

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

August 10, 2021
4:30 PM

A G E N D A

I. CALL TO ORDER

II. AGENDA

- A. Superintendent's Announcements
- B. Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
 - 4. Action (TBD)
- C. American Rescue Plan Needs Assessment Results
 - 1. Introduction
 - 2. Presentation 5
 - 3. Discussion
 - 4. Action (TBD)
- D. Policy Update
 - 1. Introduction
 - 2. Presentation 27
 - 3. Discussion
 - 4. Action (TBD)
- E. Summary of the Annual Performance Evaluation of the Superintendent
 - 1. Introduction
 - 2. Presentation 36
 - 3. Discussion

III. ADJOURNMENT

#BoldSubject#

RESOLUTION

Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings

WHEREAS, the COVID-19 infection rate has risen during the summer of 2021 on a national, statewide, and local basis; and

WHEREAS, according to the Minnesota Department of Health, “because children under 12 years of age are not yet eligible to be vaccinated and because children age 12 to 15 are only recently eligible, there is an increased risk of COVID-19 transmission in school settings”; and

WHEREAS, all individuals currently are required to wear masks while in public transportation hubs and on all public transportation (airplanes, public buses, etc.), including school buses (both public and private); and

WHEREAS, the Minnesota Department of Health (MDH), following guidance from the Centers for Disease Control and Prevention (CDC), recommends “universal indoor masking...for all people in a school setting (ages 2 and older), including teachers, staff, students, and visitors to schools, regardless of vaccination status; and

WHEREAS, it is difficult to monitor and enforce mask requirements that are not universal.

BE IT RESOLVED, that the Board of Education, Independent School District No. 625, Saint Paul Public Schools:

1. Mandates and requires universal indoor masking for all people in a school setting (ages 2 and older), including all teachers, staff, students, and visitors, regardless of vaccination status. For purposes of this Resolution:
 - a. the term “school setting” means all buildings and properties owned or leased by the School District and is not limited to only those places where students are present. It includes all administrative and operational buildings and sites as well;
 - b. “masks” are manufactured or homemade cloth face coverings that, when properly worn, fit snugly and fully cover an individual’s nose and mouth. Scarves, ski masks, and bandannas do not constitute masks for purposes of this Resolution and are not substitutes for wearing a proper mask;
 - c. For infection prevention and control practices, staff delivering direct student support services (e.g., personal care that could expose staff to a student’s bodily

fluids, direct care with ill students and staff, or health care procedures involving respiratory or aerosol-generating procedures) are required to wear both a cloth mask as described above and a medical/surgical grade disposable mask.

2. Consistent with CDC and MDH guidance, this mandate does not apply to:
 - a. Individuals who cannot wear a mask or cannot safely wear a mask because of a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12101 et seq.;
 - b. Individuals for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations;
 - c. Individuals who are actively struggling to breathe, are unconscious, or are unable to remove a mask without help;
 - d. Individuals in certain situations (e.g., swimming or other activities that will soak or submerge a face covering in water) where masks are unsafe.
3. Consistent with prior directives from the State of Minnesota:
 - a. Staff may remove masks when working alone, including when alone in an office, classroom, vehicle, cubicle with walls at least face level when social distancing is maintained, or other enclosed work area;
 - b. Staff, students, and other persons present indoors in a school setting may temporarily remove masks in the following situations:
 - i. When actively engaged in an athletic game, scrimmage, or competition subject to any rules, regulations, requirements, or guidance issued by the Minnesota State High School League for activities under its administration;
 - ii. When eating or drinking;
 - iii. During performances involving singing, acting, public speaking, or playing musical instruments that make wearing a mask difficult or impracticable;
 - iv. In response to requests to verify an identity for lawful purposes;
 - v. When communicating with an individual who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with that individual while wearing a face covering difficult;
 - vi. While receiving a service—including nursing, medical, or personal care services—that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a mask.

4. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies and handbooks, and any relevant collective bargaining agreements.
5. The Board of Education will review this resolution as necessary in light of changes to case rates, guidance from the CDC, guidance from the MDH and/or MDE, and any other applicable authorities and, minimally, prior to the start of each academic quarter.
6. This Resolution becomes effective as of _____, 2021.



American Rescue Plan Needs Assessment Results

Committee of the Board
August 10, 2021

Overview

- **American Recovery Plan (ARP):** Federal legislation
- **SPPS receives \$207 million** to be used over the next three years for:
 - COVID-19 response efforts
 - Addressing long-term student outcomes that have been impacted by the pandemic.
- **SPPS ARP Work group** (24 teachers, principals, district staff) charged with creating plan for allocating the funds
- **SPPS ARP Family/Community Advisory group** reviews work in progress, provides feedback

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SPPS ARP Goals

[COVID Relief Federal Funding website](#)

1	Safely reopen schools for all students
2	Address pre and post pandemic unfinished learning
3	Build lasting, equitable systems of teaching and learning
4	Supporting student and staff social emotional needs on returning to full on-site learning

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Assessing Needs

- Purpose: identify areas that would both leverage existing investments as well as meet the goal areas of ARP
- Primary questions:
 - How does SPPS Achieves align with ARP/ESSER goals?
 - What is needed to support instructional staff post-pandemic?
 - What is needed to support students post-pandemic?
 - What are the needs that could be prioritized across all schools?
 - To what extent do the needs differ by organizational layer? For example, do school leaders perceive their needs differently than district leaders?
 - What are the needs of our community partners to support SPPS students?

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Needs Assessment Results



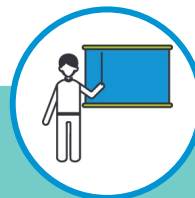
STUDENTS

1. High-quality instruction
2. Strong feeling of welcome, safety, support as an individual and as a member of an ethnic/cultural/racial group and the school community
3. A strong voice in their teaching and learning



SCHOOLS

1. Understanding that different schools have different needs
2. Focus and flexibility



STAFF

1. Time
2. Professional expectations for culturally relevant teaching and instruction
3. Community building



FAMILY & COMMUNITY

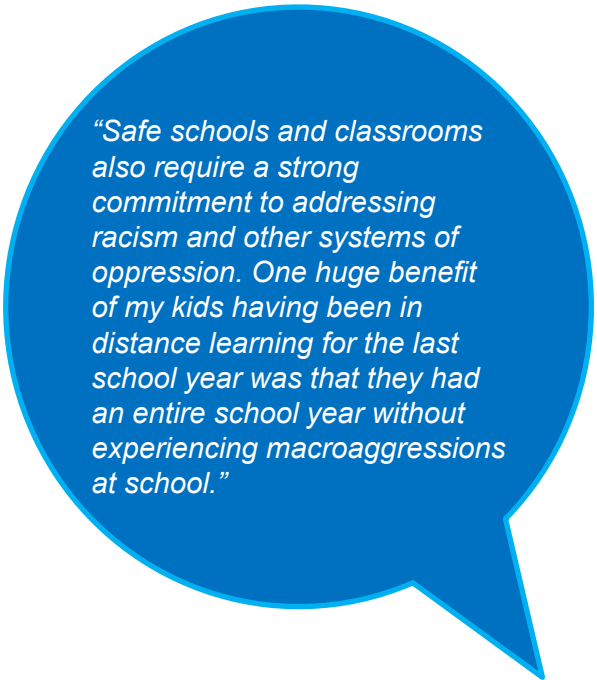
1. Consistent safety ¹⁰ procedures at school
2. High-quality, engaging teaching and learning focused on moving forward
3. Racial/ethnic/linguistic representation
4. Acknowledgement of the challenges facing families with children

Students: High-Quality instruction

- American Indian and Black students experienced the worst **overall** outcomes during the pandemic.
- Hispanic, students receiving free/reduced meals, English language learners and student receiving special education services experienced strong negative impacts.
- Asian, English language learners and students in grades 6-8 experienced the greatest **negative change** in outcomes pre- to post-pandemic.

8th Graders Passing Algebra I	
69%	39%
2018-19	2020-21
Students Receiving 2+ Failing Grades in Core Subjects	
39%	61%
2018-19	2020-21
The Average Number of Core Subjects Receiving Failing Grades per Student	
2.6	6.0
2018-19	2020-21
Percentage of A and B Grades In Core Subjects	
53%	41%
2018-19	2020-21

Students: Strong feeling of welcome, safety, support as an individual and as a member of an ethnic/cultural/racial group and the school community

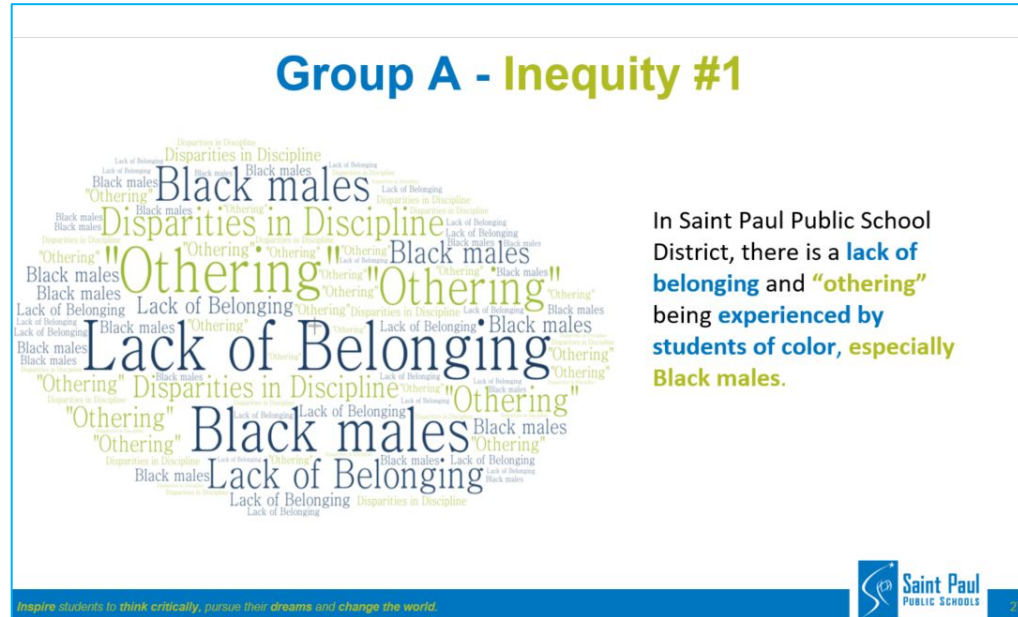


"Safe schools and classrooms also require a strong commitment to addressing racism and other systems of oppression. One huge benefit of my kids having been in distance learning for the last school year was that they had an entire school year without experiencing macroaggressions at school."

- Prior to the pandemic there was a fair proportion of students who were not engaged.
- Root causes include lack of academic rigor, lack of representation of educators of color and therefore ability of students to develop identity-affirming relationships, lack of relevant curriculum and content, family commitments, and documented inequities like the lack of belonging and "othering" experienced by students of color, especially Black males.
- Unfortunately, the proportion increased during the pandemic as students continually disengaged.
- 3 out of 5 Community Based Organizations (61%) indicate mental health as the most pressing challenge facing school-aged children in St. Paul.

Students: Strong voice in their teaching & learning

Authority is the presence or representation of one's voice in shaping their environment. It is the **exact opposite** of othering.

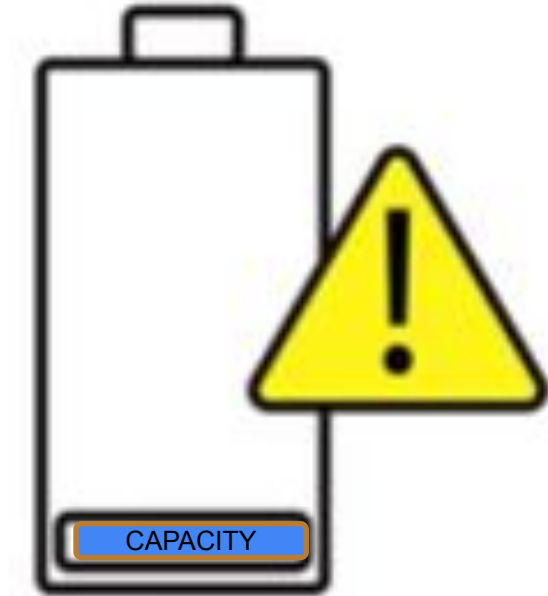


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Schools: Schools Have Different Needs

- Although 90% of building leadership teams indicate some level of importance to the continuation of following COVID-19 precautions post-pandemic, the range on which precautions vary across respondents.
 - 93% of respondents indicate routine maintenance of ventilation systems while only 26% indicate social distancing.
- Schools are uniquely positioned to know in detail what their students and their community needs are.¹⁴
 - 80% of building leadership teams indicate culturally responsive instruction must be addressed in their building; 37% indicate they must provide a well-rounded education and 10% indicate the need to stabilize health school climate.
 - 76% of building leadership teams indicate PBIS and culturally inclusive materials. 72% of building indicate more support for English learner families and a small percentage 28% indicate support from community-based organizations.

Schools: Focus & Flexibility



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Staff: Time

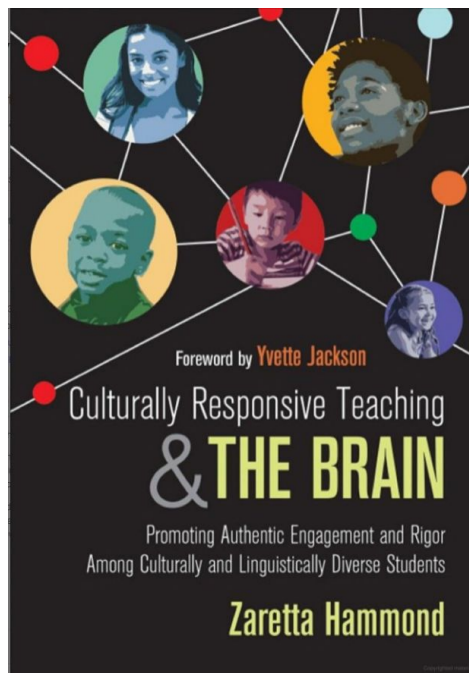
- Nearly 3 out of 4 instructional staff indicate prep time as a need for their work post-pandemic.
- The percentage of instructional staff indicating agreement to having a health work-life balance decreased noticeably from 76% (prior) to 59% (current). EA's and cultural specialists tend to agree more than others.
- 9% instructional staff indicate they have been able to manage stress very well during the pandemic; 19% indicate not well at all.
- 11% instructional staff indicate they have been able to manage changes in their work due to distance learning very well; 15% indicate not well at all.
- 10% instructional staff indicate they have been able to manage work-life balance during the pandemic very well; 24%, nearly 1 out of every 4, indicate not well at all.



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Staff: Professional expectations for culturally relevant teaching and instructional practice

Community-based organizations indicate racial/ethnic equity as the most pressing challenge (85%) facing school-aged children in St. Paul



- 61% of principals indicate their school is at early stages of implementation of Culturally Responsive Teaching (exploration; 29.7% and installation; 31.3%)
- 71.9% of principals indicate their school is at early stages of implementation of the Culturally Responsive Teaching/Brain book study (exploration; 34.4% and installation; 37.5%)¹⁷
- 73% of principals indicate their school is at beginning levels of implementation of the Ready for Rigor Framework (exploration; 34.4% and installation; 39.1%)

Staff: Community building

- Healthy partnerships with families and community resources is critical to produce a network of resources.
- It may be necessary for school staff to re-imagine themselves as a part of the whole rather than the whole.



*Everything can't
be done at
school.*

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Family/Community: Consistent safety procedures at school

- In February 2021 prior to reopening, 91% of necessary tasks for reopen were completed with 9% in progress and 0% not started.
 - Building leadership teams indicate high percentages of satisfaction with how their buildings were reopened.
 - Instructional staff also indicate high levels of satisfaction and 80% of instructional staff indicated having a little bit to no anxiety about working in-person post-pandemic.
- However...*
- 17% of respondents indicate they are not sure if they want to enroll their student(s) in virtual learning for SY 21-22.
 - 10% of respondents indicate being slightly interested in enrolling their student(s) in virtual learning for SY21-22.
 - 23% of respondents indicate being very interested in enrolling their student(s) in virtual learning for SY21-22.

Family/Community: High-quality, engaging teaching and learning focused on moving forward

*“Conversation around learning loss invites remediation and the worry is that there will be too much remediation because that is the response we’ve always had when students fall behind and we know that through remediation the tendency is to fall further behind because we aren’t taking the opportunity to move forward. We know from research that **students benefit more from advanced learning and access to advanced activities versus remediation.** Students will make more progress by advancing their learning than remediating what we think they may have loss.”*



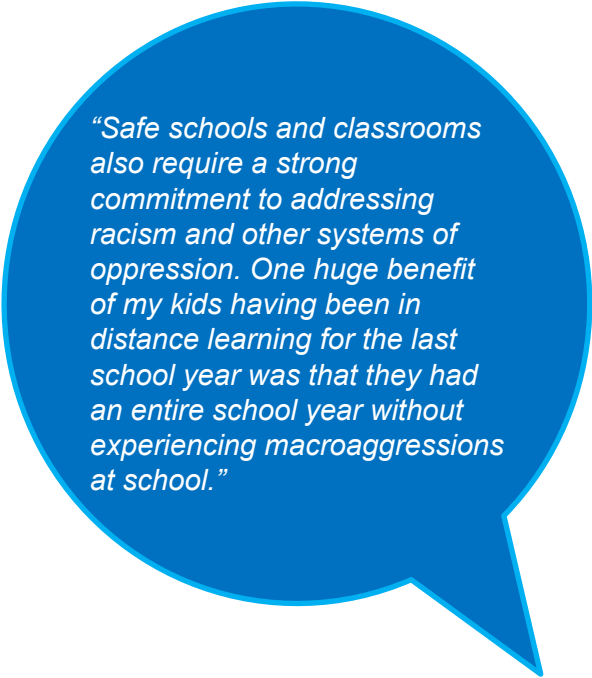
Family/Community: Racial/ethnic/linguistic representation

*“Take a good look at what also came during the pandemic, the more global acknowledgement of cultural and linguistic absence in our policies and our programs and our curriculum. I hope we can deepen the conversation around how we acknowledge local and indigenous disciplinary knowledge and skills - the skills and knowledge and practices that students and staff bring into the school from their families and community and **connect** that to our curriculum.”*



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Family/Community: Acknowledgement of the challenges facing families with school-aged children



“Safe schools and classrooms also require a strong commitment to addressing racism and other systems of oppression. One huge benefit of my kids having been in distance learning for the last school year was that they had an entire school year without experiencing macroaggressions at school.”

All SPPS families have experienced negative impacts (lifestyle interruptions, death, fear, community violence, economic instability, political uncertainty, racial harassment, illness).

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Acknowledgement, not stereotyping, is necessary.

ARP Priorities: Categories to fund

1. Safely reopen schools for all students

Ensure health and safety protocols follow CDC guidelines

2. Address pre- and post-pandemic unfinished learning

Identify the post-pandemic learning and social emotional needs of individual students

Provide additional time and resources to accelerate learning and engagement over the short term_{2,3}

3. Build lasting, equitable systems of teaching and learning

Identify and address institutional and systemic inequities

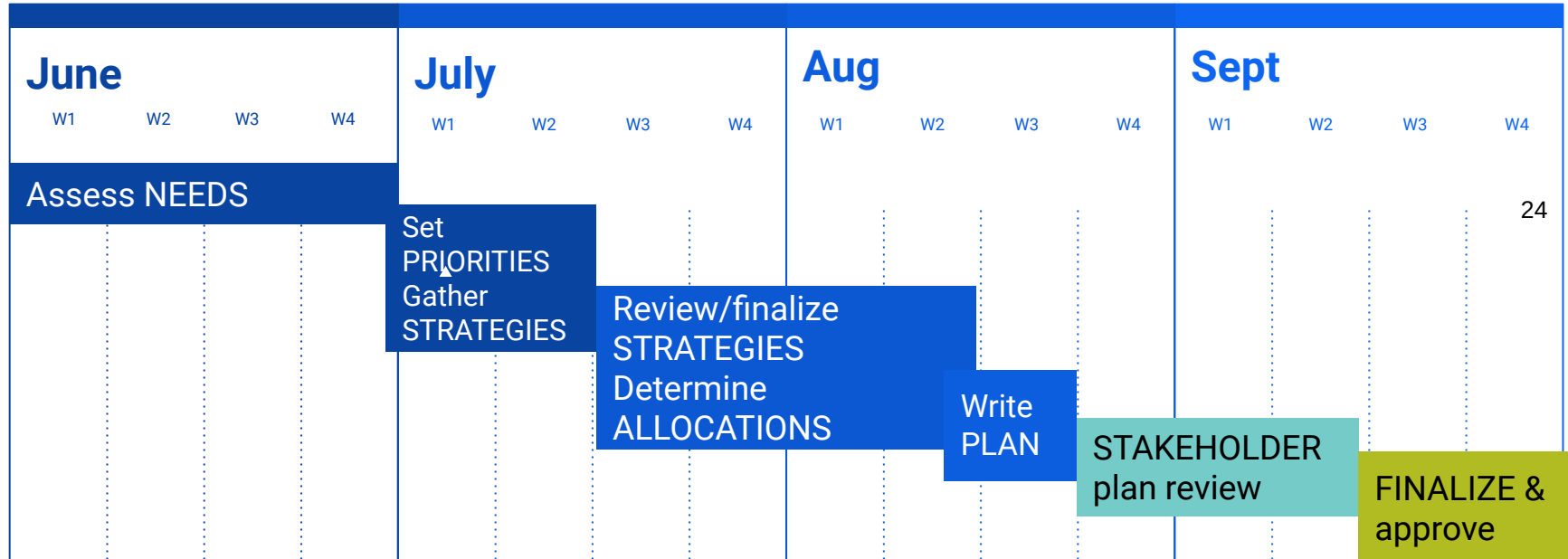
Increase our capacity to meet the instructional needs of each learner over the long term

Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education

4. Support student and staff social emotional needs on returning to full on-site learning

Create inclusive school and district cultures

SPPS ARP Planning Timeline



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▲ LOREM

Next Steps for Engagement

- Family and Community Advisory Committee reviews draft plan
- Meetings with stakeholders to share draft plan and gather feedback
 - Meetings planned with community partners, PACs, and others
 - August 24 - September 10
- Online form will be available

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Thank you



Saint Paul
PUBLIC SCHOOLS

Updates to Policy 610.00 Field Trips

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Cedrick Baker, Chief of Staff
Mechelle Karels, Compliance Manager, Office of Business and Financial Affairs
Will Forbes, Assistant General Counsel

August 10, 2021

610.00 Field Trips

Why are we proposing to update this policy?

- The new policy language will:
 - Clearly provide expectations and standards
 - Better define and classify types of field trips
 - Give authority to the District to build robust procedures
 - Address potential legal concerns

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610.00 Field Trips

The policy lays out the five categories of field trips:

1. Instructional (paid for in full by district)
2. Supplementary (optional, enrichment, not mandatory for curriculum)
3. Extended trips (over night, in-state)
4. Expanded trips (over night, out-of-state or out-of-country)
5. Non-sanctioned trips (neither instructional nor supplementary; planned by external organizations or people)
 - a. The District is not responsible for non-sanctioned trips

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610.00 Field Trips

See [here](#) for current policy.

See [here](#) for proposed policy.

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Questions?

610.00 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

- A. The general expectation of the Board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.
- B. The Board recognizes the value of student participation in competition at the regional, state, and national levels. The Superintendent shall establish procedures for such student participation.
- C. The Superintendent, or the Superintendent's designee, shall have the authority to make decisions to delay, suspend, or cancel any field trip in the event of unforeseen or emergency circumstances.

III. CATEGORIES OF FIELD TRIPS

Student trips will be categorized within five (5) general areas:

A. Instruction Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees).

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and

approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees).

C. Extended Trips

1. Trips that involve one or more overnight stops within the State of Minnesota fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. Specific timelines for planning and approval may be established by procedures. An extended trip request form must be completed and approved at each level: student, principal, the Superintendent. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

D. Expanded Trips

1. Instructional or supplementary trips that involve travel outside of the State of Minnesota, including international travel, falls into this category.
2. Expanded trips must be planned and requested well in advance of the planned activity. Specific timelines for planning and approval may be established by procedures. An expanded trip request form must be completed and approved at each level: student, principal and the Superintendent.
3. The Board acknowledges and supports the efforts of booster clubs and similar organizations in providing and/or contributing to expanded trip opportunities for students.

E. Non-sanctioned Field Trips

1. Any trip occurring during the summer recess, except trips planned as part of the regular summer school program, is considered non-sanctioned.
2. Field trips organized by individual parents, parent groups, community partners or employees acting as independent contractors or agents are non-sanctioned and are not Board

approved field trips.

3. Non-sanctioned field trips include trips planned by individuals, groups, or agencies that are involved with students on a volunteer or self-supporting basis.
4. Total responsibility for non-sanctioned field trips or tours rests with the individual(s) and agency sponsoring them. Saint Paul Public Schools assumes no legal or financial responsibilities for non-sanctioned field trips.
5. Students absent from school for a non-sanctioned field trip are not excused for attendance, unless the student receives an excuse applied for and approved in advance of the trip in compliance with district policy.

Employees involved in non-sanctioned field trips shall not use duty time or any district resources to recruit participation, plan, organize or conduct these trips. Employees may, subject to the terms of their contract or collective bargaining agreement, arrange to use vacation days for non-sanctioned field trips. Approval for such vacation arrangements shall be in the sole discretion of the employee's supervisor.

IV. REGULATIONS

- A. All students must have the permission of their parent or guardian to participate in any field trip.
- B. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- C. The school administration shall be responsible for providing more detailed procedures, including planning, approval, parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- D. Volunteers and chaperones shall be receive background checks pursuant to Saint Paul Public school policy, procedures, or as required by applicable law.
- E. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- F. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

- G. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.F.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

V. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Minn. Stat. § 123B.03 (Background Check)

Cross References: 414.00 Tobacco-Free Environment
415.00 Discrimination, Harassment, Violence, and Retaliation Policy
501.00 Hazing Prohibition
504.00 Drug-Free Schools
505.00 Bullying Prohibition
506.00 Student Discipline
506.02 Student Discipline: Expulsion & Exclusion
506.03 Student Discipline: Suspension
516.00 Students: Medications/Medical Procedures
520.00 Technology Useage & Safety
601.00 Educational Programming

707.00 Transportation: Eligibility
707.02 Transportation: Student Conduct
707.05 Transportation: Type III School Buses
710.00 Transportation: Field, Athletic, Community Education Trips
719.00 Food Service

2021 Evaluation Summary for Superintendent Joe Gothard
Prepared by the Saint Paul School Board on August 9, 2021

The Saint Paul School Board has completed an evaluation summary of the last twelve months for Superintendent Joe Gothard. Overall, the board finds the Superintendent to be effective in his role with notable successes and areas for improvement. Board members continue to appreciate his leadership during challenging times and acknowledge continuing work in areas of student outcomes, communications, and building a culture of trust. The Board used the Minnesota School Board Association's Superintendent Standards-Based Evaluation for this year's evaluation, choosing to focus on standards evaluated last year (September 2020) to identify progress over time. These standards are related to Operations, District Communications, Teaching and Learning, and Ethical Leadership and Equity, with a rating scale ranging from ineffective, to developing, to effective, to highly effective. The ratings of participating board members have been averaged meaning individual Board members' ratings may be higher or lower than the stated rating. The Board once again included a special standard of Leadership in Challenging Times, presented as a narrative summary. The Board also asked the Superintendent to provide reflections on the implementation of the district's strategic plan, SPPS Achieves.

The Board would like to offer the following observations as it considers the overall performance of the Superintendent.

Considering the superintendent's reflection on implementation of the district's strategic plan, the Board members note with appreciation the inclusion of a systemic equity initiative in SPPS Achieves within the last year and recognize that some parts of the strategic plan were paused as we oriented ourselves to a new educational landscape. With that said, the Board expects Superintendent Gothard to revisit paused initiatives to discover how they may continue in SPPS Achieves. The Board is encouraged by the alignment of SPPS Achieves with SPPS Builds and Envision SPPS and expects to hear more about how it aligns with Priority-Based Budgeting. The Board is also looking forward to continued communication regarding how these frameworks are connected to one another and district decision-making.

Considering the standard focused on Communication and Community Relationships, the Board rates Superintendent Gothard as effective. Board members appreciate the many ways the Superintendent communicated with the SPPS community and beyond including written and verbal messages to the SPPS community, Staff and Family Forums, Community Townhalls, local and national news media engagements, and more. Superintendent Gothard was visible and reliable during times of great uncertainty and honest about the difficult realities we faced. The Board notes that the superintendent displays great skill in his personal communication. The Board urges the continued expansion of the superintendent's clear and compassionate voice into broader district communications, both in proactive and responsive ways. Moreover, the Board encourages the superintendent to continue to explore ways to add cultural relevance to community engagement by proactively attracting more talent in translation services, establishing relationships with communities that do not rely heavily on prominent media outlets, are not always vocal communities, or are still developing as stakeholders.

Considering the standard on Operations which includes Facilities, Transportation, Food Service, Technology, Maintenance, and Personnel, the Board rates Superintendent Gothard as effective. The Board acknowledges the introduction of SPPS Builds as a vital part of the strategic plan and appreciates the efforts to bring greater clarity and access to information and decision-making related to facilities. Board members are grateful for the leadership that encouraged operations departments to be innovative and collaborative. Among many examples was the adaptability and skill of the technology department which resulted in making the difficult task transitioning between in-person and remote learning easier. In addition, the creative use of personnel kept staff members employed and available to serve and support our students. Going forward, the Board expects the Superintendent to continue to be innovative and proactive in operations, including addressing anticipated bus driver shortages, fostering cross-departmental collaboration, and ensuring the work of the senior leadership team is more visible to our community.

Considering the standard focused on Teaching and Learning, the Board rates Superintendent Gothard as effective. The Board is appreciative and supportive of the professional development related to Zaretta Hammonds' work as described in *Culturally Responsive Teaching and the Brain*. The Board expects Superintendent Gothard to demonstrate progress towards the implementation of new practices and an evaluation of their effectiveness. The Board notes the commitment of time and talent in development of the Ethnic Studies course and looks forward to updates as the "pilot" course gets underway this coming school year, including feedback from staff and students. The Board urges the superintendent to align resources to provide teachers the tools for culturally responsive instruction, continue to foster opportunities for shared learning and collaboration between educators, and reflect on practices that build a culture of trust with the teaching corps.

Considering the standard focused on Ethical Leadership and Equity, the Board rates Superintendent Gothard as effective. The Board recognizes and appreciates his skilled, visible, and inclusive leadership. Superintendent Gothard is a highly respected leader in our community, our state, and across the country - earning praise and recognition through awards and holding seats on many committees and boards that are at the forefront of developing and implementing education policy and practice. Echoing sentiments from last year, the Board acknowledges the commitment of the Superintendent in the area of equity, but that progress still feels slow. The Board deeply appreciates hearing that Superintendent Gothard believes equity work should not be confined to one department or team, but rather is the work of each of us in the district with a systemic approach. The Board urges the superintendent to think about and create a vision for how leadership in equity flows from the superintendent's office to his team and into our schools. The Board expects Superintendent Gothard to devise a plan for accountability, alignment, and consistency of equity work in our schools, as a core foundation of the Systemic Equity Initiative in SPPS Achieves.

Considering the special standard focus on Leadership in Challenging Times, the Board once again expresses their deep gratitude for the strong, steady, and skillful leadership of

Superintendent Gothard. The Board notes the successful partnerships including Ramsey County, 3M, and many others, as well as his care and support of his team through the many ups and downs of the last year. Over the course of this year, the Board's membership has changed more than once, and the Board appreciates the superintendent's ongoing attention to building relationships and being a constant during times of change. The Board is also grateful for the comprehensive materials Superintendent Gothard provided as both evidence and reflection of this last year in a highly visible leadership role. Overall, the Board concludes that Superintendent Gothard is effective in his role and expects continued growth in his leadership with the opportunities that lie ahead for Saint Paul Public Schools.

Key Areas for Growth

1. Demonstrate progress towards the implementation of culturally relevant instructional practices and provide an evaluation of their effectiveness and create opportunities for school staff input in implementation and evaluation
2. Development of a communication framework that serves the complex demographics of our district, through messages that speak with a clear, compassionate voice
3. Development of accessible framework for students, families, and staff to provide constructive feedback to district administration
4. Demonstrate equity in community engagement through innovation and culturally responsive practices