

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

June 15, 2021
4:30 PM

A G E N D A

I. CALL TO ORDER

II. AGENDA

A. Superintendent's Announcements

B. Equity Committee Update

1. Introduction

2. Presentation

2

3. Discussion

4. Action (TBD)

C. FY22 Budget Update

1. Introduction

2. Presentation

29

3. Discussion

4. Action (TBD)

D. Policy Update

1. Introduction

2. Presentation

41

3. Discussion

4. Action (TBD)

III. ADJOURNMENT

IV. WORK SESSION

A. Discussion on Resolution to Fully Fund Public Education

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

Equity Committee Update

2019-2021 SPPS Equity Committee Members
Tuesday, June 15, 2021

Formation and Membership

- **Formation**

- Selected through a nomination process
- Two year term

- **Membership**

- Tri-Chairs
 - Board Chair Jeanelle Foster
 - Superintendent Joe Gothard
 - Assistant Director, Office of Equity, Myla Pope.
- 22 Member Committee
 - Students (6)
 - Parent/Family members (5)
 - Community members (3)
 - SPPS Leaders (4)
 - Staff from SPPS Schools (5)

3

Charge/Purpose

- The **Equity Committee** is charged with:
 - Identifying and examining disparities impacting SPPS students, staff, families and community
 - Bringing forth adaptive and actionable recommendations for addressing district inequities

4

Process

- Monthly Meetings
 - Initial community building
 - Grounding
 - Work session
 - Review of survey data
 - Equity Committee members
 - Stakeholders
 - Prioritization of survey data
 - Drafting of statements

5

Process for this Presentation

- **Four Collaborative Groups**
 - A, B, C, and D
- **Themes Reflected**
 - Access
 - Language
 - Classes and opportunities offered in the district
 - Curriculum
 - Discipline
 - Referrals
 - Suspensions
 - Personalized Learning
 - Educators
 - Students
 - Practices and Policies

6

Group A - Inequities, Requests, and Recommendations

Angelo, Nancy, Paul, & Lisa

Group A - Inequity #1



In Saint Paul Public School District, there is a **lack of belonging** and **“othering”** being **experienced by students of color, especially Black males.**

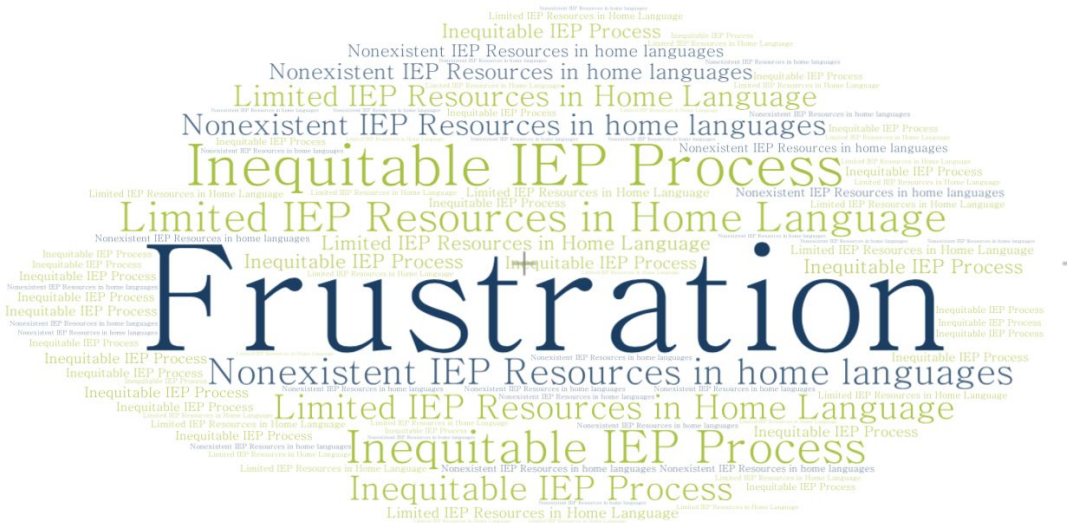
Group A - Inequity #1- Request for Information

2013 Racial Equity Policy reflects significant gaps

- Data points around **disciplinary actions** within the District
 - Have disciplinary actions **decreased?**
- How is **ODR data captured and tracked** at a district level?
- **Multiple year data** on disciplinary actions and behavior referrals **disaggregated by race.**
- Are there **schools in the District** that have **found ways to decrease disparities in discipline?**

9

Group A - Inequity #2



In Saint Paul Public Schools there is a **frustration level** for **parents and students** whose **home language** is **not** ¹⁰ **represented** in the **elements** of the IEP process.

Group A - Inequity #2 - Request for Information



- **Explanatory/descriptive** IEP info
- Are specific **IEPs translated** into languages **other than English**?
- Are **schedules, comments, communications, etc.** translated into languages **other than English**?
- What **training** is provided to Special Education staff for engaging with **multilingual families during the IEP process**?

11

Group A - Inequity #2 - Recommendations



- **IEP Materials**
 - **Accessible** to families for whom English is not the home language
 - **IEP Process**
 - **District and School Policies**
 - **Translated**
 - **Posted**
 - **Distributed Directly to Parents**
- **Support staff provided to assist with the engagementment and with bridging all aspects of the IEP process**
- **Communication process**

12

Group B - Inequities, Requests, and Recommendations

Athena, Peggy, and William

13

Group B - Inequity #1



In **Saint Paul Public Schools** there is a **lack of representation** of **educators of color**. Also, ¹⁴ **racial** and **cultural awareness** development is necessary for **all educators**.

Group B - Inequity #1- Request for Information



- How is **racial and cultural awareness** **development of teachers** and **educational staff** measured and prioritized in SPSPS?
- Is **racial and cultural awareness** addressed in **current professional development plans**?
- Please provide **specific examples** from grades, preK - 12, including the **following schools**:
 - Jie Ming, Wellestone, Horace Mann, Maxfield, Ramsey, Farnsworth Middle, Battle Creek Middle, Highland Middle, Central High School, Johnson High School, Humboldt High School, Harding High School
- Is there **data** that shows how **students, families, teachers and educational staff** feel about the **cultural awareness of the district**?

15

Group B - Inequity #2

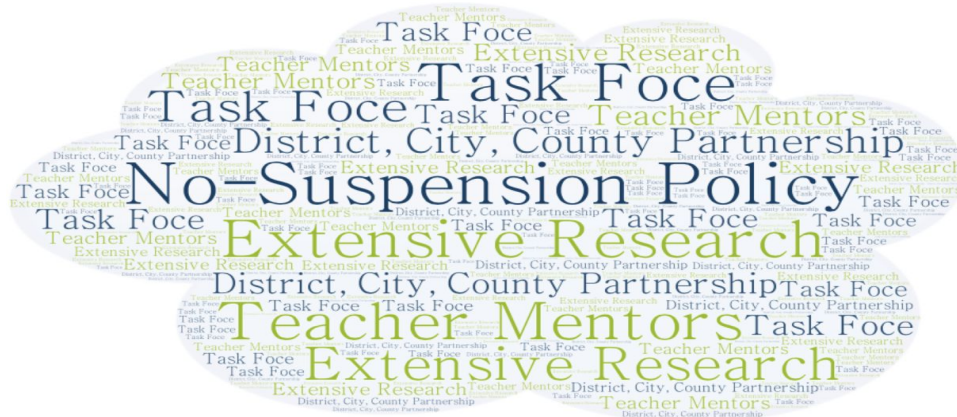


In Saint Paul Public Schools
students of color experience
disproportionately reactive
and subjective discipline
measures while observing
preferential treatment being
given to white students.

16

Group B - Inequity #2 - Recommendations

It is our belief that **children need to be in school**. It is our experience that **behaviors of students of color** are **chronically mislabeled**. We recommend that Saint Paul Public Schools move toward a **no-suspension policy** to **interrupt** the current **disproportionality** in **suspensions**.



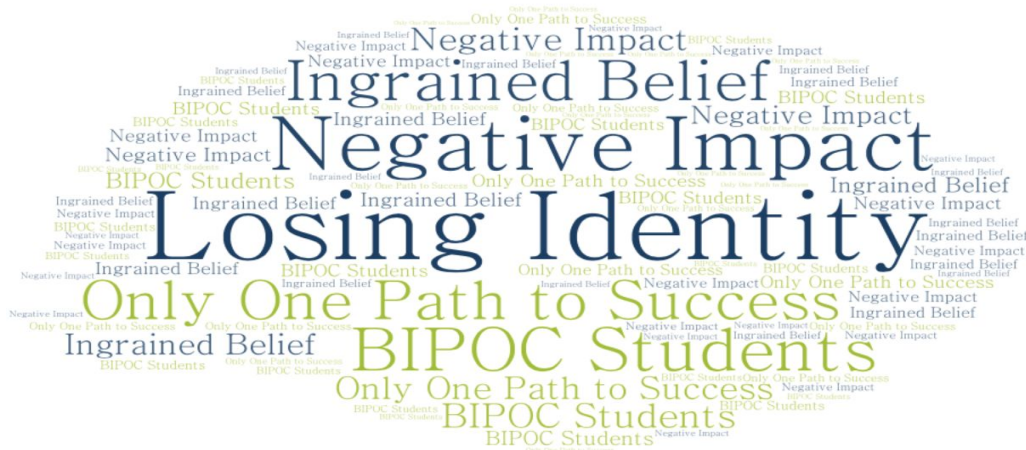
- Conduct **extensive research** on **alternative methods to suspension**.
- **Gather data** addressing the **current disproportionate suspension rates** and the **impact on students of color**. 17
- Create a **task force** across the **district, city, and county** to gather **community impact data** and **mobilize efforts** in support of **SPPS moving to a no-suspension policy**
- Develop a **systemic support model** for **teachers struggling with behavior**.
- **Identify teachers** that are **effective** with **addressing behavior** to serve as **models** to **educators** that have been identified as **contributors to the disproportionate discipline practices**.

Group C - Inequities, Requests, and Recommendations

Chreese, Lynette, Theresa, and Salma

18

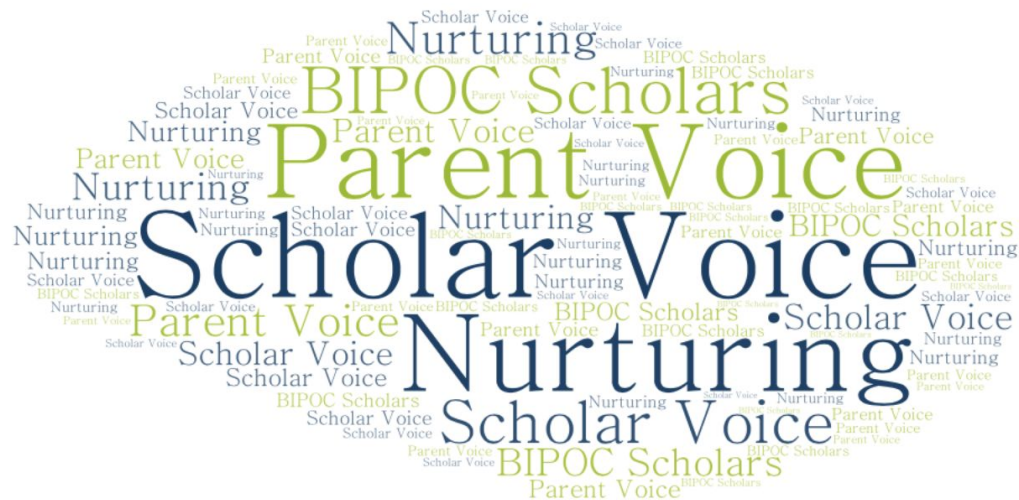
Group C - Inequity #1



In the Saint Paul Public Schools there is an **ingrained belief** reflected in many practices and procedures that **there is only one path to success** and that belief has a **negative impact on BIPOC students and families.**

19

Group C - Inequity #1 - Request for Information



- **Surveys**

- **What is the frequency and type of surveys sent to families and Scholars?**
- **What is the purpose and focus of surveys sent?**
- **Do surveys provide information about equitable learning environments that nurturing 20 BIPOC scholars?**
- **Who reviews survey data?**
- How are **decisions** made?
- How is **data disaggregated** and **used**?
- Update on **SPPS Achieves 2A**
- **Are there current assessments** to measure **cultural or racial competence**?

Group C - Inequity #1- Recommendation

Saint Paul Public Schools take on a process to collect **student perspective data**

- Survey process will ensure **anonymity**
- **Partnership** between **Office of** ²⁴**Equity** and **Office of Family Engagement**
- Used to create **actions to improve student success for BIPOC students.**



Group D - Inequities, Requests, and Recommendations

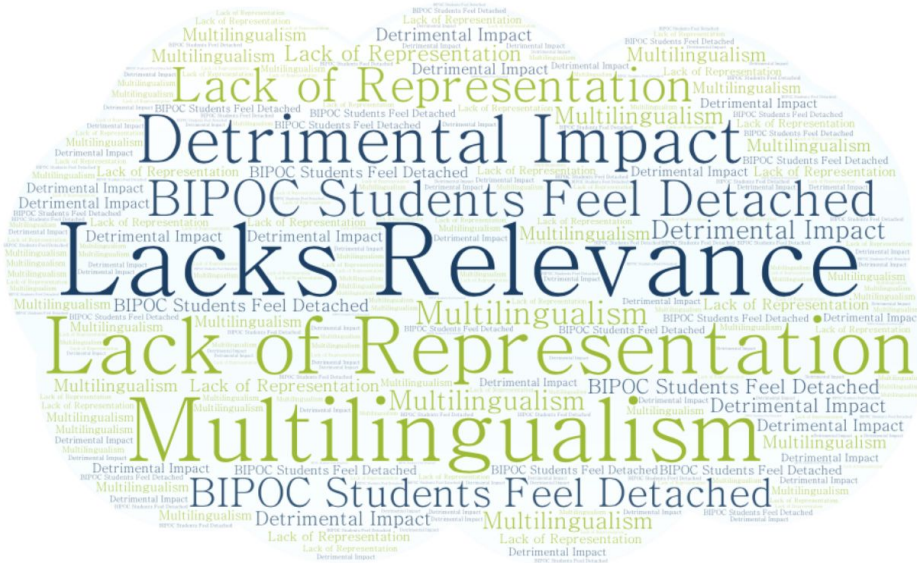
May Lee, Beth, Brian, and Hsajune

22

Group D - Inequity #1

Current curriculum in SPPS is **detrimentally impacting BIPOC communities**. The curriculum, Pre-K-12, **does not effectively reflect multi-lingual** and **BIPOC students, lacks relevance or meaningfulness**, and **does not lend itself to building positive self-identities**.

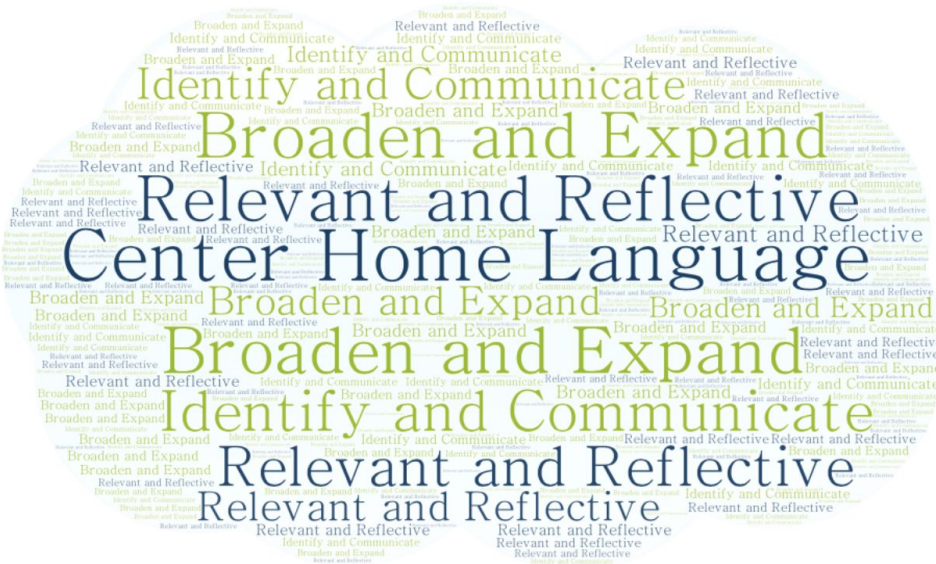
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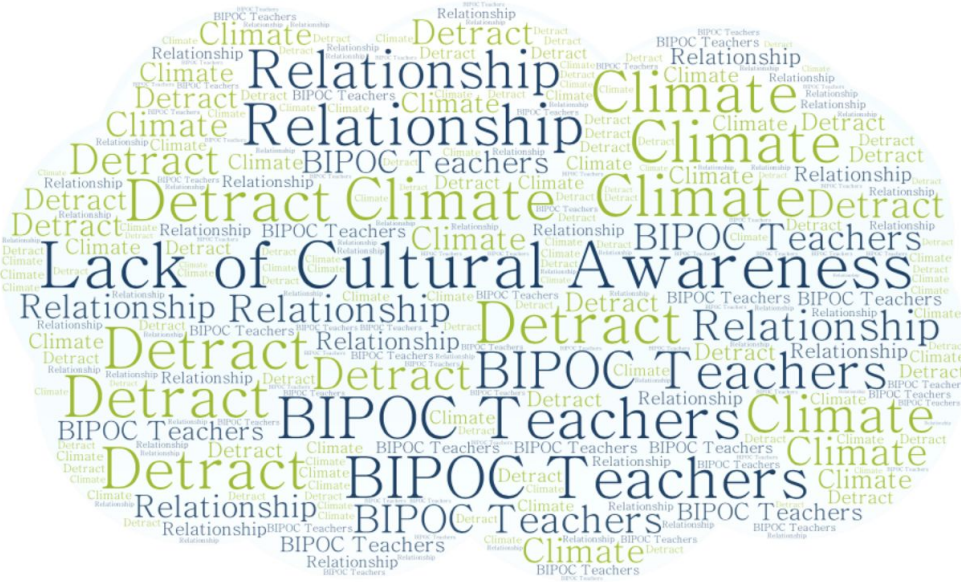
Group D - Inequity #1- Recommendation

Saint Paul Public School District:

- **Identify and communicate** current initiatives being developed that addresses Inequity #1
- **Center the languages** that our students come to School with (e.g. Karen, Spanish, Somali, Hmong, African American English)
- **Broaden and expand course offerings** that are reflective and relevant
- **Provide a structural analysis of injustice** connected to race, gender, sexuality, language, and ability.
- **Teacher hiring, support and professional development align** with the above recommendations so that **teachers can teach through these cultural lenses**

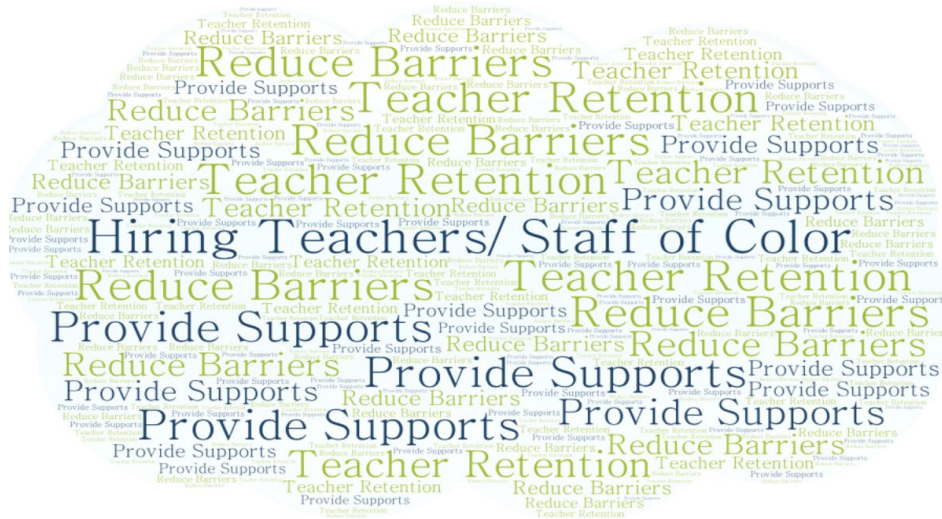


Group D - Inequity #2



Retention of **highly qualified teachers** is necessary for **creating** and **maintaining positive climate** and **culture** in our schools. 25

Group D - Inequity #2 - Recommendation



- Increasing the hiring Teacher/Staff of color
 - SPPS Partner with external training programs specifically targeted for teacher of color
 - Partner with organizations trying to eliminate/reduce barriers for pre-service teachers
 - Earlier hiring timeline adopted
 - Proactively communicate the positive impacts of hiring teachers/staff of color for the whole district community
- Provide Supports for for teachers/staff of color to increase retention 26
 - ie. Affinity groups or Diversity groups for support
 - Doing this will create space for cross-cultural conversations and interactions that can help them understand their students better as well.
- Review data regarding teacher retention across the district.
 - identify if there are schools that are disproportionately affected.
 - identify if there are teacher demographics that are disproportionately affected
 - communicate what structure or supports are already in place to support teachers and staff of color.

Next Steps

- Revise Charter
 - Purpose
 - Membership
 - Priorities
- Member Selection
- Structure
 - Alignment
 - Process

27

Thank You

28



29

FY22 Budget Update Committee of the Board

Marie Schrul, Chief Financial Officer
June 15, 2021

Our Mission

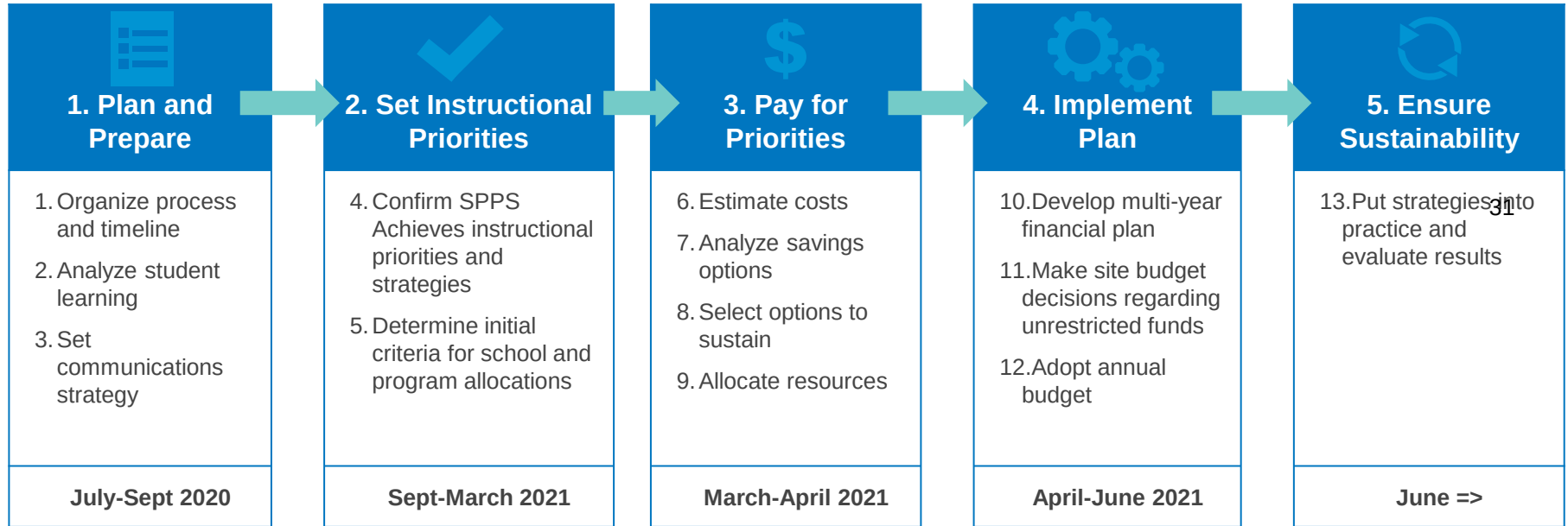


Inspire students
to **think critically**,
pursue their **dreams**
and **change the world**.

30

Budget Process

We committed to an ongoing, priority-based budget process for the 2021-22 budget





1. Plan and Prepare

FY22 Revenue Projection: General Fund

General Fund Revenue	FY 2020-21 Adopted	FY 2021-22 Projected	Difference
State Revenue	\$373,132,000	\$361,464,000	\$(11,668,000)
Levy	67,896,000	73,042,000	5,146,000 ^{\$2}
Comp Ed	62,383,000	60,291,000	(2,092,000)
Special Education	61,694,000	62,000,000	306,000
Other Revenue	17,673,000	14,814,000	(2,859,000)
Total	\$582,778,000	\$571,611,000	\$(11,167,000)



2. Set Instructional Priorities

Confirm Instructional & Operational Priorities

SPPS Achieves

- Systemic Equity
- Positive School and District Culture
- Effective and Culturally Responsive Instruction
- College and Career Paths

33

COVID-19

- Maintaining district services and support for students, families & staff
- Focus on learning loss
- Continuation of learning model flexibility and adjustments



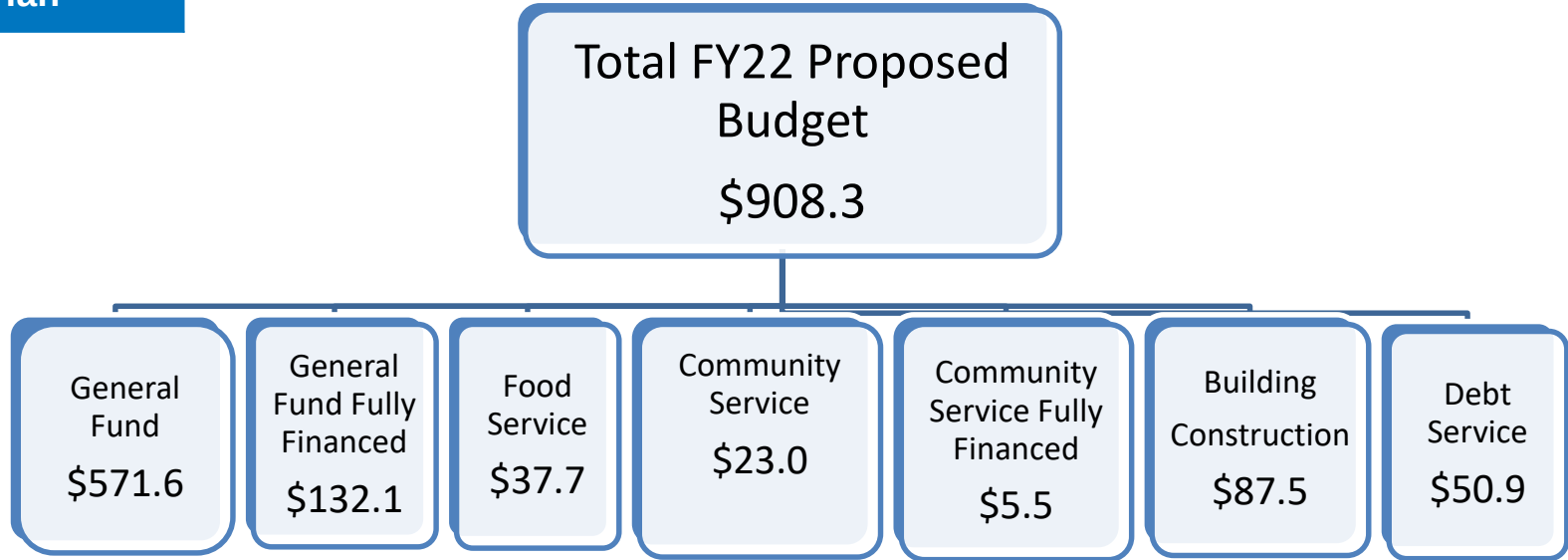
3. Pay for Priorities

FY22 Resource Allocations – General Fund

General Fund Investments	FY2020-21 Adopted Budget	FY2021-22 Proposed Budget*
Individual Schools	\$253,051,000	\$249,944,000
School Support Services	208,820,000	208,695,000 ³⁴
District-wide Support	116,780,000	108,995,000
Administration	4,127,000	3,977,000
Total	\$582,778,000	\$571,611,000

*Proposed budget as of 6/13/21 (subject to change)

FY22 Proposed Budget (Expenditures)



35

FY22 Proposed Budget numbers reflected in millions



4. Implement Plan

FY22 Budget & Staffing Timeline

June 15	COB Meeting: FY22 Budget & Staffing Updates	
June 22	BOE Meeting: Final FY22 Budget presented for adoption	36
Summer 2021	Continuation of work on multi-year financial plan Priority Based Budget Planning for FY23	

FY22 Staffing Impacts (as of 6/4/21)

FY22 Staffing Impacts by Job Group*	FY22 FTE Reductions (as of 5/14/21)	FY22 FTE Vacancies (as of 6/4/21)
ASAP	3.0	12.00
Teachers	35.4	260.84
Educational Assistants	.9375	43.70
Teaching Assistants	8.0	118.70
SCSP	2.0	29.75
Clerical	2.0	23.00
Total	51.3375	487.99

*Staff may move from building to building based on resources/funding.

Put Strategies into Practice and Evaluate Results

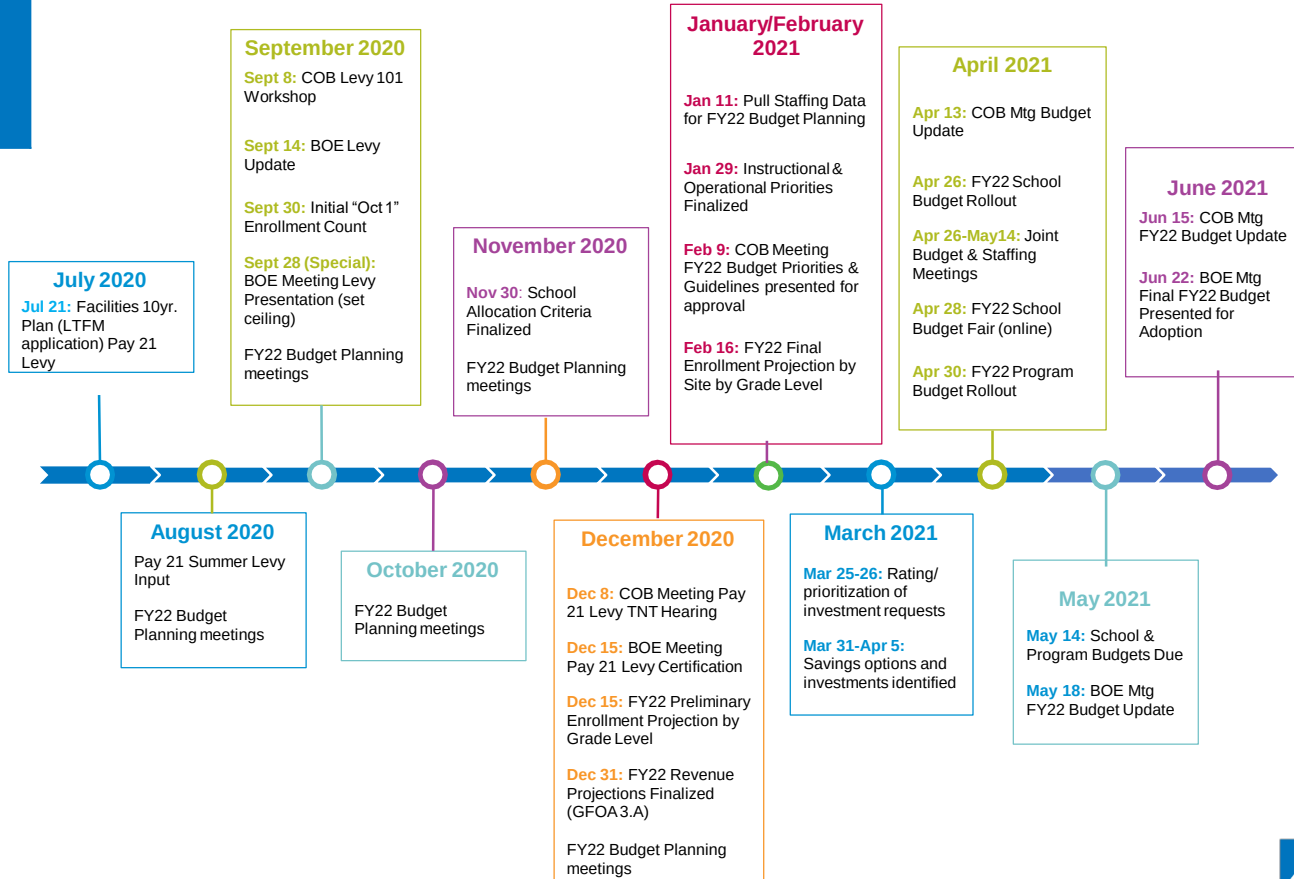
Improve resource allocations through:

- Presenting a multi-year financial plan
- Assessing program effectiveness using transparent metrics
- Aligning resources with priorities
 - Programs offered
 - Workforce planning



4. Implement Plan

FY 2021-22 Budget Development Timeline (updated 6/7/21)



Questions?

40



Saint Paul
PUBLIC SCHOOLS

New Policy: Policy 619.00 Student Fundraising

41

Cedrick Baker, Chief of Staff
Mechelle Karels, Compliance Manager, Office of Business and Financial Affairs
Chuck Long, General Counsel

June 15, 2021

619.00: Student Fundraising

We are proposing to create a new policy around student fundraising.

Why are we proposing this policy?

- To establish parameters for student fundraisers sponsored by the School District, a school, school staff, or student activity groups.
- Currently, we only have a policy around charitable giving and campaigning, but no policy that addresses fundraising for students at the building level.
- Because of no policy, we have had issues on oversight, inconsistencies across buildings, compliance issues on how funds are handled.
- We have to account for every dollar raised.

42

This policy would allow us to put in checks and balances for fundraising at the school building level.

619.00: Student Fundraising

Policy is broken down into eight sections:

- I. Purpose
- II. General Statement of Policy
 - Key takeaway from this section: Student fundraising activities must: be compatible with the best interests of students, staff, and community; not detract from curricular activities; and, comply with all federal and state laws governing the holding and use of funds raised.
- III. Definitions
- IV. General Requirements for General All Fundraising
 - Key takeaways from this section:
 - The Sponsor is responsible for obtaining permission from the Principal or Site Administrator, instructing students regarding fundraising activity conduct, and reporting the results of the activity to the Principal or Site Administrator.
 - All Student fundraising must be for the benefit of a school-sponsored activity. Student fundraising may not inure to the benefit of an identifiable student or employee.
 - No student will be denied the opportunity to participate fully in any school sponsored activity because the student or the student's family did not participate in student fundraising.

43

619.00: Student Fundraising

Sections continued...

V. Fundraising for Curricular Activities

- Key takeaway from this section: No fundraising activities may commence prior to approval by principal, site administrator and/or assistant superintendent

VI. Fundraising for Co-Curricular and Extracurricular Activities

- Key takeaway from this section: No fundraising activities may commence prior to approval by principal or site administrator

VII. Exceptions

- Exceptions can be applied to school stores, charitable giving campaigns and concessions

VII. Responsibility

- Policy applies to all employees and students of the district
- Principals/Site administrators are to inform/report all fundraising activities to Assistant Superintendents; Assistant Superintendents are to inform Superintendent; Superintendent is to inform the Board

Copy of proposed Policy 619.00

See here for full proposed policy language.

45

Questions

46

619.00 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to establish the parameters for student fundraisers sponsored by the School District, a school, school staff, or student activity groups. This policy does not apply to non-school organizations that may choose to fundraise for the District, specific schools, programs, or activities.

II. GENERAL STATEMENT OF POLICY

The Board of Education recognizes that generating additional revenue in support of School District programs is often necessary and can enhance educational services for students. The Board of Education also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the public. Student fundraising activities must: be compatible with the best interests of students, staff, and community; not detract from curricular activities; and, comply with all federal and state laws governing the holding and use of funds raised.

III. DEFINITIONS

- A. "Curricular activities" are activities conducted by a school, school department, or class directly relating to the educational instruction, curriculum, and courses of study as prescribed by the Board of Education.
- B. "Co-curricular activities" are activities sponsored and directed by the school district and approved by the school district designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills.
- C. "Extra-curricular activities" are direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member. The board has charge of and control over all extracurricular activities.
- D. "Non-school organization" means any organization that is not under the management or control of the school. Such organizations include, but are not limited to, Parent Teacher Organizations (PTOs) and Booster Clubs.
- E. "Approved fund raising activity" shall mean a fund raising activity that is supervised by a Sponsor and approved by the appropriate school Principal or Site Administrator. It includes approved fund raising to support curricular, co-curricular, and extra-curricular activities. It does not include fund raising activities by parent groups, booster clubs, non-sanctioned student interest groups or activities, or other third parties.
- F. "Sponsor" shall mean the following person(s):

- a. The principal or site administrator for all-school curricular activities;
- b. The teacher or identified member of a team of teachers for classroom curricular activities;
- c. The coach or faculty advisor for the extra-curricular activity, co-curricular activity; and/or an adult person approved for this purpose by the Principal or site administrator for activities that lack a permanent coach or faculty advisor.

IV. GENERAL REQUIREMENTS FOR ALL FUNDRAISING

- A. All Sponsors, including teachers, student activity advisors, and coaches are responsible for following the appropriate financial accounting requirements for funds raised through curricular, co-curricular, and/or extra-curricular fundraising activities. The Sponsor is responsible for obtaining permission from the Principal or Site Administrator, instructing students regarding fundraising activity conduct, and reporting the results of the activity to the Principal or Site Administrator. The Sponsor is also responsible for informing the School District Business Office of the fundraising activity.
- B. The Superintendent may provide coordination of fundraising activities throughout the school district as deemed appropriate for the orderly operation of schools and meeting district academic guidelines.
- C. All Student fundraising must be for the benefit of a school-sponsored activity. Student fundraising may not inure to the benefit of an identifiable student or employee.
- D. Contracts for fundraising purposes must be executed by the Board of Education or under delegation of authority from the Board of Education.
- E. Participation in fundraising activities must be voluntary.
- F. No student will be denied the opportunity to participate fully in any school sponsored activity because the student or the student's family did not participate in student fundraising.
- G. Fundraising activities should primarily be done outside of school hours.
- H. Door-to-door fundraising activities shall be of a limited nature.
- I. Any fundraising activities permitted during the school day should be limited in number and must not be in conflict with federal or state regulations.
- J. Fundraising activities must be conducted in a manner that will not result in embarrassment or harassment of individual students, employees, the school or the District.
- K. All students participating in approved fundraising activities are expected to represent the School District, their school, and their community in a responsible manner. All district policies regarding student conduct and student discipline apply to fundraising activities.

- L. All employees who plan, supervise, coordinate, or participate in approved fundraising activities are expected to act in the best interests of the students and to represent the School District, school, and the community in a responsible manner.
- M. Participation in non-approved fundraising activities shall be considered a violation of district policy.

V. FUNDRAISING FOR CURRICULAR ACTIVITIES

- A. All-school fundraising for curricular activities must be sponsored by the School Principal or Site Administrator and approved by the appropriate Assistant Superintendent prior to commencement.
- B. Fundraising for curricular activities that do not involve the entire school shall be proposed to the Principal or Site Administrator by the teacher or teachers whose classes, student activity, or group will participate. The Principal or Site Administrator may approve or deny the proposal based on the following factors:
 - a. The scope of the fundraising project; including length of time, items sold, or method of solicitation;
 - b. The number of fundraising activities entered into by classes, groups or others that affect the school and its students during the school year; and
 - c. The appropriate nature of the fundraising activity given the age and understanding of the students involved.
- C. No fundraising activities may commence prior to approval.
- D. The sale or advertising of merchandise in the school buildings or upon the school grounds or as a school project for money-raising purposes may be limited by the Principal or Site Administrator as to number and time of year.

VI. FUNDRAISING FOR CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

- A. Student groups may raise funds to support co-curricular and extra-curricular activities. These activities and projects should never be in conflict with the instructional program.
- B. Fundraising for co-curricular and/or extra-curricular activities must be requested by the coach, faculty advisor, or adult supervisor for the activity and forwarded to the Principal or Site Administrator.
- C. The Principal or Site Administrator shall approve or deny the proposal of any student group whether co-curricular or extra-curricular, including athletics, for any fundraising activity taking place on school grounds or in the school name using the same factors as for curricular fundraising.
- D. No fundraising activities may commence prior to approval.

VII. EXCEPTIONS

- A. School stores. Schools may operate school stores that offer for sale to students or employees simple school supplies and items emblematic of the school under the permission and supervision of the Principal or Site Administrator. Such stores shall not be considered a fundraising project under this Policy.
- B. Charitable Giving Campaigns. Principals may authorize charitable giving campaigns that solicit contributions from students in response to natural disasters or other charitable purposes so long as the campaign does not inure to the benefit of an identifiable student or employee. It is preferred that such charitable giving campaigns concentrate on non-monetary contributions, such as food, used or new toys and clothing. Monetary contributions should be limited to small-value coin collection. Prior parent notification is required for any charitable solicitation from students. Participation must be completely voluntary and not tied to any extrinsic reward system.
- C. Concessions. Concession sales connected to a student activity or student performance may be conducted with the permission and under the supervision of the Principal or Site Administrator.

VIII. RESPONSIBILITY

- A. This policy applies to all employees and students of the district.
- B. The Superintendent or designee may promulgate procedures for the implementation of this policy.
- C. The Principal or Site Administrator shall review fundraising requests with the Assistant Superintendent for input on the number of fundraisers to be conducted throughout the school year.
- D. The Principal or Site Administrator is responsible for reporting to the appropriate Assistant Superintendent of all fundraising activities approved on an annual basis, or as directed by the appropriate Assistant Superintendent.
- E. Assistant Superintendents are responsible to report to the Superintendent on fundraising activities conducted in the schools under their supervision.
- F. The Superintendent shall make fundraising information available to the Board of Education upon request of the Board.

LEGAL REFERENCES:

Minn.Stat. § 123B.34 to § 123B.36 (Minnesota Public School Fee Law)
Minn.Stat. § 123B.49 (Extracurricular Activities; Insurance)

CROSS REFERENCES:

SPPS Policy 422.00 (Solicitation of Staff)