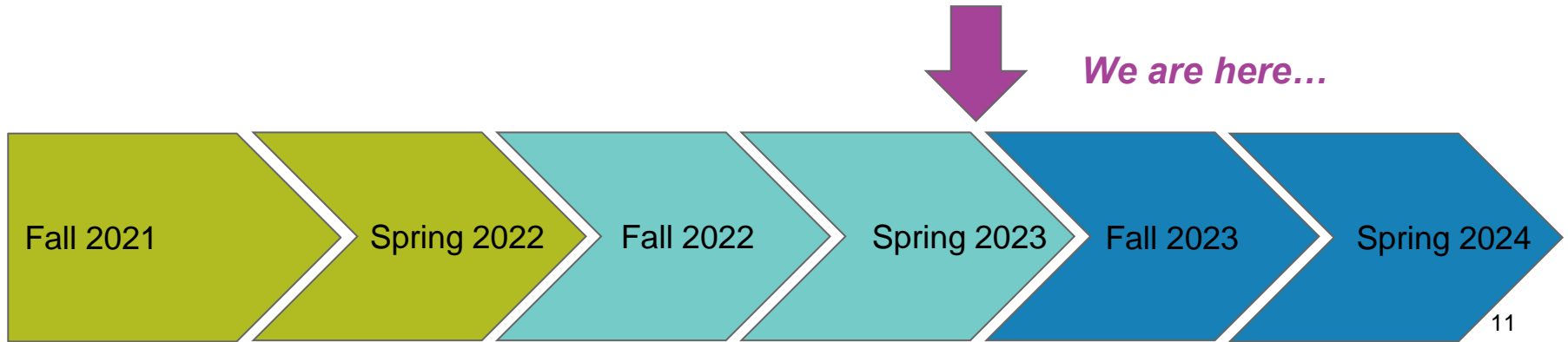
SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:	Objective 6:
Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives: ¹⁰
1.1) CMP cycle 1.2) Intersections/Overlaps 1.3) Approach/Response	2.1) District wide social emotional learning & positive behavior intervention and supports	3.1) Culturally resp. inst. 3.2) Well rounded education 3.3) Middle school model	4.1) College & career paths	5.1) Program effectiveness 5.2) Priority-based budgeting 5.3) Envision SPPS	6.1) Community engagement
ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies
#9: Retaining teachers of color #28: Recruiting teacher of color #37: Equity training #78: Equity Plan #92: Recruitment of Diverse Special Education Paraprofessionals	#3: Early child. mental health #5: Mental Health #12: Social emotional learning #14: Attendance & engagement #22: Social workers #15: Counselors #66B: Am. Indian Supports #84: SEM coordinators	#7: CRI #8: WINN #44: Job embedded PD #66: American Indian Curr. #17: High School Systems #27: Well Rounded Education #21: Credit recovery #20: SPED recovery services #54: MLL coaching #2: Autism support #33: Bilingual Seals #76: MLL support #53: Bilingual EA training #75: MS career experiences #20: Special Ed Recovery #73: ESCE Assessments #83: Digital Infrastructure #88: PreK Hubs	#4: Check & Connect #6: Internships #24: Career path materials #34: Career integration #13: Extended day for learning + #31: Flipside #75: Middle school career Experiences #89: Athletics #90: Freedom School	#80: Innovation Office #85: Research analysts #70: School Allocations #87: Board Training	#61: Community Schools #62: Contact center #79: Language support #69: Community partners

ARP Life Cycle



FY2022 - Year 1

- Design
- Planning
- Launch
- Infrastructure

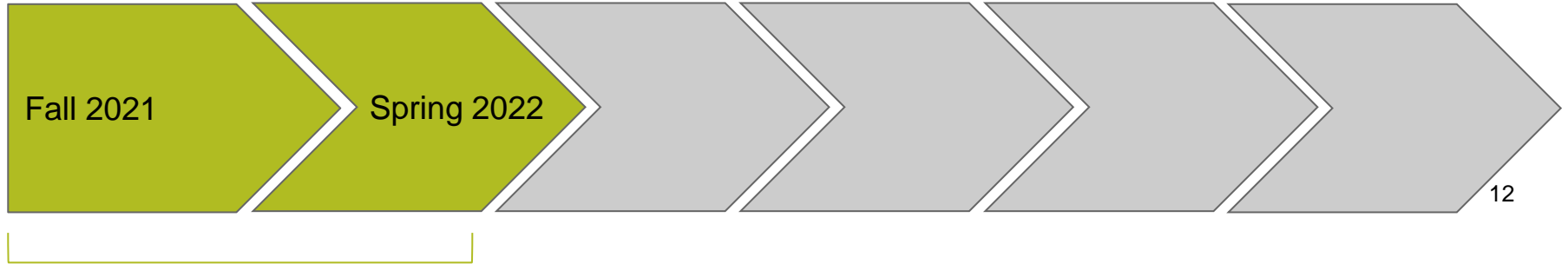
FY2023 - Year 2

- Professional Learning
- Community Monitoring
- Adjusting
- Community Engagement

FY2024 - Year 3

- Sustainability
- Closing
- Evaluating

Year 1



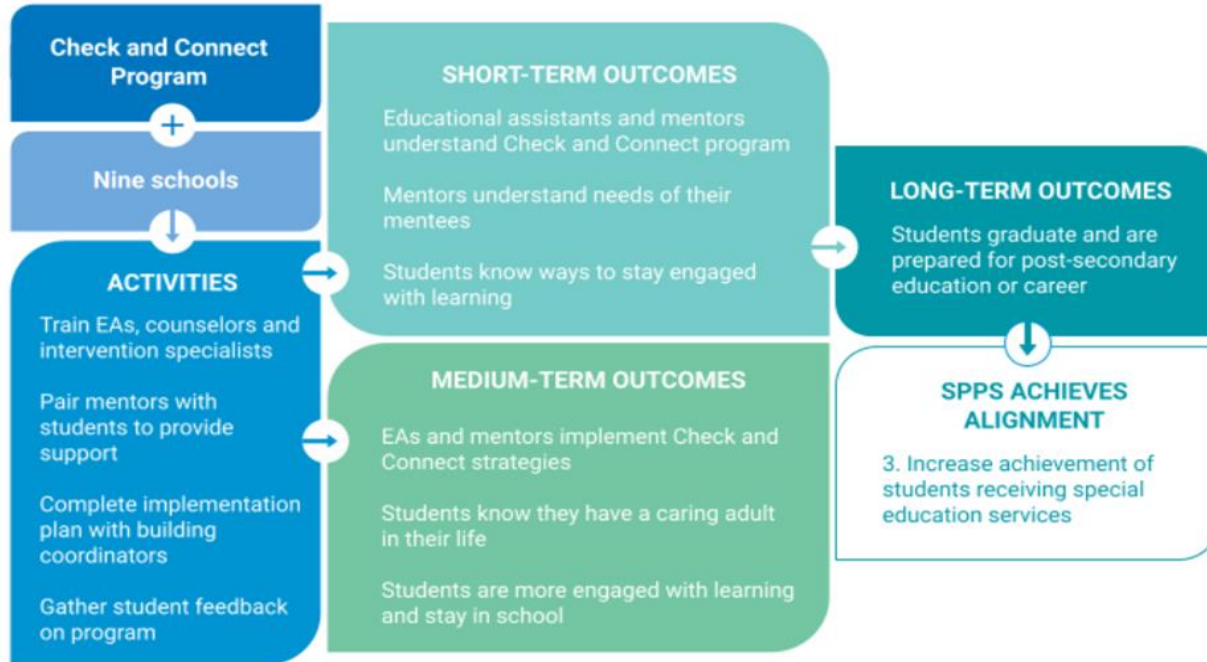
- Design
- Planning
- Launch
- Infrastructure

Logic Model

Check and Connect Special Education Program



The Check and Connect program mentors K-12 students who show warning signs of disengagement with school and who are at risk of dropping out.



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Total Budgeted for FY23 (All Strategies): \$79,911,799

Total Spent through Q3 (All Strategies): \$33,704,468

Budget by SPPS Achieves Focus Area:

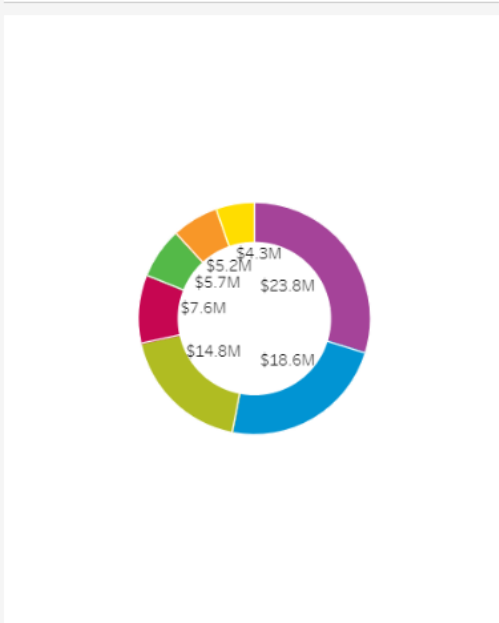
Systemic Equity, Positive School and District Culture, Effective & Culturally Responsive Instruction, College and Career Readiness, Program Evaluation Resource Allocation, Family & Community Engagement, Safe Schools



Strategy Budget and Spending:

Click on the donut chart or the legend to filter the totals and the table below by SPPS Achieves Focus Area.

Strategy Name	Budgeted (FY23)	Spent (FY23)
American Indian Curriculum Development	\$780,283	\$136,174
Bus Driver Recruitment and Retention	\$690,000	\$358,884
Career Centers and Curriculum at High Schools	\$50,000	\$57
Central Contact Center	\$181,217	\$86,770
Check and Connect Special Education Program	\$195,457	\$144,161
Community Education Impact Programs	\$672,394	\$306
Community Partnerships	\$4,683,260	\$633,167
Como Planetarium Staff and Lesson Planning	\$115,980	\$5,352



Public Dashboard

<https://www.spps.org/Page/45780>

End of Year 1 (FY22)



56 Strategies

57% **On -Track**

18% **Concerned/at risk**

25% **Behind/off track**

- There are fewer than needed strategies that are providing direct to student services; particularly students most impacted by the pandemic
- Low amount of funds that are directly related to out of school time



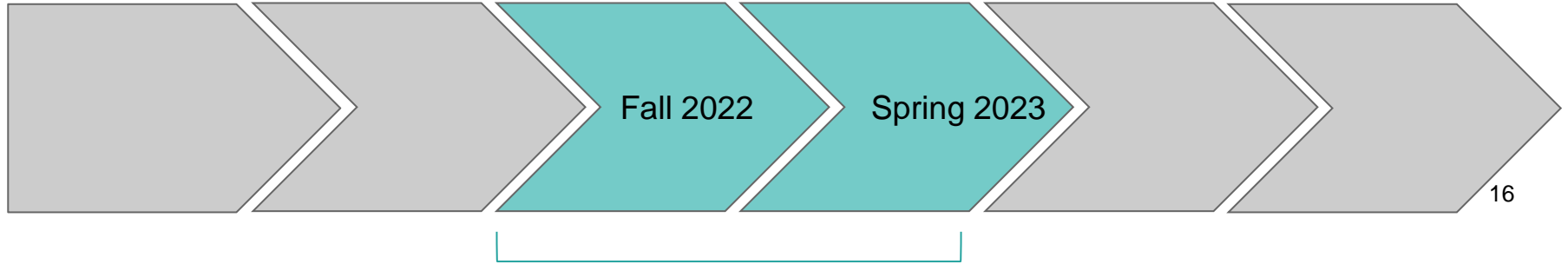
\$25 M Spent FY22

Unspent \$13M due to

- Initial roll out
- Redeployment of central staff to schools
- Unused supplemental pay
- Unexecuted contracts
- Unfilled positions

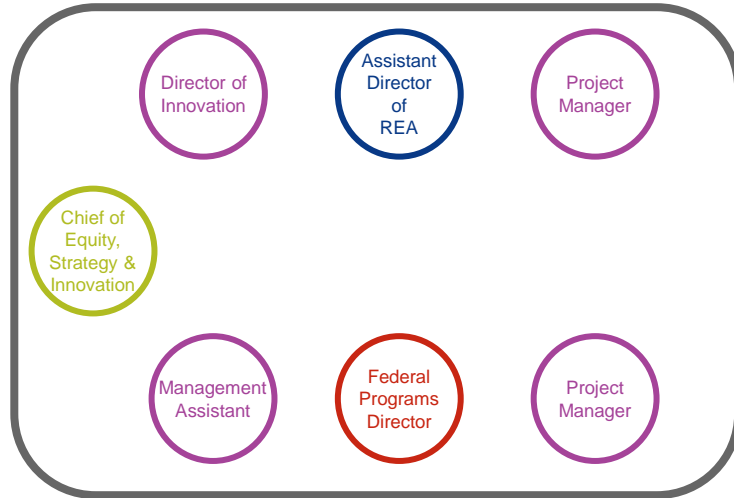
15

Year 2



- Professional Learning Community Monitoring
- Adjusting
- Community Engagement

Professional Learning Community Monitoring Structure



Innovation Office provides an overview of initiative purpose, current implementation status, any leading outcome indicators available and strategy team compliance with meetings/reports

Federal Programs provides an overview of spend and any pertinent budget information

Research, Evaluation & Assessment provides an overview of data collection and dashboard status

Each strategy is categorized into one of three categories:

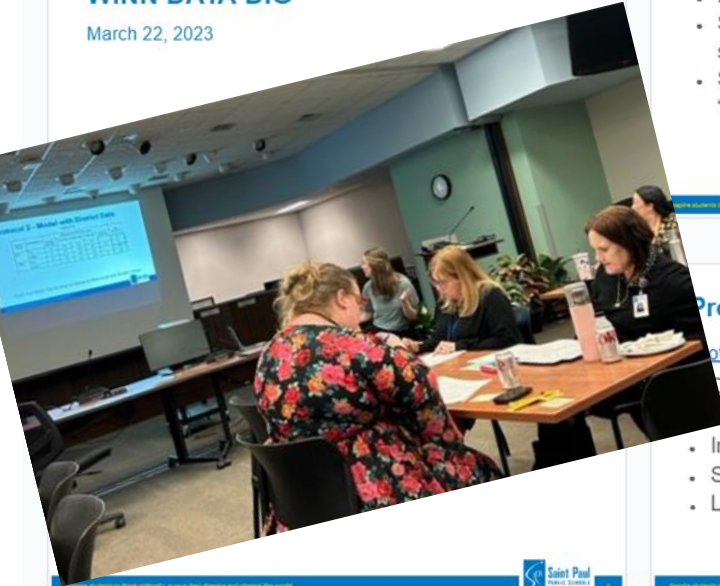
- **On track:** Work is on track, making progress toward achieving outcomes
- **Concerned/at risk:** Risks or issues that might impact achieving outcomes
- **Behind/off track:** Significant issues that have impacted achieving outcomes

After reviewing all strategies, the group recommends next steps

Informing “Scale - Up”

WINN DATA DIG

March 22, 2023



Objectives

- Build shared understanding of the WINN initiative
- Surface insight and new perspectives to inform next steps for WINN Leadership
- Support WINN Leadership in defining what it means to “scale up”

Agenda

- 11:00 - 11:25 Introduction, purpose and inclusion activity
- 11:25 - 12:00 What is WINN?
- 12:00 - 12:15 Grab lunch & overview of data protocols
- 12:15 - 1:00 Protocol 1: Students served in WINN
- 1:00 - 1:40 Protocol 2: Student groups served in WINN
- 1:50 - 2:45 Protocol 3: Deeper dive into implementation
- 2:45 - 3:20 Large group discussion & close
- 3:15 - 4:00 Next steps (with OTL Literacy only)

Protocol 1 - Students Served in WINN

Protocol 1

District overview and model of protocol 1 (10 minutes)

- Independent review of three schools (15 minutes)
- Small group discussion (15 minutes)
- Large group share out (5 minutes)

Protocol 1 - WINN District Data

District (K-2)

Grade	Participation	Students by FAST Risk Level				Total Students
		College Pathway	Low Risk	Some Risk	High Risk	
K	ALL	1091	600	353		2044
	WINN	200	288	172	125	785
1	ALL	738	458	852		2048
	WINN	68	201	576	112	957
2	ALL	418	411	381	1051	2261
	WINN	8	16	102	663	821
Total	ALL	418	2238	1439	2256	6351
	WINN	8	262	591	1411	2659

2559 WINN students (K-2, SY22-23)
Of all WINN students HR = 55%
2nd grade has the highest HR students in WINN (663/1051=63%)
In total 1st grade has the most students in WINN (955/2559=37%)

Overview of Protocol Process

- Data Packet - what is included



SAINT PAUL PUBLIC SCHOOLS & MARNITA'S TABLE PRESENT:

Engage SPPS! Community Conversations & Dinner

All members of the SPPS community are invited to share a meal and discuss what our students, staff and families need to thrive and achieve educational success. The feedback from these events will be used to help set priorities for the district's strategic plan and American Rescue Plan initiatives.

- These events are free!
- Dinner and child care are provided.
- Transportation can be arranged in advance if needed.
- Interpreters are available in Spanish, Hmong, Somali and Karen.

Register to attend at marnitastable.org/spps2023

Questions?
Email sammie@marnitastable.org
Call 612-928-7744



Inspire students to think critically, pursue their dreams and change the world.

Total participants - 257

BIPOC - 84%

Youth Under 24 - 28%

Staff, students, parents , community



We've got to do this together': St. Paul students, community talk campus safety over dinner
tribune.com



<https://www.dropbox.com/s/4rgoltxcnuinrb4/St%20Paul%20School%20Event.mov?dl=0>



Program



68 Strategies

56% **On -Track**
14% **Concerned/at risk**
21% **Behind/off track**
9% **Planned to sunset**



\$61.8M Spent FY23

Projected Unspent \$16.1 M
(21%) due to

- Unused supplemental pay
- Unexecuted contracts
- Unfilled positions



**2,713 Staff Participated
in PD**

Continued challenges with
participation in PD (35%)



13,935 Students Served

20

High Impact Strategies include:
What I Need Now literacy
Internships and certifications
Financial literacy for middle school
students

Spend Down

FY23 Original Budget	69.4 M
FY22 Carry Over	13.5 M
FY23 Final Budget	82.9 M
Estimated \$ Spent	61.8 M (75%)
FY23 Estimated Carry Over	21.1 M (25%)



21

Categories of Unspent \$

- Unused supplemental pay
- Unexecuted contracts
- Unfilled positions

13,935 Students Served (revised 9/6/23);

approximately 40% of SPPS enrollment

The Percentage of Students Served by SPPS Achieves Focus Area and Race/Ethnic Identity						
SPPS Achieves Focus Area	Am. Indian	Asian	Black	Hispanic	More than one race	White
College and Career Readiness	1%	27%	25%	13%	10%	25%
Effective and Culturally Responsive Instruction	1%	27%	26%	17%	8%	16%
Family and Community Engagement	1%	23%	39%	16%	8%	14%
Positive School and District Culture	1%	15%	38%	18%	10%	18%
All Areas*	1%	26%	27%	16%	8%	18%

22

- Across all SPPS Achieves focus areas,
 - The percentage of American Indian students served is 1%; approximately the same percentage of American Indian students enrolled in SPPS(1%).
 - The percentage of Asian students served is 26%; slightly lower than the percentage of Asian students enrolled in SPPS (29%).
 - The percentage of Black students served is 27%; slightly higher than the percentage of Black students enrolled in SPPS (27%).
 - The percentage of Hispanic students served is 16%; slightly higher than the percentage of Hispanic students enrolled in SPPS (15%).

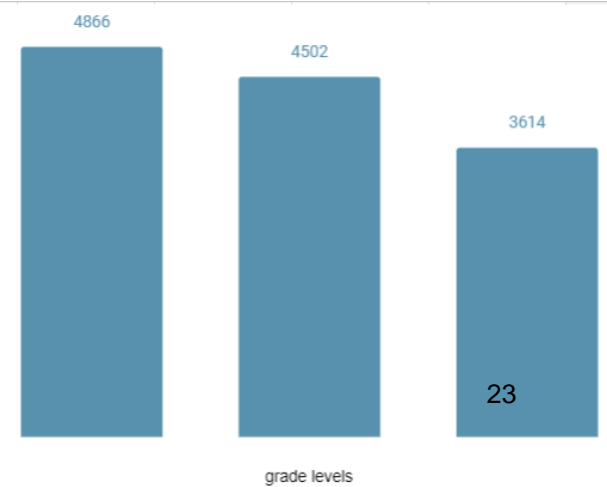
13,935 Students Served

26%

11%

of students served are English language learners

of students served are students receiving special education services



More EC-5 (elementary) students served than middle or senior high school students.

Promising Outcomes

Check & Connect

Increase of students with Individualized Educational Plans (IEP) graduating with their class.

K-5 students increased attendance equivalent to 6 additional school days (3.5% of school year).

Certifications & Internships/Earn As You Learn

Students have earned 1000+ certifications, spent over 13,000 hours on career readiness and 8000+ hours on financial literacy.

Credit Recovery

Students are earning 4X as many credit recovery credits as pre-pandemic.

24

Counselors in Every High School

All counselors implemented intentional attendance interventions and decreased the percentage of students with 20+ absences from 15% in Sy21-22 to 10% in SY22-23

Seals of Bilingual

By creating communication plans as well as presenting work to stakeholders the percentage of of students who registered for a Bilingual Seal assessment increased by 38%.

What I Need Now WINN

Across all student race and ethnic groups, the percentage of first grade students that participated in WINN who scored in low risk literacy category increased more than the percentage of students who did not participate in WINN.

Highlights and Challenges

Highlights

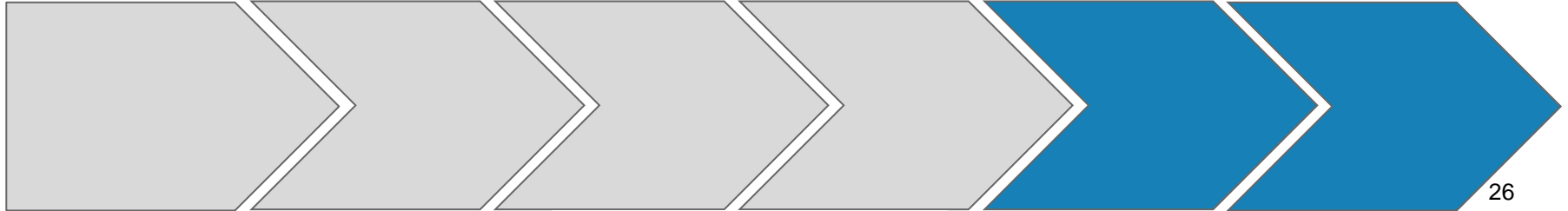
- Like FY22, nearly all schools are benefitting from ARP resources
- All community partnership contracts executed
- Identification of high impact strategies including;
 - What I Need Now (WINN)
 - Internships and certifications
 - Financial literacy for middle and high school
 - Seals of biliteracy

25

Challenges

- Lower than anticipated participation in professional development
- Some strategies continue to stall at low levels of implementation

Looking Ahead to 2023-2024



ARP / SPSS Achieves Monitoring Calendar SY 2023-2024

Aug 2023	Sep 2023	Oct 2023
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Nov 2023	Dec 2023	Jan 2024
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Feb 2024	Mar 2024	Apr 2024
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- Closing
- Sustainability
- Active spend down
- Evaluating and determining which (if any) strategies we prioritize for long term investment



Saint Paul
PUBLIC SCHOOLS

Thank You

Committee of the Board Meeting



Saint Paul
PUBLIC SCHOOLS

Policy 501.03 Student Dress Code

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September 5, 2023

Pat Pratt-Cook, Executive Chief of Human Resources

Policy 501.03 Student Dress Code

Why are we proposing new language to this policy?

Last updated in 2017.

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During our review, the Policy Work Group believed that current language was subjective, vague and not entirely inclusive.

Policy 501.03 Student Dress Code

Current Policy:

1. The principal or the principal's designee shall mandate minimum standards of cleanliness and neatness.
2. Footwear is required.
3. There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.
4. Dress code mandates may not set limitations or requirements of students based on gender.

Policy Work Group's Rationale

1. "Minimum standards of cleanliness and neatness" is subjective.
2. "Footwear is required" - The Policy Work Group was not sure what this statement was trying to accomplish/why it was included.
 - The proposed policy includes, "Footwear that does not present a safety hazard."
3. The statement in paragraph 3 is vague which leads to inconsistent practices from school to school.
4. The Policy Work Group appreciated this statement but the new/proposed language is more inclusive as it pertains to also race and religion (not just gender).

Policy 501.03 Student Dress Code

The new proposed language:

- Reflects key goals of permitting students to engage in their First Amendment right to express themselves while maintaining a positive school environment in which learning is promoted and students are protected from harm.
- Seeks to promote fair treatment of all students and to reduce staff time spent monitoring student clothing.
- Allows “Headwear, including hats, hoodies or head coverings, are allowed provided that it does not cover the student’s face to the extent that the student is not identifiable. Headgear must not interfere with the educational process.”
 - This change addresses inconsistencies across schools. Hoodies and hats will now be allowed.
- The Minnesota legislature passed two laws in 2023 that are relevant to dress codes and incorporated into this policy. These changes are:
 - “Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.”
 - “A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.”

Policy 501.03 Student Dress Code

See all updates to Policy 501.03 [HERE](#)

Questions?

Move to BOE to start the three-reading process?

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501.03 STUDENT DRESS CODE

- ~~1. The principal or the principal's designee shall mandate minimum standards of cleanliness and neatness.~~
- ~~2. Footwear is required.~~
- ~~3. There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.~~
- ~~4. Dress code mandates may not set limitations or requirements of students based on gender.~~

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations that support educational goals. Students and their families have the primary and joint responsibility for student clothing and appearance. Teachers and other district staff should exemplify and reinforce student clothing and appearance standards and help students develop an understanding of appropriate appearance in the school environment.

II. GENERAL STATEMENT OF POLICY

- A. A student's clothing or appearance may not materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities. A student's dress or appearance may not incite or contribute to substantial disorder or invasion of the rights of others or pose a threat to the health or safety of the student or others.
- B. Students' rights to choose their dress and appearance for school and school-related activities will be protected provided that the clothing:
 1. does not injure people or damage property;
 2. does not materially and substantially disrupt or interfere with the educational process or classwork;
 3. does not interfere with the requirements of discipline in the operation of the school or school activities, materially disrupt classwork;
 4. does not involve substantial disorder or invasion of the rights of others.

Such clothing includes, but is not limited to, the following:

1. Clothing for the weather.
2. Clothing that does not create a health or safety hazard.
3. Clothing for the activity (i.e., physical education or the classroom).
4. Footwear that does not present a safety hazard.

5. Headwear, including hats, hoodies or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process.
 6. Students may wear headgear that covers their face for a medical or religious reason.
 7. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.
- C. Student clothing may not include the following:
1. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
 2. Apparel promoting products or activities that are illegal for use by minors.
 3. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 415.00.
- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with district Policy 506.00 Student Discipline.
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of clothing for

students considered appropriate for a specific event and bring such recommendation to the administration for approval.

LEGAL REFERENCES :

Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
U. S. Const., amend. I
Minn. Stat. § 124D.792 (Graduation Ceremonies; Tribal Regalia and Objects of Cultural Significance)
Minn. Stat. § 363A.03, Subd. 36a (Definitions)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed. Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

CROSS REFERENCES :

SPPS Policy 102.00: Equal Opportunity / Nondiscrimination
SPPS Policy 500.00: Gender Inclusion
SPPS Policy 501.04: Student Dress: Uniforms
SPPS Policy 415.00 Discrimination, Harassment, Violence, and Retaliation
SPPS Policy 506 Student Discipline

Committee of the Board Meeting



Saint Paul
PUBLIC SCHOOLS

Updates to Policy 413.01 Chemical Use and Abuse

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September 5, 2023

Kathy Kimani, Director, Office of Student Support

Mary Langworthy, Director, Student Health & Wellness

Why Update the Policy

- Policy was last updated in 2008
- Updates reflect current requirements in federal and state statute
- Incorporate Minnesota School Board Association model policy language
- Increase in chemical health use and abuse has caused us to review and update procedures, resources and services

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Committee Members

Beth Coleman, Assistant Director of OCCR

Kelly Katak, School Nurse

Mary Langworthy, Director of Health & Wellness

Erin Metz, PBIS Coordinator & LADC

Laurie Olson, Director of Safety Emergency Management & LADC

Michelle Viera Keleny, Social Work Coordinator

Amy Wardell, Health & PE Coordinator

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Draft Updates to Policy

- Link to [Draft Policy](#)

Adopted: 10/16/1979
Revised: 2/19/1991; 6/17/2008; 6/6/2023

Saint Paul Public Schools Policy 413.01

413.01 CHEMICAL USE AND ABUSE

I. PURPOSE

Saint Paul Public Schools recognizes that chemical use and abuse constitutes a grave threat to the physical and mental well-being of students and employees and significantly impedes the learning process. We believe that the public school has a role in education, intervention, and prevention of chemical use and abuse. The purpose of this policy is to assist the school district in its goal to prevent chemical use and abuse.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.

~~1-It is the policy of this school district to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.~~

- B. The school district shall develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement.

~~2-The school district shall establish and maintain in every school a chemical abuse pre-assessment team as required under Minn. Stat. 121A.25-29.~~

- C. Every school that participates in a school district chemical abuse program shall establish a chemical abuse pre-assessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.

~~3-It shall be the responsibility of the superintendent, with the advice of the school board, to establish a school and community advisory team (which shall report to the superintendent or the superintendent's designee) to address chemical abuse problems in the district.~~

~~4-The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and drug-free workplaces:~~

- D. The school district shall establish a drug-free awareness program for its employees.

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Questions & Next Steps

- Questions?
- Next Steps:
 - If approved at COB, begin the first of three required readings at the September BOE meeting.

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413.01 CHEMICAL USE AND ABUSE

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- D. The school district shall establish a drug-free awareness program for its employees.

III. DEFINITIONS

- A. ~~4.~~ "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without compelling medical reason, in a manner that induces mental, emotional or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- ~~2. "Chemicals" includes but is not limited to alcohol, toxic substances and controlled substances as defined in the school district's Drug-Free Workplace and Drug-Free Schools policies.~~

- B. "Controlled substances," as applied to the chemical abuse assessment of students, means a drug, substance, or immediate precursor in Schedules I through V of Minnesota Statutes section 152.02 and "marijuana" as defined in Minnesota Statutes section 152.01, subdivision 9 but not distilled spirits, wine, malt beverages, intoxicating liquors or tobacco. As otherwise defined in this policy, "controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.
- C. "Drug prevention" means prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the consequences of drug use that are evidence based.

LEGAL REFERENCES:

Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 152.02 (Schedules of Controlled Substances; Administration of Chapter)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
20 U.S.C. § 5812 (National Education Goals)
20 U.S.C. §§ 7101-7165 (Safe and Drug Free Schools and Communities)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)
41 U.S.C. §§ ~~704-707~~ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

CROSS REFERENCES:

413.00, Drug-Free Workplace
504.00, Drug-Free Schools
516.00, Students – Medications/Medical Procedures

Policy 413.01
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