

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING MEETING OF THE BOARD OF EDUCATION
<https://spps.eduvision.tv/LiveEvents>

April 13, 2021
4:30 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE MAIN AGENDA**
- IV. AGENDA**
 - A. Superintendent's Announcements
 - B. SEAB Report
 - C. Nutrition Services Update
 - D. Update from Representative Betty McCollum (time certain at 5:00 p.m.)
 - E. Ramsey Middle School Name Change
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
 - 4. Action (TBD)
 - F. SPPS On-Site Update: Secondary In-Person
 - 1. Introduction
 - 2. Presentation 20
 - 3. Discussion
 - 4. Action (TBD)
 - G. FY2021-22 Priority Based Budget Update 27
 - H. Policy Update
 - 1. Update to Policy 510.01: Students: Retention and Promotion
 - 2. Update to Policy 812.00 School Emergency Management
 - 3. Introduction
 - 4. Presentation 43
 - 5. Discussion
 - 6. Action (Approval to Move to Three-Reading Process)

V. ADJOURNMENT

#BoldSubject#

Ramsey Middle School

Should its name be changed?



Presentation Overview

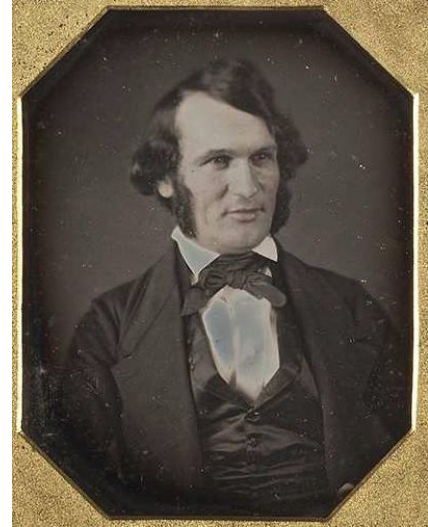
- Brief History on Alexander Ramsey
- Why change the school's name?
- Student, Family, and Community Comments
- Questions and Comments



Brief History on Alexander Ramsey

Who was Alexander Ramsey?

Ramsey was the first Minnesota and Wisconsin territorial Governor (1849-1853) and the second governor once Minnesota became a state (1860-1863).



1848

mnopedia.org/multimedia/alexander-ramsey-0

Dakota Land

Minnesota (Mni Sota Makoce) is the birthplace of Dakota, specifically Bdote. Bdote is where the Mississippi and the Minnesota Rivers meet, which is currently part of Fort Snelling State Park (near the MSP airport).



Involvement in Sandy Lake Tragedy (1850)

In order to force the Ojibwe to leave their lands, Alexander Ramsey and American Indian Agent John Watrous devised a scheme in 1850 to force the Ojibwe to do so. Instead of paying the promised annuity payment in La Pointe, Wisconsin, Ramsey and Watrous told the Ojibwe that they needed to arrive with their families to Sandy Lake in Minnesota Territory in order to get their promised annual payments. Ramsey and Watrous planned to delay the payment long enough so that the rivers and lakes would freeze over and ultimately, prevent the Ojibwe from returning to their homeland. “As a result, about 400 Ojibwe people died from starvation, disease, and exposure” (<https://www.mnopedia.org/event/sandy-lake-tragedy>).

<https://youtu.be/u6VaiLfy3CE>

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<https://www.mnopedia.org/event/sandy-lake-tragedy>



Mikwendaagoziwaag (memorial) to the Ojibwe who died during the Sandy Lake Tragedy. Photograph by Colin Mustful, October 18, 2017.

Involvement in Traverse des Sioux Treaty and Treaty of Mendota (1851)

As the newly appointed territorial governor of Minnesota, Ramsey was heavily involved in the U.S. government's goal of westward expansion and opening up more land for settlers. However, in order to do so, the Dakota and Ojibwe people would need to be removed from the land that they had called home for hundreds of years.

In 1851, the Dakota signed the Treaty of Traverse des Sioux and the Treaty of Mendota. Although several government officials played a role in persuading the Dakota to sign, Ramsey played a central role. Several Dakota leaders felt pressured to sign these treaties. In addition, the third copy of the treaty stated that the cash payment for the land was to be given to the fur traders instead of the Dakota. Even after an investigation, the U.S. Senate ignored evidence of Ramsey's unfair role in the negotiations and pardoned him in 1854.

Published by R. N. FEARON,

Cor. Seventh Ave. and Third St., Minneapolis, Minn.



(For description see over.)

UPTON'S VIEWS
OF MINNESOTA AND THE NORTHWEST

Ramsey once stated, **“The Sioux [Dakota] Indians of Minnesota must be exterminated or driven forever beyond the borders of the state.”** - Sept 9, 1862

<https://www.mnopedia.org/person/ramsey-alexander-1815-1903>

U.S. - Dakota War (1862)

Tensions between the Dakota and U.S. government increased when the U.S. government didn't honor the treaties that both the U.S. government and the Dakota signed. The U.S. government broke their promises and were not giving them food and essential supplies. Some Dakota became frustrated because their families and people were starving, many were forced to assimilate, and tensions were growing over land and resources between settlers and Dakota. Eventually war erupted and countless Dakota, more than 200 settlers, 70 soldiers were killed during the six weeks of war.

<https://www.mnopedia.org/person/ramsey-alexander-1815-1903>;
<https://www.usdakotawar.org/history/treaties/broken-promises>



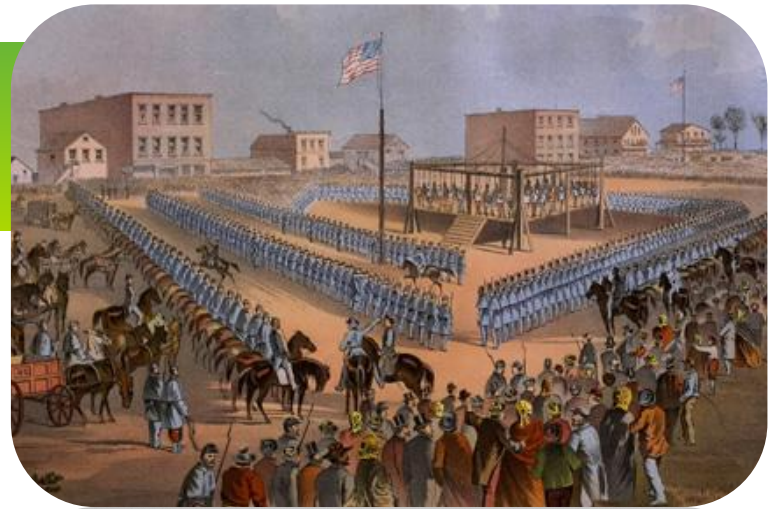
U.S. - Dakota War (1862)

When Alexander Ramsey was governor, 300 Dakota people were convicted in the war. In Mankato, 38 Dakota men were hanged and it was the largest mass execution in U.S. history.

In addition, approximately 1700 Dakota were relocated to Fort Snelling in 1862 and forced to stay there in an internment camp for months. It is estimated that 130 to 300 Dakota died there due to harsh conditions and diseases.

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Then in 1863 the Dakota were forced out of the state.





Student, Family, and Community Comments



Our Students Speak

<https://youtu.be/O04jie2N1PE>



Why Change the School's Name?

Why Change the School's Name?

- More and more places across the country are evaluating whether they want to be closely associated with a legacy of racism.
- Students and staff do not believe an individual with such hate for a group of people deserves a middle school named in his honor.
- The current name effectively reminds students, staff, and community members of the trauma Ramsey inflicted on the Dakota and Ojibwe people.
- As an International Baccalaureate World School, Ramsey's beliefs and actions do not support our mission statement: **"Empower students to become caring, inquiring, knowledgeable global citizens who honor communities and create a better world."**

Why now?

- Ramsey is scheduled for a building remodel in the next couple of years, so it makes sense to work with facilities now to plan for a name change to coincide with our building remodel.
- Another SPPS school that recently changed names was Global Arts Plus because of the negative and racist legacy of President Monroe. This helps recognize their new identity and helped create a different image for the school.
- Justice Page Middle School, formally Ramsey Middle School, in Minneapolis changed their name in 2017. They raised over \$17,000. This set a good example for the school, and the students that made it possible.

Erasing to Embracing History



Timeline of Our Process

- ▷ **2015 - 2020:** Students and community members expressed concern over the school's current name
- ▷ **January 2020:** Student Council representatives bring up the idea and create a presentation to share with student body
- ▷ **February 2020:** Presentations began in Foundations classes
- ▷ **November 2020:** Student Vote (87% voted in favor of changing school name)
- ▷ **December 2020:** Staff Vote (93% voted in favor of changing school name)
- ▷ **January 2021:** Creation of Name Change Committee
- ▷ **February 2021:** Abstract sent and approved by Superintendent Gothard and Assistant Superintendent Agbamu, et al.
- ▷ **March 2021:** Focusing on community engagement and name change process

Next Steps

- ▷ **Community Engagement**
 - ▷ **Planning to host a virtual community forum (date TBD)**
- ▷ **New Name Process & Submissions**



Thanks!

Any questions?

Presented by Principal of Ramsey Middle School, Teresa Vibar
teresa.vibar@spps.org



Saint Paul
PUBLIC SCHOOLS

SPPS On-Site Update: Secondary In-person

BOE April 13, 2021

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In-person Launching April 14

Total secondary enrollment

- 17,800 Total Students
- There were 32% opting for virtual on 3.12.2021

Opting for virtual

- 6,000 Total Students, 34%



Celebrations

- Over 70% of students enrolled to return
- Daily Foundations
- OSS allowed us to learn and plan for full in-person return
- Student Intervention Specialists

A challenge and resolution

- Creating a united school culture with 30% Virtual Learners
 - Based on learning from our elementary we will create opportunities for fun challenges, spirit weeks, and more to allow for students to continue to come together as one Cougar family



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Highland Park Middle School	IB學者的特質是
Indagadores	尋求答案
Conversadores	有知識
Pensadores	會思考
Buenos comunicadores	願溝通
Integros	有原則
De mentalidad abierta	思想開通
Humanitario	關懷別人
Audaces	勇於冒險
Equilibrados	身心平衡
Reflexivos	願意反思



Highland Park Middle School



CELEBRATIONS

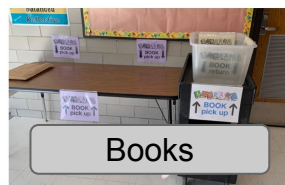
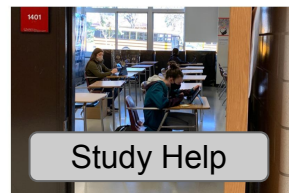
We are thinkers, we are reflective, we are risk-takers.

- OSS (SEL + Academics)
- Strategic Planning Team

CHALLENGES

We strive to maintain balance.

- Balancing the needs of VLS and IP learners





Celebrations

Together we can, we've got this!

- Productive OSS classes
- Weekly outreach to students and families
- School-wide assemblies, virtual field trips
- Good parent engagement and well attended conferences

A challenge and resolution

- Maintaining student and staff morale
- Overcoming language and technology barriers to share many changes that occurred during distance learning.
- Keeping all students academically engaged



Saymoukda Vongsay



Central High School



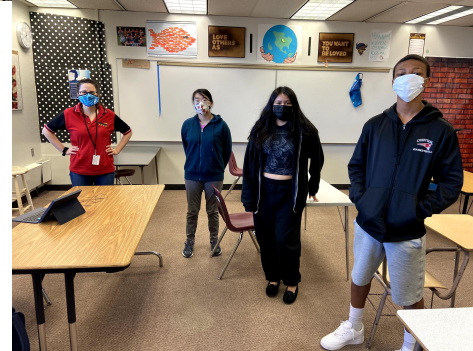
Celebrations

- On Site Support (SEL& Academic)
- Student Outreach Support Team
- Learning from OSS for in person planning



A challenge and resolution

- Disengagement in learning leading to course failures
- Successful EDL Credit Recovery



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Questions?



FY2021-22 Priority Based Budget Update Committee of the Board

Marie Schrul, Chief Financial Officer
April 13, 2021

● Our Mission



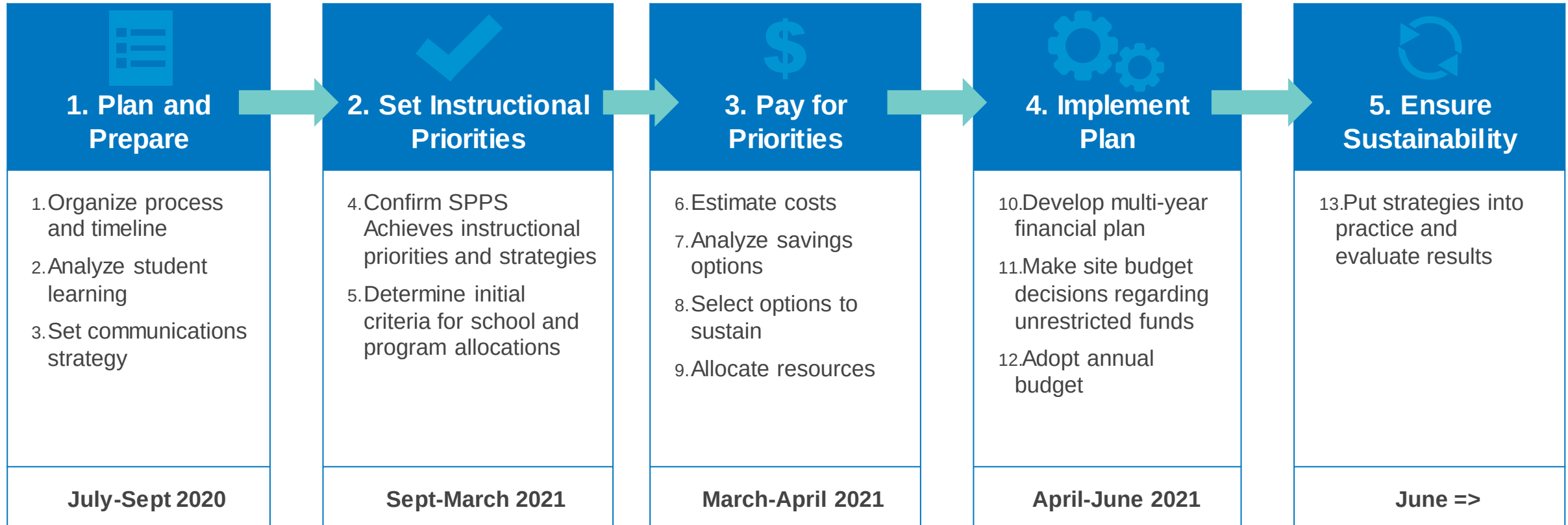
**Inspire students
to think critically,
pursue their dreams
and change the world.**

Priority Based Budgeting Continues in FY22

In FY2020-21		Continuing in FY2021-22
• Priority-based budgeting – first year of implementation	➡	• Priority-based budgeting – second year of implementation
• Balanced budget	➡	• Balanced budget
• Cross-functional team developed the budget	➡	• Cross-functional team is developing the budget aligned to the SPPS Achieves progress monitoring and measurements for success
• Engagement in development of the budget structure, including investment options	➡	• Providing engagement on the budget • Integrating a multi-year financial plan

Budget Process

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





1. Plan and Prepare

Estimate Revenue – 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
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	13,763,000	(3,910,000)
Total	\$582,778,000	\$570,560,000	\$(12,218,000)



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

COVID-19

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

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Review Criteria for School and Program Allocations

School Staffing Allocation Examples:

Positions Allocated Based on Enrollment	Positions Allocated Based on Programming and Student Needs
• Principal • Assistant Principal • Teachers (w/prep & PLC) • Clerks	• Counselors • Library Media Specialists • Nurses • MLL Teachers • Site Staff for Program Articulation



3. Pay for Priorities

Estimate Costs – General Fund

General Fund Investments	FY2020-21 Adopted Budget	FY2021-22 Projected Budget*
Individual Schools	\$253,051,000	\$256,320,000
School Support Services	208,820,000	214,335,000
District-wide Support	116,780,000	117,914,000
Administration	4,127,000	4,227,000
Total	\$582,778,000	\$592,796,000

*The FY2021-22 projected amounts are adjusted for inflation and changes in enrollment



3. Pay for Priorities

Analyze Savings Options – General Fund

These are proposed investment reductions in the General Fund:

Proposed General Fund Reductions	Amount
Individual Schools	\$(410,000)
School Support Services	(842,000)
SPPS Achieves	(100,000)
Total Savings	\$(1,352,000)



3. Pay for Priorities

Analyze Savings Options – General Fund

Realignment of existing investments to ESSER II & GEER I funding sources to support district stabilization and continuity of operations in schools & programs, including departments that directly support COVID-19

Realign Existing Investments to ESSER II/GEER I in FY22	FTEs	Amount
Individual Schools	(71.40)	\$(8,703,000)
School Support Services	(13.17)	(8,619,000)
District-wide Support	(45.75)	(8,255,000)
Administration	0.00	(175,000)
SPPS Achieves	(1.50)	(125,000)
Total Savings	(131.82)	\$(25,877,000)

Note: ESSER II funds expire in September 2023 and require federal accountability & reporting requirements



3. Pay for Priorities

Prioritize Investments to Sustain or Increase

Strategic Plan Priorities		Other Priorities Include	
Sustain	Increase	Sustain	Increase
• PBIS/SEL support • Middle School Model • Stakeholder engagement • New teacher support and mentoring	• Systemic Equity • Access to a well-rounded education • Effective & Culturally Responsive Instruction • College and career paths development and support • Personal Learning Plans, Career Curriculum	• School & Program staffing and other resources to sustain continuity of operations during COVID-19 • Variety of school program options • Athletics and other after school programming	• School & Program staffing and other resources to support additional learning options for students due to COVID-19 (ie: add'l programming, tutors) • Lunch accounts • Safe and secure learning environments • Technology infrastructure

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3. Pay for Priorities

Prioritize New Investments – General Fund

General Fund Investments (new in FY22)	Amount
Individual Schools	\$150,000
School Support Services	\$2,412,000
District-wide Support	\$586,000
Administration	\$213,000
SPPS Achieves	\$816,000
Other (directly related to funding sources, i.e.: levy)	\$816,000
Total	\$4,993,000

Proposed Balanced Budget – General Fund

General Fund Investments	FY2020-21 Adopted Budget	FY2021-22 Proposed Budget*
Individual Schools	\$253,100,000	\$247,357,000
School Support Services	208,820,000	209,375,000
District-wide Support	116,780,000	109,586,000
Administration	4,127,000	4,242,000
Total	\$582,778,000	\$570,560,000

Note: as of 4/10/21 – subject to change



4. Implement Plan

FY22 School and Program Budget Allocation Timeline

Week of April 26	Schools receive budget allocations Programs receive budget allocations Online Budget Fair Meeting(s) being planned Online Budget Training Meetings for new administrators
April 26 – May 14	School level budget decisions/planning meetings
May 14	School and program staffing decisions due to Human Resources School and program budgets due to Finance
May-June	School budget information shared with families, community, staff
June 22	BOE Meeting: Final FY22 Budget Presented to BOE for Adoption

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



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Questions?



Saint Paul
PUBLIC SCHOOLS

Update to Policy 510.01 Students: Retention and Promotion

Cedrick Baker, Chief of Staff
Darren Ginther, Director of College and Career Readiness

April 13, 2021

510.01 Students: Promotion and Retention

We are proposing to update current policy.

Why are we proposing to make updates?

- Outdated
- Does not align with current practice and values
- Elementary section: current policy states the principal makes the decision to retain; this does not reflect our beliefs - parents should be making the decision in consultation with school staff
- Secondary section: the language around credit accrual in respect to middle school is outdated

510.01 Students: Promotion and Retention

Proposed updates to be made to the current policy:

- Rename policy to “Student Promotion, Retention, Acceleration and Program Design”
- Add guiding beliefs
- Define “promotion,” “retention,” “acceleration” and “program design.”
- Clarify the basis on the decision to promote, retain or accelerate and on what basis
 - Promote: based on student achievement deemed acceptable by state and local standards
 - Retain: based on scholastic achievement, physical development, maturity and emotional factors; decision made by professional staff and parents
 - Acceleration: based on data showing exceptional performance, academic abilities and/or a previous retention decision being corrected
- Add language around guidelines for assessing and identifying students for participation in gifted and talented programs⁴⁵

Copy of proposed Policy 510.01

See current policy [here](#).

See proposed policy [here](#).

Request: Move to the three-reading process at our next BOE meeting in April

Questions?



Saint Paul
PUBLIC SCHOOLS

Update to Policy 812.00 School Emergency Management

Cedrick Baker, Chief of Staff

Laurie Olson, Director of Security and Emergency Management

April 13, 2021

812.00 School Emergency Management

We are proposing to update current policy.

Why are we proposing to make updates?

- Last reviewed in 2008
- There are statutory changes that we need to make to the policy
- Procedurally, we have been doing what we need to do per statute; now we just need to update the policy to reflect as such

812.00 School Emergency Management

Proposed updates to be made to the current policy:

- Add purpose statement
- Add verbiage that states that the district and school buildings will be employing the National Incident Management System and the Incident Command System under the district's emergency management plan
- Add a statement that all school district staff will receive training on how to implement emergency management plans
- Add statement that, "Each individual school building will conduct at least five fire evacuation drills, five lockdown drills and one severe weather drill every school year. All students and staff in the school district shall receive instruction and participate in the drills."

Note: there are accompanying procedures; however, those details will not be made public for safety reasons

812.00 School Emergency Management

See current policy [here](#).

See proposed policy [here](#).

Request: Move to the three-reading process at our next BOE meeting in April

Questions?

510.01 STUDENT PROMOTION, RETENTION, ACCELERATION AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, acceleration and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and support programs, counseling and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

The following are guiding beliefs as schools consider this policy:

1. Students should be educated with peers of the same age to promote social and emotional development.
2. Retention may be more harmful to the student both academically and socially/emotionally.
3. Students in special education should not be retained solely due to their disability.
4. Ongoing, consistent communication and partnership with families is essential regarding students' achievement in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement. The superintendent's decision shall be final.

C. Acceleration

Acceleration, as it relates to this policy, is defined as the advancement forward within a single-subject or a whole/entire grade, based on data showing exceptional performance, academic abilities and/or a previous retention decision being corrected.

D. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce, which is articulated through the SPPS Strategic Plan.

2. The School District will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:
 - a. multiple and and objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low income, minority, twice-exceptional, and English learners.
3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
4. The School District will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to under-represented groups.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented Program)

Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References:

510.00, Graduation

601.00, Educational Programming

601.01, Achievement

812.00 SCHOOL EMERGENCY MANAGEMENT

PURPOSE

In accordance with Minnesota statute, the School district will develop, adopt, and maintain a crisis management policy and plan to guide School District and building administration, staff, students, School Board members, District families and community members in responding to a wide range of potential crises within the School District.

STATEMENT OF POLICY

1. The school district shall have in place a school district ~~emergency operations~~**emergency management** plan created in consultation with local community response agencies and other appropriate individuals or groups likely to be involved in assisting with a school emergency and employing the National Incident Management System (NIMS) and the Incident Command System (ICS) at the district and building levels. This policy and the school district plan shall be reviewed and updated annually by the School District Director of Security & Emergency Management. Each principal and site coordinator, as well as representatives of local municipalities and appropriate emergency personnel, will receive a copy of the crisis management plan.
2. Individualized school ~~emergency response~~**all-hazard response** plans aligned to the school district **all-hazard plan** shall be developed by each school building in the district. This policy and the building plans shall be reviewed and updated ~~as appropriate~~**annually by the District Director of Security & Emergency Management**.
3. All school district staff shall receive emergency management training including specific instruction on implementing the school district-wide plan and relevant individualized school plan.
4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills and one severe weather drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.
5. The Superintendent or ~~Superintendent's designee~~ shall create procedures for implementation of the District ~~Emergency Response~~**Emergency Management Plan** and the individualized school emergency management plans.

LEGAL REFERENCES:

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 299F.30 (Fire Drill in School)