

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

**May 7, 2024**  
**4:30 PM**

**A G E N D A**

1. **CALL TO ORDER**
2. **AGENDA**
  - A. Student Engagement and Advancement Board (SEAB) Assessment and Recommendations
    1. Introduction
    2. Presentation 3
    3. Discussion
    4. Action (TBD)
  - B. FY25 Budget Update
    1. Introduction
    2. Presentation 31
    3. Discussion
  - C. Policy Update
    1. Policy 501.02: Student Vehicle Use: Parking on School Premises, Patrols, Inspections, and Searches
      - a. Introduction
      - b. Presentation 51
      - c. Discussion
      - d. Action
    2. Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds
      - a. Introduction
      - b. Presentation 61
      - c. Discussion
      - d. Action
  - D. 2024 American Indian Parent Advisory Committee (AIPAC) Resolution Response
    1. Introduction
    2. Presentation 74
    3. Discussion

4. Action

3. **ADJOURNMENT**

4. **WORK SESSION**

A. B.I.G.G.: Board Initiated Goals Governance

#BoldSubject#



# **Saint Paul Public Schools SEAB Assessment & Recommendations**

Presented by the Youth Leadership Initiative

May 7th, 2024

# Presentation Flow

1. Background information
  - a. Overview of process
  - b. Guiding questions
  - c. Overview of stakeholders
2. Summary of findings
  - a. Impact
  - b. Success factors
  - c. Literature review
3. Recommendations and next steps



# Student Engagement and Advancement Board (SEAB) Assessment Process

## Project Timeline

### Summer 2023

Review previous SEAB program model and any relevant materials

### Fall 2023

Conduct interviews with past SEAB facilitators and alumni; Survey all Board members and key staff who worked with SEAB

### Winter 2024

Interview current SPSS student leaders and facilitators of student leadership groups; Analyze all data

### Spring 2024

Identify SEAB program strengths and areas for improvement; Present recommendations to the School Board for restarting SEAB



# Stakeholders

SEAB Cohort Years  
Represented

2015-2016  
2016-2017  
2017-2018  
2018-2019  
2019-2020

SEAB  
Facilitators  
2

Schools  
Represented

Johnson  
Highland Park  
Washington  
Como  
Open World  
Leap

SL  
Facilitators  
6

BoE &  
SELT  
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# Key Questions

- What was the value of SEAB?
- What could be the value of connecting student leader groups to SEAB?
- How can SEAB be further strengthened?



# Findings: What was/is the value of SEAB?

- Students are at the center of our work and they should be included in the conversations about them.
- Student perspectives can offer insight and guidance to the board, inform the decision making process,
- Students can help the Board understand the impact of policies and practices.
- **Individual Level** - leadership capabilities, public speaking, professionalism skills, and networking
- **Student Community Level** - ripple effect on other students around them.
- **District Level** - ethnic studies as a required graduation course and removing SROs in schools.



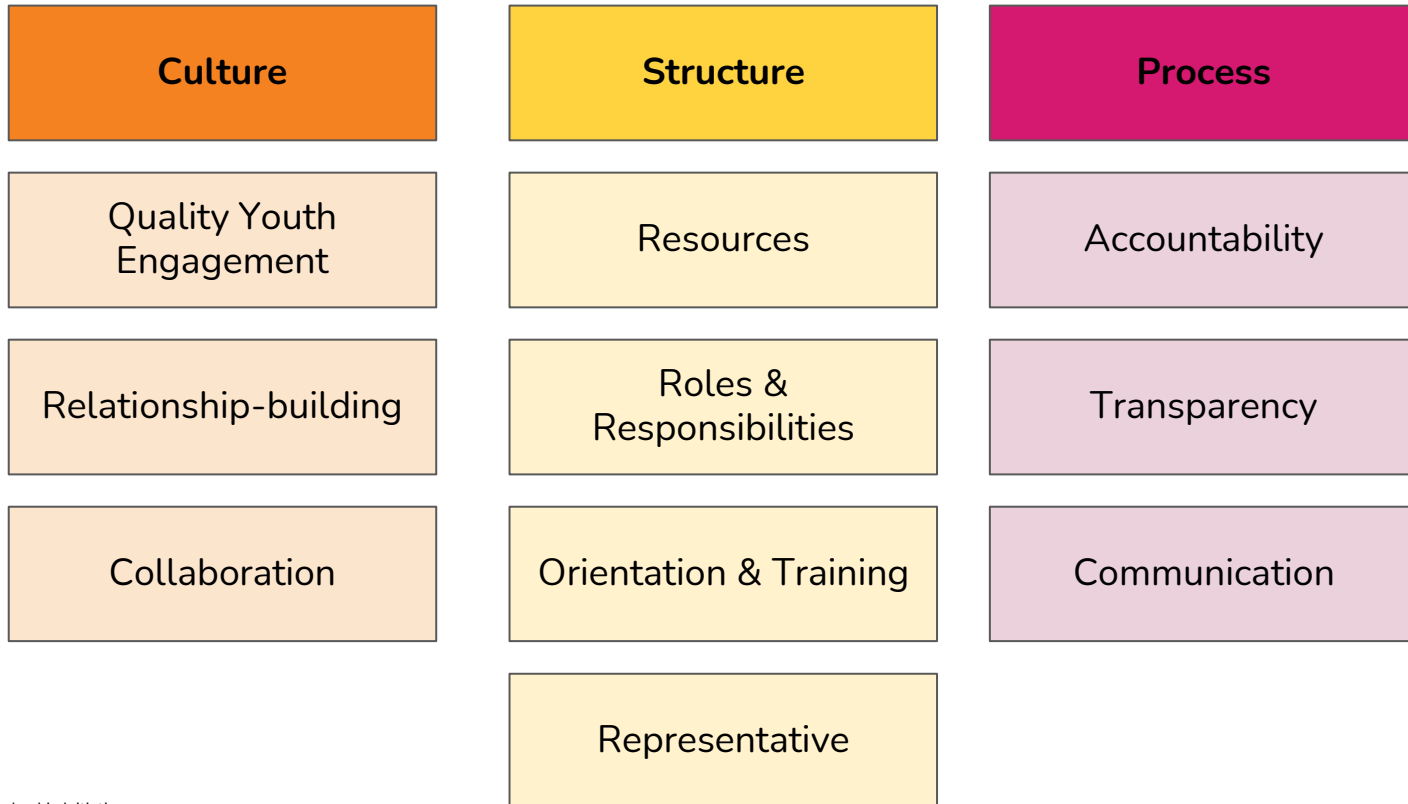


# Findings: What could be the value of connecting student leadership groups to SEAB?

- There is a need for student leaders at both the district level and school level. Their roles are different and both have value.
- Communication between the groups could:
  - Bubble up common school concerns for SEAB to consider. 9
  - Engage the schools in SEAB projects.
- Developing connections between SEAB and Student Leadership Groups at the high schools could strengthen student engagement, and build a support network of student leaders across the district.



# Findings: How can SEAB be further strengthened?



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# Models and Best Practices



## YOUTH DEVELOPMENT PRACTICES

Best practices of working with youth



## YOUTH ENGAGEMENT

Framework of authentic youth engagement



## COLLABORATION

Success factors that support effective collaborations



## YOUTH ADVISORY MODELS

Other models of youth leadership and advisory within schools

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# Overview of Recommendations

1. Get grounded in SEAB's mission, vision, and intentions
2. Build a deliberate structure that ensures youth are heard, contributions are valued, and voices influence meaningful action
3. Establish clear roles, responsibilities and expectations
4. House SEAB under the Board of Education
5. Establish clear lines of communication and accountability between SEAB and the Board
6. Develop and implement authentic youth engagement trainings for Board and relevant staff

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# Get grounded in SEAB's mission, vision, and intentions

**Policy:** The Student Engagement and Advancement Board was voted into existence by the St. Paul Public Schools School Board in 2015. Saint Paul Public Schools established Policy 211.03 on 10/25/16 to institutionalize SEAB.

**SEAB Manual:** outlines the intent and design expectations of SEAB including topics like mission, vision, student voice, roles, expectations, commitment, methodology and communications.

## **Stakeholder Themes: Agreement Across Groups**

- **Purpose** - improve the educational experience for all students, identify systemic issues and provide insight and feedback on policies, practices and decisions that impact students.
- **Goal** - amplify student voices, be youth-led, intentional, inclusive, and collaborative



# Build a deliberate structure that ensures youth are heard, contributions are valued, and voices influence meaningful action

## Continue:

- Youth-adult partnership model
- Facilitation
- Accessibility support
- 2 non-voting member seats on the Board
- Regular SEAB meetings
- Project approach
- Presentations to the Board
- Incentives

## Add:

- Provide orientation and training for the Board
- Provide orientation, training and learning retreats for SEAB members
- Engage SEAB alumni and current school based student leaders
- Strengthen the staffing model
- Enhance incentives
- Ensure accountability with regular and timely communication and updates



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# Establish clear roles, responsibilities and expectations

Below are recommended roles and expectations based on the stakeholder engagement process as a starting point:

## Roles and expectations for SEAB members

- Members are passionate about making a difference in the educational system to improve the experience of students and have a strong desire to learn.
- 10-15 students with diverse identities and lived experiences, from all across the district, representing all of the major high schools.
- SEAB conducts issue analysis and drafts policy recommendations to the Board

## Roles and Expectations for Board Members

- Members are committed to making a difference in the educational system by elevating youth voice
- Members prioritize relationship building and making time to get to know SEAB members
- Members listen to youth suggestions, value their perspectives, and communicate regularly on the progress of their proposals.



## House SEAB under the Board of Education

Across stakeholder groups, there were themes of the importance of accountability, value, commitment, and connection to the Board.

Given these themes, we feel strongly that since this is an initiative that emerged from the Board, SEAB should be housed under the Board of Education.





## Establish clear lines of communication and accountability between SEAB and the Board

Open, direct and frequent communication will foster a culture of transparency and trust between SEAB and the Board and could include the following actions:

- Understanding the roles and expectations for SEAB members and the Board
- Clarifying what kind of power each party holds
- Developing a plan for communications from the beginning of this working relationship including who, when, where, and frequency.
- Being transparent with decisions and providing justifications for decisions
- Following up on progress of SEAB priorities and recommendations



# Develop and implement authentic youth engagement trainings for Board and relevant staff

Orientation be given to all board members and relevant staff including but not limited to the purpose of SEAB, roles and expectations, past accomplishments and a brief bio of all SEAB members. Other topics include:

- Patterns of adultism and how this could impact success of SEAB and Board relationship
- The Ladder of Youth Engagement from manipulation and tokenism to youth-adult partnership
- Basic youth development principles and practices
- Collaboration success factors

Informal opportunity to greet-and-meet the SEAB members and develop relationships.



# Next Steps

## Phase 1: Pre-Launch

Hire independent consultant(s) to manage Pre-Launch Logistics

### Jun - Jul

Develop annual budget for SEAB

Determine roles and responsibilities

### Jul - Aug

Review key activities and develop timeline for implementation plan

### Aug - Oct

Design and develop orientation curriculum and structure for regular SEAB meetings

### Oct - Nov

Develop recruitment plan for SEAB

Determine responsibilities of SEAB facilitator

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# Next Steps

## Phase 2: Launch

Hire part-time facilitator to launch and manage SEAB

**Nov - Jan**

Hire part-time  
facilitator

Develop training  
materials for Board

**Jan- Mar**

Onboard facilitator  
around vision,  
structure, and  
culture of SEAB

**Mar - May**

Facilitator reviews  
SEAB curriculum

SEAB launches!

Recruit students  
for SEAB Fall 2025

**Fall 2025**

SEAB and Board  
orientation

SEAB regular  
meetings begin

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# Questions?

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**RECOMMENDATION 1: Get grounded in SEAB’s mission, vision, and intentions**

Developing an understanding of SEAB’s original mission, vision, and intentions is going to be critical to moving forward. Assumptions cannot be made that many of the new board members are familiar with or have background knowledge of SEAB.

This will require the current board to review the following:

<p><b>SPPS Policy 211.03</b></p>	<p>The Student Engagement and Advancement Board was voted into existence by the St. Paul Public Schools School Board in 2015.</p> <p>Saint Paul Public Schools established Policy 211.03 on 10/25/16 to institutionalize SEAB (the Committee)</p>
<p><b>SEAB Manual</b></p>	<p>This manual was written collaboratively with members of SEAB and the SEAB facilitators. This document is neither all-inclusive nor static. It should be reviewed annually. The purpose of this manual is to outline intent and design expectations related to the Student Engagement and Advancement Board.</p> <p><b>Main audiences:</b> SEAB members and SEAB facilitators                  Secondary audiences: SPPS Administration and the SPPS School Board</p> <p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>● Mission, History, and Vision</li> <li>● Our Definition of Authentic Student Voice</li> <li>● Roles in Collaboration</li> <li>● Our Commitment</li> <li>● Facilitator Expectations</li> <li>● Meeting Norms &amp; Expectations</li> <li>● Project Methods and Methodology</li> <li>● Board Seat</li> <li>● Communications</li> </ul>
<p><b>Stakeholder Themes</b></p>	<p><b>Value of SEAB:</b></p> <ul style="list-style-type: none"> <li>● Be youth-led, intentionally inclusive, collaborative and impactful.</li> <li>● Amplify student voices in order to improve the educational experience for all students.</li> <li>● Identify systemic issues that are impacting students of color and their participation in school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Share insights and feedback on policies, practices and decisions that affect students.</li> </ul>
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***RECOMMENDATION 2: Build a deliberate structure that ensures youth are heard, contributions are valued, and voices influence meaningful action***

The original model of SEAB had many strengths. It was rooted in positive youth development, youth-adult partnerships where youth are collaborators and initiators of the work, and intentionally designed to avoid tokenization by creating a group rather than having one individual represent students. We are recommending that the following elements of SEAB’s program be kept:

<b>Things to Keep</b>	
<b>SEAB Structure</b>	<b>SEAB Responsibilities &amp; Methodology</b>
<ul style="list-style-type: none"> <li>• One facilitator who oversees the implementation and delivery of SEAB</li> <li>• Two representatives from SEAB who sit on the Board as non-voting members and attend Committee of the Board meetings on a rotating basis.</li> <li>• Food, transportation, stipends, and program supplies that are funded through the Board budget</li> <li>• Regular and consistent SEAB meetings held throughout the school year</li> <li>• Recognition incentives for participation, such as graduation stoles, are offered to SEAB members</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct projects that are initiated by the youth and/or respond to issues raised by the Board</li> <li>• Solicit and analyze information from students throughout schools across the district to inform their decisions</li> <li>• Make formal presentations and recommendations to the Board on policy and practice changes</li> <li>• Conduct an annual review of SEAB manual to go over expectations related to SEAB</li> </ul>

Below are recommendations that we believe can enhance and ensure high levels of engagement from youth, improve the experience of SEAB members, and offer effective and

equitable programming. By investing in the following, Board members are communicating their commitment to SEAB and would enhance the decision making process of the Board.

<b>Program Enhancements</b>	<b>Goals &amp; Objectives</b>
Orientation	Develop an orientation to roles, goals of SEAB, SEAB and Board relationship, key terms, expectations for participation. Refer to 2019-2020 SEAB manual for additional information.
Engage School-based Student Leaders	Develop connections between SEAB and Student Leadership Groups at the high schools for the purpose of information sharing, strengthening student engagement, and building a support network of student leaders across the district.
SEAB Staffing	<ul style="list-style-type: none"> <li>● Employ at least 1 full-time person to staff, coordinate and facilitate SEAB.</li> <li>● Add a line item to the Board budget for the SEAB staff.</li> <li>● Consider deploying an intern or Americorps member to support and supplement the staff person.</li> </ul>
Alumni Engagement	Develop SEAB alumni engagement strategy, for example involve alumni in the recruitment, interview and selection process.
Program Structure	<ul style="list-style-type: none"> <li>● Hold bi-weekly, every other week, in-person meetings from 4:30pm-7:30pm</li> <li>● Offer options when students have to miss SEAB meetings for reasons such as managing part-time jobs, being ill, and needing to support sick family members. Possible options include:               <ul style="list-style-type: none"> <li>○ attending on Zoom instead of coming in-person</li> <li>○ recording the session to be listened to later</li> <li>○ using visual platforms like Miro to document what occurred at the meeting and allow members to add their thoughts</li> </ul> </li> </ul>
Training Retreats	Establish several full day learning retreats focused on: <ul style="list-style-type: none"> <li>● Equipping youth with the skills and tools necessary to participate meaningfully</li> </ul>



	<ul style="list-style-type: none"> <li>● Building relationship among members</li> <li>● Checking-in on how it is going</li> <li>● Celebrating successes</li> <li>● Identifying program improvement areas</li> </ul>
Compensation	<p>Provide equitable and meaningful compensation and recognition of work that includes:</p> <ul style="list-style-type: none"> <li>● Increase the amount of the monthly stipends</li> <li>● Offer a year-end certificate of participation in addition to stoles</li> </ul>

**RECOMMENDATION 3: Establish clear roles, responsibilities and expectations**

Make sure both SEAB members and Board members understand their roles and responsibilities and are committed to carrying them out. Below are recommended roles and expectations based on the stakeholder engagement process as a starting point. We encourage SEAB and the Board to review these together and make any modifications or additions as appropriate

Roles and expectations for SEAB members	Roles and Expectations for Board Members
<ul style="list-style-type: none"> <li>● Members are passionate about making a difference in the educational system to improve the experience of students and have a strong desire to learn.</li> <li>● 10-15 students with diverse identities and lived experiences, from all across the district, representing all of the major high schools.</li> <li>● Members have shared agreement that youth voice is important and should have input in the educational system that serves them.</li> </ul>	<ul style="list-style-type: none"> <li>● Members are committed to making a difference in the educational system by elevating youth voice</li> <li>● Members prioritize relationship building and making time to get to know SEAB members</li> <li>● Members listen to youth suggestions, value their perspectives, and communicate regularly on the progress of their proposals.</li> <li>● Members attend an orientation to learn about the role of SEAB and the relationship between SEAB and Board.</li> </ul>

<ul style="list-style-type: none"> <li>● Members are expected to attend all meetings and actively engage in the work.</li> <li>● Members attend an orientation and learn about the role of being a SEAB member and foundational leadership training.</li> <li>● Members agree to a 10-month commitment, including attending an orientation, regular bi-weekly meetings, 3 day long retreats, and meetings with the Board of Education.</li> <li>● SEAB conducts issue analysis and drafts policy recommendations to the Board</li> </ul>	<ul style="list-style-type: none"> <li>● Members attend training about how to create the conditions for authentic youth engagement.</li> <li>● Offer the district’s other resources such as research, communication channels and its networks to amplify the impact of SEAB’s work.</li> <li>● Dedicate someone who is a liaison to SEAB and answer questions in between meetings with the Board. This individual could be from any of the following: Board of Education, Senior Executive Level Team, or Office of Equity.</li> <li>● Make connections for SEAB when needed, including but not limited to community members, administrators, and staff.</li> </ul>
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***RECOMMENDATION 4: House SEAB under the Board of Education***

Across stakeholder groups, there were themes of the importance of accountability, value, commitment, and connection to the Board. Given these themes, we feel strongly that since this is an initiative that emerged from the Board, SEAB should be housed under the Board of Education. This ensures that the Board is responsible for SEAB and will leverage its power, resources and connections to support the success and sustainability of SEAB. This does not mean that collaboration cannot happen with other offices or that it should be facilitated by the Board.

***RECOMMENDATION 5: Establish clear lines of communication and accountability between SEAB and the Board***

Establishing open, direct and frequent communication will foster a culture of transparency and trust between SEAB and the Board and could include the following actions:

- Understanding the roles and expectations for SEAB members and the Board
- Clarifying what kind of power each party holds

- Developing a plan for communications from the beginning of this working relationship including who, when, where, and frequency.
- Being transparent with decisions and providing justifications for decisions
- Following up on progress of SEAB priorities and recommendations

***RECOMMENDATION 6: Develop and implement authentic youth engagement trainings for Board and relevant staff***

We recommend that an orientation be given to all board members and relevant staff including but not limited to the purpose of SEAB, roles and expectations, past accomplishments and a brief bio of all SEAB members.

We recommend a few training topics for the Board and relevant staff:

- Patterns of adultism and how this could impact success of SEAB and Board relationship
- The Ladder of Youth Engagement from manipulation and tokenism to youth-adult partnership
- Basic youth development principles and practices
- Collaboration success factors

These topics will help the board members and relevant staff increase self-awareness and show up in ways that are supportive of positive youth development and effective collaboration. As adults, if we are not aware of the systems of oppression that impact young people's lives and how our own patterns could end up perpetuating inequities, we could cause harm and undermine the very purpose of SEAB.

We also recommend there be an informal opportunity to greet-and-meet the SEAB members and develop relationships. These activities will help lay the foundation for a positive working relationship.

**Next Steps**

Below are the next steps that could be taken to move forward with these recommendations. A successful launch of SEAB will include a phase for pre-launch logistics. These activities are important to setting the groundwork for SEAB to begin. We recommend a 2-phase implementation plan such as the one below:

<p style="text-align: center;"><b>Phase 1: Pre-launch logistics</b> <b>Summer - Fall 2024</b></p>
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Hire independent consultant(s) to manage Pre-Launch Logistics	June - July	<ul style="list-style-type: none"> <li>● Get grounded in the the vision, mission and intentions of SEAB</li> <li>● Develop an annual budget for SEAB</li> <li>● Work with Office of Finance to find funding sources</li> <li>● Determine the roles and responsibilities for SEAB, Board and board liaison to SEAB</li> </ul>
	July - August	<ul style="list-style-type: none"> <li>● Identify board liaison to SEAB</li> <li>● Establish when and how SEAB will present to the board</li> <li>● Identify when to conduct SEAB orientation and training for Board Members</li> <li>● Review and update SEAB Manual to represent recommendations</li> <li>● Review key activities and develop a timeline for implementation plan</li> <li>● Identify key terms that are critical for both SEAB and the Board to have shared understanding around</li> </ul>
	August - October	<ul style="list-style-type: none"> <li>● Design and develop orientation curriculum and structure for regular SEAB meetings</li> <li>● Build 3 all day leadership training curriculum</li> <li>● Identify and secure meeting rooms for when SEAB begins meeting regularly</li> </ul>
	October - November	<ul style="list-style-type: none"> <li>● Develop recruitment plan for SEAB</li> <li>● Revise application for SEAB</li> <li>● Determine responsibilities of SEAB facilitator</li> <li>● Develop job description and expectations for facilitator</li> </ul>

<b>Phase 2: Launch SEAB</b>		
<b>Winter 2025-Spring 2026</b>		
Board of Education & Independent Contractor	November - January	<ul style="list-style-type: none"> <li>● Hire part-time facilitator</li> <li>● Develop training materials for Board and determine timeline</li> </ul>

Independent Contractor	January - March	<ul style="list-style-type: none"> <li>● Onboard part-time facilitator around the vision, structure, and culture of SEAB as well as the organization of SPPS</li> <li>● Facilitator reviews SEAB curriculum and modifies as needed</li> <li>● Applications for SEAB opens</li> <li>● Recruit for SEAB</li> </ul>
Facilitator	April - May	<ul style="list-style-type: none"> <li>● Applications reviewed</li> <li>● Members selected</li> </ul>
	August - October	<ul style="list-style-type: none"> <li>● Facilitate SEAB orientation for board members</li> <li>● Get to know you SEAB and Board meeting</li> <li>● Facilitate orientation for SEAB members</li> <li>● Begin regular bi-weekly SEAB meetings</li> <li>● Facilitate or secure a trainer for 1st leadership training session on topics such as leadership and teamwork for SEAB members</li> </ul>
	November	<ul style="list-style-type: none"> <li>● Facilitate or secure a trainer for adult-youth partnership training for board members</li> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> <li>● Post the facilitator job opening and hire</li> </ul>
	December	<ul style="list-style-type: none"> <li>● Facilitate or secure a trainer for 2nd leadership training session on topics such as communication for SEAB members</li> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> </ul>
	January	<ul style="list-style-type: none"> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> </ul>
	February	<ul style="list-style-type: none"> <li>● Ongoing bi-weekly SEAB meetings</li> </ul>

		<ul style="list-style-type: none"> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> </ul>
	March	<ul style="list-style-type: none"> <li>● Facilitate or secure a trainer for 3rd leadership training session on topics such as creating social change for SEAB members</li> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> </ul>
	April	<ul style="list-style-type: none"> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> </ul>
	May	<ul style="list-style-type: none"> <li>● Ongoing bi-weekly SEAB meetings</li> <li>● SEAB rotating members attend Committee of the Board and Board meetings</li> <li>● Year-end celebration</li> </ul>
	June	<ul style="list-style-type: none"> <li>● Develop an annual budget for SEAB to be approved by the Board</li> <li>● Reflection on the year: identify what worked well and areas for improvement</li> <li>● Develop timeline for the following year</li> </ul>



**Saint Paul**  
PUBLIC SCHOOLS

# FY25 Budget Update

Committee of the Board Meeting

May 7, 2024

# Objective of the Presentation

To share with the Board of Education and the Community:

- Examples of school and department budget allocations
- Human Resources updates
- Budget progress and recent updates
- Financial outlook and use of fund balance
- Timeline and important dates in the FY25 budget process

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# School & Department Budget Allocations

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# Elementary School A

FY25 School Allocation	FY25 Amount
Student Enrollment (K-5 Projected)	392
Pre-Kindergarten Sections	3
Total Staffing Allocation (FTEs)	64.11
Classroom Teachers and Specialists (FTEs)	23.0 <sup>34</sup>
Support Staff (FTEs)	37.11
Administrators and Office Staff (FTEs)	4.0
Other Funds (supplies and accessories, field trips, Title I discretionary funds, additional staff, etc.)	\$307,445

**NOTE:** Staffing allocation does not reflect other school-based staff such as nutrition services or custodial personnel.

# Middle School B (6-8 School)

FY25 School Budget Allocation	FY25 Amount
Student Enrollment (6-8 Projected)	571
Total Staffing Allocation (FTEs)	69.88
Classroom Teachers (FTEs)	26.0
Support Staff (FTEs)	38.88
Administrators and Office Staff (FTEs)	5.0
Other Funds (supplies and accessories, field trips, Title I discretionary funds, additional staff, etc.)	\$366,900

**NOTE:** Staffing allocation does not reflect other school-based staff such as nutrition services or custodial personnel.

# High School C (Large Comprehensive)

FY25 School Budget Allocation	FY25 Amount
Student Enrollment (9-12 Projected)	1,571
Total Staffing Allocation (FTEs)	126.5
Classroom Teachers (FTEs)	60.0
Support Staff (FTEs)	57.5
Administrators and Office Staff (FTEs)	9.0
Other Funds (supplies and accessories, field trips, additional staff, etc.)	\$525,208

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**NOTE:** Staffing allocation does not reflect other school-based staff such as nutrition services or custodial personnel.

# Schools & Learning Department D

FY25 Department Budget Allocation	FY25 Amount
Total Budget Allocation	\$4,441,583 (-36.36%)
Staffing (FTEs)	38.35
Other Funds (supplies, stipends, subscriptions, etc.)	\$583,541

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**NOTE:** Includes all funding sources including ESSER III/ARP

# Administration & Operations Department E

FY25 Department Budget Allocation	FY25 Amount
Total Budget Allocation	\$29,449,251 (-50.21%)
Staffing (FTEs)	249
Other Costs (supplies, services, equipment, etc.)	\$6,130,000

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# Human Resources Update

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# Staff Reductions (as of May 7, 2024)

Employee Group	FTE Reduction	% Reduction
Teachers/Licensed Staff (SPFE)	212	6.16%
Educational Assistants (SPFE)	36	7.28%
School and Community Service Professionals (SPFE)	36	13.79%
Custodians (IUOE)	36	15.10% 40
Teaching Assistants (Teamsters)	28	4.35%
Clerical and Technical/Security (AFSCME)	21	7.17%
Administrative Personnel (ASAP)	20	18.87%
Professional Employees (PEA)	14	12.61%
Maintenance Trades (Multiple)	11	9.92%



# Staff Reductions Continued (as of May 7, 2024)

Employee Group	FTE Reduction	% Reduction
Supervisors and Managers (SPSO)	6	9.09%
Assistant Principals (SPPA)	5	3.68%
Nutrition Services (Teamsters)	4	1.42%
Facility & Nutrition Service Supervisors (MMSA)	4	18.18%
Bus Drivers/Transportation (Teamsters)	3	9.38%
Unrepresented Plan	2	7.69%
Classified Confidential Staff (CCEA)	1	5.0%
<b>TOTAL</b>	<b>439</b>	

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**NOTES:** FTE reductions due to budget reorganization as of May 7, 2024. Does not include casual hourly employees. Large ARP-funded programs that have been staffed largely by temporary staffing agencies (e.g. Custodial, Nutrition) are not represented. Further reductions may be absorbed via attrition or cut letters. Many staff whose positions are cut have the ability to apply for other positions in the district.

# Human Resources Update

- Round One of Teacher Interview & Select in process
  - **237 Vacancies in Round One**
- Round Two will begin May 24
- New this year: Matching sessions for EAs and Teachers
- Still finalizing timeline for bumping and layoffs
- All employees who will be laid off will be notified by 5/30
- DEED CareerForce: Free career services for impacted staff
- HR will provide interview and resume writing sessions

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# Budget Outlook & Next Steps

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# Budget Reduction Target Progress

Description of Reductions and Savings	Reduction Amount	Shortfall Running Total	Date
Estimated FY25 Budget Shortfall	-	<b>-\$150.3M</b>	Fall 2023
FY24: New revenue, unemployment insurance savings FY25: ARP one-time expenses, additional state aid, additional compensatory aid	<b>\$42.8M</b>	<b>-\$107.5M</b>	January 2024 <sup>44</sup>
Discontinuation/reduction of ARP and non-ARP funded programs and staff, supplemental pay savings, school allocation savings	<b>\$71.3M</b>	<b>-\$36.2M</b>	Feb/March 2024
Additional budget adjustments to reflect reality	<b>-\$0.84M</b>	<b>-\$37.0M</b>	May 2024

# Updates to FY25 Budget Since April 3

Budget Adjustments	Amount	Shortfall Running Total	Date
Budget Shortfall		<b>-\$19.7M</b>	April 3
Added Expenses for Athletics, Supplemental Pay	<b>-\$9.2M</b>	<b>-\$28.9M</b>	April 23 45
Added Adjustments to School Budgets, Transportation, Technology, Utilities	<b>-\$8.1M</b>	<b>-\$37.0M</b>	May 7

# Deficit & Financial Outlook

Factors that could improve FY25 financial outlook:

- Increase in fund balance for FY23
- Better than projected financial performance for FY24
- Higher than projected student enrollment for 2024-25
- Favorable legislative session in 2025
- Additional cost containment (if needed) in Oct/Nov 2024

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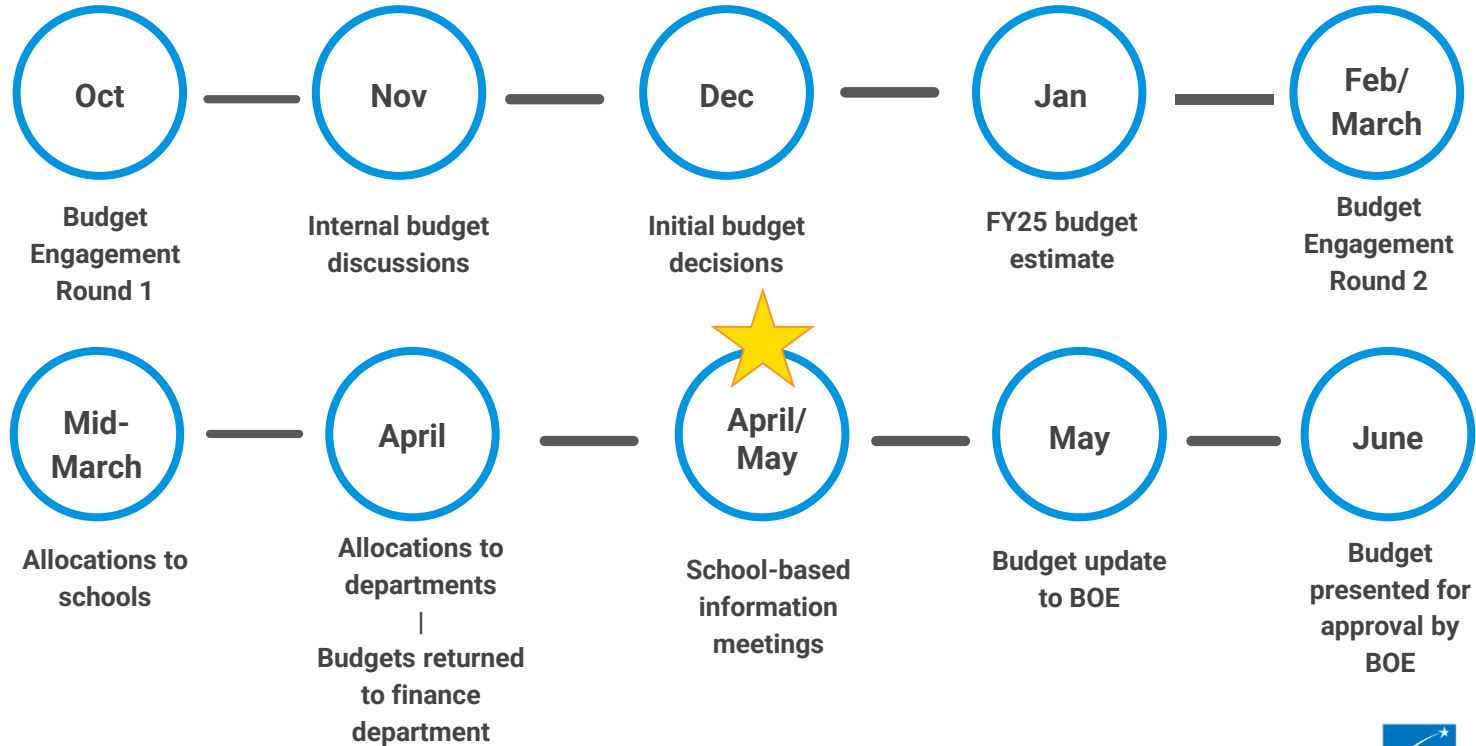
**Bottom Line:** The district plans to use some of its fund balance to prevent further reductions for FY25.

# Fund Balance for FY25 Budget

Description	Amount
Estimated FY25 Deficit Spend	\$37.0M
Estimated FY25 Ending Fund Balance	\$36.4M
Percent of Operations	5.07% (18 days of operating expense) 47

**NOTE:** Without additional revenue, additional budget reductions are likely for FY26, depending on the outcomes of the factors listed on the previous slide

# FY25 Budget Timeline



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# Important Dates

- **April 15-May 17:** School-based budget information meetings
- **April 19-May 15/May 17-June 13:** Interview & Select (two rounds)
- **May 21:** Board of Education FY25 budget update
- **June 11:** Committee of the Board FY25 update
- **June 18:** FY25 budget presented to Board of Education for approval

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# Questions?

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**Saint Paul**  
PUBLIC SCHOOLS

# **Board Policy 501.02: Student Vehicle Use: Parking on School Premises, Patrols, Inspections, and Searches**

Committee of the Board | May 7, 2024

# Policy 501.02 Student Vehicle Use

## Why are we proposing this policy?

- Current policy is too general
- Transparency. We want our students to be aware of the expectations and responsibilities they assume when driving and parking a vehicle on school district property.
- The proposed policy will strengthen uniformity across all schools; schools will have to adhere to the same general guidelines (whereas our current one-sentence policy allows for inconsistent practices across schools)

# Policy 501.02 Student Vehicle Use

View draft policy [here](#).

# Overview of Policy 501.02 Student Vehicle Use

**Purpose of policy:** To provide guidelines

**General statement:** “...A fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student’s educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare<sup>54</sup> of students and school personnel.”

**Definitions:** “Contraband,” “Reasonable Suspicion,” “Reasonable Scope,” and “School District Location” definitions are aligned with our SPPS Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student’s Person

# Overview Cont.

**Student Use:** Generally can't use their vehicles during the school day; there are exceptions. Students can't visit their vehicles during the school day.

**Student Parking:** It is a privilege, not a right. Students must adhere to the parking rules or the privilege to park may be taken away.

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**Patrols, Inspections, and Searches:** Proactive patrols of lots to prevent theft. May include visual inspection of interior. Internal searches conducted only when reasonable suspicion is present. Student is informed and present for the search.

**Directives and Guidelines:** The district is currently creating directives and guidelines as it relates to specific regulations

# Questions & Next Steps

- Questions?
- Next Steps:
  - If approved at COB, begin the first of three required readings at the May 21 BOE meeting.

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**501.02 STUDENT VEHICLE USE: PARKING ON SCHOOL PREMISES,  
PATROLS, INSPECTIONS, AND SEARCHES**

~~Students who drive vehicles to school may park their vehicles in designated student parking areas.~~

**I. PURPOSE**

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

**II. GENERAL STATEMENT OF POLICY**

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

**III. DEFINITIONS**

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.

- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes.

**IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

- A. Students may drive to and from school but generally are not permitted to use motor vehicles during the school day in any school district location.
- B. Students are not allowed to visit their vehicle between class periods unless permission has been granted to the student by the school principal or designee.
- C. Students may use motor vehicles during the school day only if:
  - 1. The student needs to attend an off-campus college course.
  - 2. The student is participating in school-related activities to which school-sponsored transportation is not provided (i.e. internships).
  - 3. There is an emergency and permission has been granted to the student by the principal or designee to use a motor vehicle.
  - 4. There is a specific situation or circumstance (i.e. medical appointment, funeral) and permission has been granted to the student by the principal or designee to use a motor vehicle.

**V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in parking lots designated for use only by staff or by the general public.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
  - 1. require the driver or other person in charge of the vehicle to move it off school district property; or
  - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

**VI. PATROLS, INSPECTIONS, AND SEARCHES**

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will

uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

**VII. DIRECTIVES AND GUIDELINES**

The superintendent is granted authority to develop reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. These directives and guidelines shall be attached as an addendum to this policy.

**VIII. VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the <sup>59</sup>school district's Student Discipline Policy, which

may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

***Legal References:*** U. S. Const., amend. IV  
Minn. Const., art. I, §10  
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.38 (Hearing)  
*New Jersey v. T.L.O.*, 469 U.S. 325 (1985)

***Cross References:*** SPPS Policy 413.01 Chemical Use and Abuse  
SPPS Policy 413.00 Drug-Free Workplace  
SPPS Policy 504.00 Drug-Free Schools  
SPPS Policy 903.00 Dangerous Weapons, Firearms  
SPPS Policy 506.06 Search of Student Lockers, Desks, Personal Possessions, and Student's Person  
SPPS Policy 506.00 Student Discipline  
SPPS Policy 506.02 Student Discipline: Expulsion & Exclusion  
SPPS Policy 506.03 Student Discipline: Suspension



**Saint Paul**  
PUBLIC SCHOOLS

# **Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds**

Committee of the Board | May 7, 2024

# Policy 509

## Why are we proposing this policy?

Required per [Minnesota Statute 121A.55\(f\)](#)

- Statute passed in 2023 legislative session
- The statute specifically states, "Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds."

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# Policy 509

[Click to view draft policy](#)

# Policy 509 Overview

**Purpose of policy:** The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**General statement:** If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy. The district will adhere to all state and federal special education requirements to ensure the rights of students with disabilities are adhered to.

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# What Will Change Once This Policy Is Adopted?

Nothing.

Historically, we have been following these procedures. We are now proposing to adopt a policy based on statute requirements<sup>65</sup> to have a policy.

This policy will not result in an increased presence of law enforcement in our schools.

# What Does it Look Like In Practice?

- Here in SPPS, it is very rare that we remove students with an Individualized Education Program (IEPs) from school grounds.
- When it does happen, 99% of times it is internal staff (not police) that is removing students with IEPs
  - Security and Emergency Management (SEM) team members drive the student(s) home; many times a social worker is accompanying SEM
  - SEM follows the parameters of the student's IEP
- In response to the behavior, the district/school work with parent(s)/guardian(s) to continually review student's IEP and update it

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# Questions from Policy Work Group

Q: Is it up to the building administrator to choose when to remove?

A: It is usually a team approach, but yes, the building administrator is the ultimate decision-maker.

Q: Is there training involved around discretion in calling law enforcement and getting to a point of removal?

A: There isn't anything in statute that says when we can/cannot call law enforcement. And, just because law enforcement is called in, doesn't necessarily mean that the student automatically gets removed.

A: We use Nonviolent Crisis Intervention (NCVI) methods.

Q: Is there data that shows how often we call law enforcement?

A: Yes, we have data. We also have data on how many students get arrested which is shared at the end of the school year by SEM

# Questions & Next Steps

- Questions?
- Next Steps:
  - If approved at COB, begin the first of three required readings at the May 21 BOE meeting.

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**509.00 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

**I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

**III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team. For the purpose of this policy, "crisis team" means School Safety Team. For the purpose of this policy, School Support Liaisons (SSLs) are part of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of

Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- D. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- E. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- F. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from a peace officer.

##### **B. Removal By Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team, building administrator, or the building administrator’s designee, may request that a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student’s IEP team must meet to determine if the student’s IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school

district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy 304.00 Records: Data Management and correlating procedures. ~~Protection and Privacy of Pupil Records:~~

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members (including SSLs) or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, school district personnel are further prohibited from engaging in the following conduct:
  - a. Corporal punishment prohibited by Minnesota Statutes, section 121A.58;
  - b.. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c. Totally or partially restricting a child's senses as punishment;
  - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
  - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes, Chapter 260E;
  - f. Physical holding (as defined in Minnesota Statutes, section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;

- g. Withholding regularly scheduled meals or water; and/or
  - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes, section 125A.0942, subdivision 5, and otherwise comply with the requirements of section 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school



personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67 (Removal by Police Officer)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)  
34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

**Cross References:** SPPS Policy 506.00 Student Discipline  
SPPS Policy 304.00 Records: Data Management  
304.00.01 | PROCEDURE Cumulative Record Process  
304.00.02 | PROCEDURE Records: Request to Amend Student Records:  
Procedures to Challenge Data  
304.00.03 | PROCEDURE Access to Public Data  
304.00.04 | PROCEDURE Access to Data for Individual Data Subjects  
304.00.05 | PROCEDURE Student Enrollment Process and Requested Data  
SPPS Policy 508.00 Pupils with Individualized Education Program (IEP)  
SPPS Rights and Responsibilities Handbook



**Saint Paul**  
PUBLIC SCHOOLS

# 2024 AIPAC Resolution Response

May 7, 2024

# The AIPAC & District Partnership

- AIPACs serve in an advisory role to the district and help to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.
- AIPACs are critical to the achievement and success of American Indian students statewide, and their presence, input, and knowledge is key to strengthening district and parent partnerships.
- Required for Federal & State GANS per ESSA Sect 6114 ©(4)

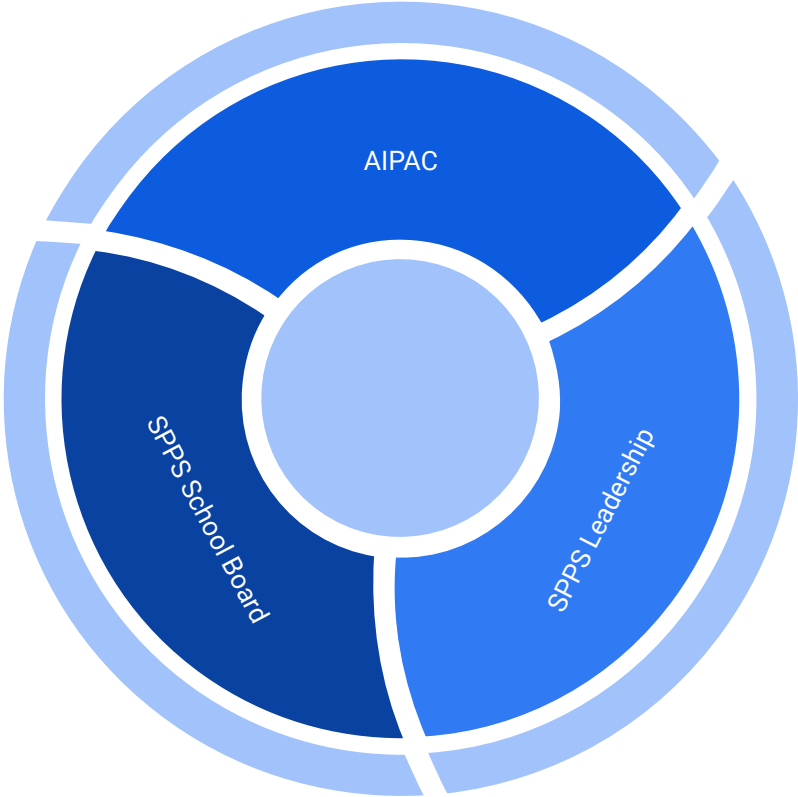
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# The AIPAC & District Partnership

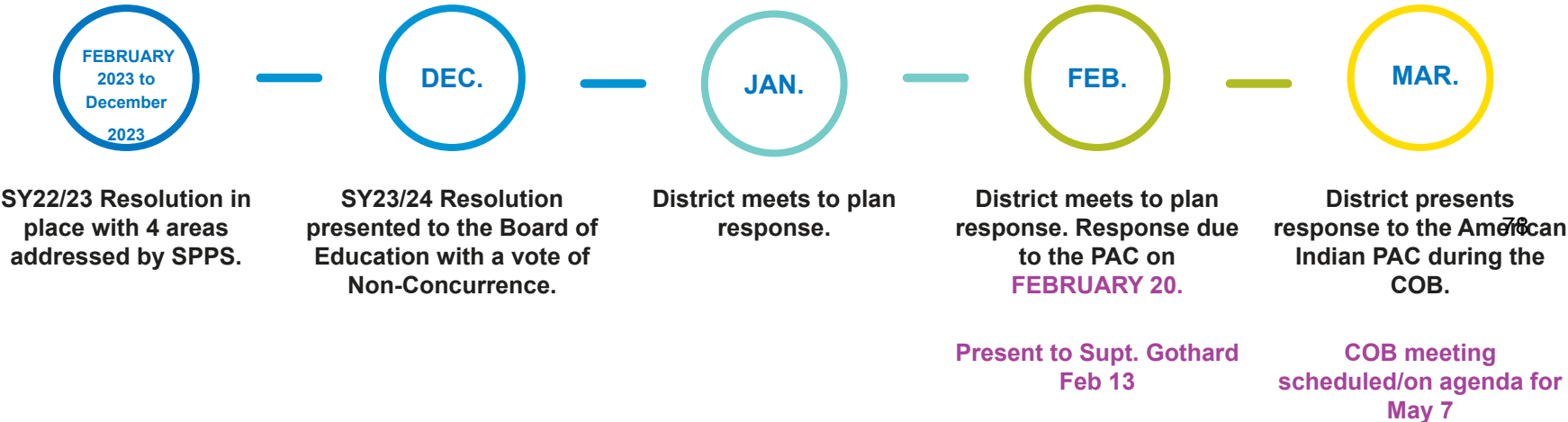
- For the AIPAC to make informed decisions, the district must afford the committee the information and data needed to make sound recommendations.
- This information includes, *but is not limited to*:
  - testing data,
  - attendance data,
  - graduation rates, and
  - student count information.

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# AIPAC Resolution Process



# Response Timeline:



# Annual Compliance

- Prior to March 1 of each year, the AIPAC must meet to discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.
  - If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence.
  - If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence.

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# Annual Compliance

- The vote is reflected formally on documentation provided by the State OAIE.
  - The vote and resolution must be presented to the school board by one or more members of the AIPAC.
  - If the vote is one of nonconcurrency, the AIPAC must also provide written recommendations for improvement to the school board at the time of the presentation.
  - The school board does not “approve” the resolution. They receive the information, and it is reflected within the board minutes.
  - In the case of nonconcurrency, the school board is given 60 days in which to respond, in writing, to the AIPAC recommendations.
  - The board response must be signed by the entire school board and be provided to the AIPAC and submitted to the Office of American Indian Education

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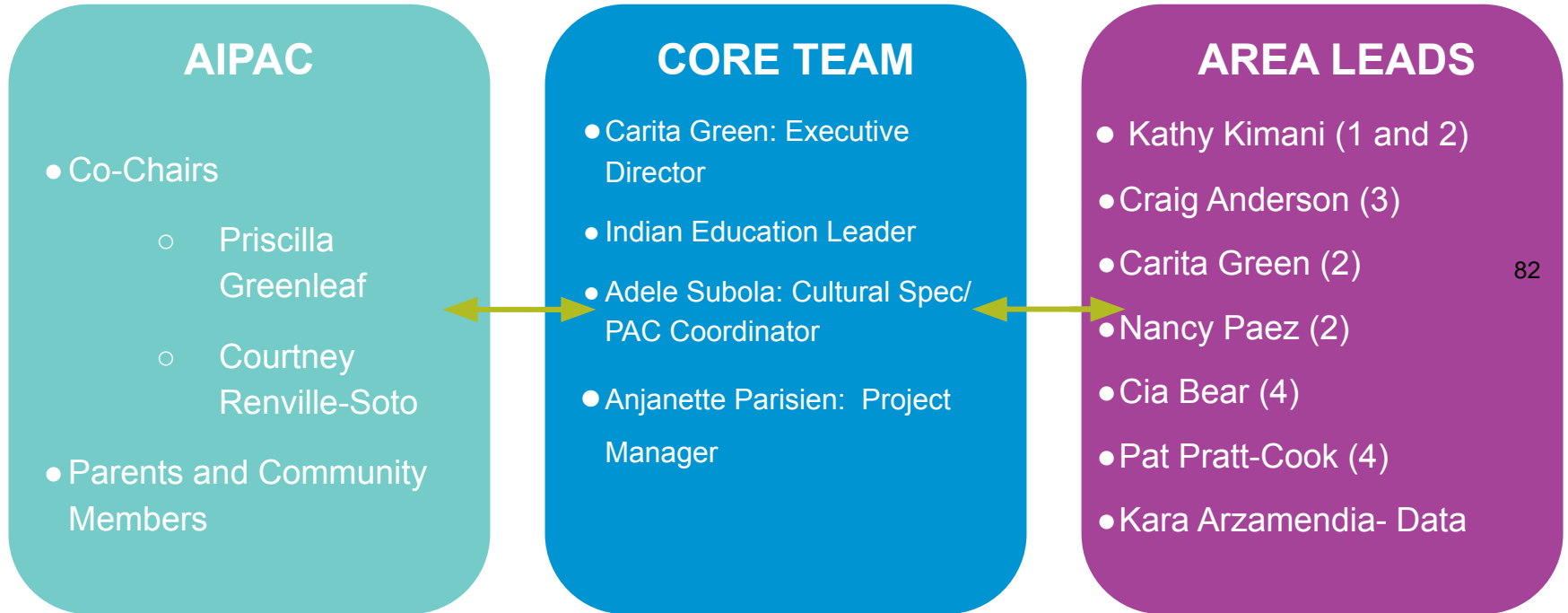


# Why measured progress?

- Identify the systemic barriers for our students
- Reduce and remove these system barriers
- Demonstrate growth in addressing system barriers for our students
- Engage in regular check-ins to evaluate effectiveness of actions implemented to reduce and remove system barriers

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# Structure



# AREA 1: ATTENDANCE

*American Indian students spend less time in class due to having the highest absentee rate of any other demographic group. It is absolutely imperative to decrease the absentee rate of American Indian students by 10% at every school site each year for 5 years.*

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**Specific AIPAC Recommendation:** During the current school year, the American Indian Attendance Specialist has already demonstrated a positive change of attendance outcome for American Indian students. Continued funding of this position will have a direct impact and decrease the high absentee rate.

# Supporting Area 1: Attendance

## School Year 23-24

- American Indian Attendance Specialist joined School Attendance Matters Team
- In the first 3 quarters of the 2022-23 school year, **40%** of AI students had consistent attendance. This grew to **48%** (a 20% change) in the first 3 quarters of the 2023-24 school year.
- Although attendance is trending in the right direction, this is still not an acceptable rate of consistent attendance.
- Identify an American Indian Attendance contact at every site. AI Student attendance sent monthly

## School Year 24-25

- Maintain the American Indian Attendance Specialist
- Increase SPPS staff understanding of the Resolution by presenting to stakeholder groups (principals, counselors, social workers, etc.) to create a sense of urgency
- Expand the Attendance Campaign started at AIMS



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# AREA 2: BEHAVIOR

*American Indian students have higher numbers of dismissals, suspensions, and office disciplinary referrals than other demographic groups. It is absolutely imperative to decrease disciplinary referrals by 10% at every school site each year for 5 years.*

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**Specific AIPAC Recommendation:** Early indications do show a decrease of disciplinary referrals for American Indian students. This committee request the district to continue this effort.

## Suspension Data

AI 22-23 school year	AI 23-24 through May 1	District 22-23
6%	4.4%	5%

# SY 24/25 Adjustments for Area 2: Behavior

- Focus on the schools with the highest disparities compared to the district average. These schools are called priority schools.
  - Review data for all AI students
  - Prioritize the support
  - District School Support team and Interventionist (when available)<sup>86</sup> will go to the priority schools to provide support.
  - This process will occur every six weeks and updates will be provided at the six-week AIPAC check-in.
- AIMS data - acknowledge and model

# AREA 3: INSTRUCTION

*American Indian students have not made typical or aggressive growth as measured from fall 2022 to winter 2023 FAST reading and math assessments at the same rate of other demographic groups. This screener measures student learning and growth in SPPS classrooms from fall to winter. It is absolutely imperative that American Indian students make measurable growth in reading and math by 10% at every school site each year for 5 years.*

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**Specific AIPAC Recommendation:** During the last year, the American Indian Curriculum TOSA created a repository and developed a number of Indigenous lessons that meet MN state standards. Continued funding of this position will continue to directly support Instruction support that moves the dial in reading and math.

# SPPS Practices for Area 3: Instruction

- Professional Development Course
  - meets the PD requirement that is new in state statutes for teacher relicensure. 715 staff have registered.
- Indigenous Lesson Repository
  - Purchased and distributed indigenous texts to all elementary schools in SPPS
  - K-5 literacy lessons created and included in the scope and sequences during Literacy and Social Studies 88
  - Grades 6-12 curriculum writing to focus on literacy and literature classes
  - For grades 6-12 purchase reading materials by American Indian authors grounded in the indigenous experience.
- Data collected on
  - achievement (MCA, FAST, HMH Into Math, behavior, and attendance)
- Grades 3-5 Small Groups in Literacy
  - Students in grades 3-5 who qualify and need foundational skills will receive differentiated small group instruction (SIPPS)



## AREA 4: STAFFING

*American Indian students need to have American Indian staff present in all levels of staffing within SPPS. It is critical to increase the number of American Indian professionals by 25%.*

**Specific AIPAC Recommendation:** Early indications do show an increase of American Indian staff within SPPS, however, this committee would like to see an increased effort to hire more American Indian professionals. Specifically requesting an additional Assistant Principal at American Indian Magnet School. This addition will create a more equitable service for the students and their families that are attending AIMS.

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# SY 24/25 Adjustments for Area 4: Staffing

- Develop more meaningful conversations.
- Connecting with the community.
- Attending SPPS Powwows to develop important ties that help build trusting relationships.
- Talent Acquisition will be working in partnership with the AIPAC to collaborate on ways to attract, recruit, and retain more American Indian employees and create recruiting pathways for underserved sub-communities.
- Ongoing meetings with Offices of American Indian Education and Engagement.

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# District Implementation of 2024 Response

- **Ongoing and Active Process**
- **Regular check-ins** will continue to occur in each of the four response Areas
  - Process will be updated to reflect established best practices
  - Identification of the need to go deeper in Area 3: Instruction to connect school site processes to AI student achievement
- **Regular reporting** will continue to AIPAC regarding actions named in the Resolution Response

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# Questions

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 Saint Paul, MN 55102-3299

**Superintendent**  
 Dr. Joe Gothard

Phone: (651) 767-8139 • www.spps.org

Date: February 12, 2024  
 To: American Indian Parent Advisory Council Members  
 From: Joe Gothard, Superintendent *Joe Gothard*  
 Subject: Saint Paul Public Schools Administrative Response

Thank you for providing the 2024-25 American Indian Parent Advisory Committee (AIPAC) Title VI Resolution on December 19, 2023. Below is the response to the areas presented. I look forward to sharing them in greater detail with each of you in person on Wednesday, March 6, 2023.

Saint Paul Public Schools (SPPS) recognizes that American Indian students have unique, individualized educational needs, interests, and strengths. The district acknowledges that American Indian students are performing at a rate that is the lowest among all student groups. SPPS also acknowledges that there are several systemic barriers to academic achievement related to attendance, behavior, instruction, and staffing. This letter represents the work the district is committed to doing in partnership with our American Indian families across the district.

To fully support the Administrative Response below, the district will honor the following commitments:

1. Provide project management and accountability to support our collaborative work:
  - o A project manager will monitor the progress of the four areas identified in the Resolution by conducting check-in meetings every six weeks with area leads and reporting to AIPAC members during monthly meetings. Area leads will also be invited to attend AIPAC meetings to build community, collaborate, work through barriers, and monitor the shared plans to interrupt identified barriers for American Indian students.
2. Share regular and accurate data reports:
  - o To reduce inconsistencies, the district's Research, Evaluation, and Assessment (REA) Department created the following data schedule:

Data Source	Data Provided	Student Groups	Internal Deadline	Date Publicly Available
MCA	Math proficiency and achievement levels	Grades 3-8, 11	August	August
MCA	Reading proficiency and achievement levels	Grades 3-8, 10	August	August
MCA	Science proficiency and achievement levels	Grades 3, 5, 8, and 9-12	August	August
Graduation	Graduation, dropout, continuation, and unknown rates	Grade 12 (4, 5, 6 and 7-year cohort)	March	March



Attendance	Days absent, percentage absent	K-12	Quarterly	September
Discipline	ODR, suspension, and dismissal rates	PreK-12	Quarterly	September
FastBridge	Reading risk levels (fall, winter, spring) and growth category (fall to winter, fall to spring)	K-12	October, February, June	Not available
HMH Into Math	Math scaled score categories (fall, winter, spring) and growth (fall to winter, fall to spring)	K-12	October, February, June	Not available

In addition to the commitments above, the district will implement the following responses to the four areas outlined in the 2024-25 American Indian Parent Advisory Committee Resolution.

**Area 1: Attendance**

**Goal:** American Indian students spend less time in class due to having the highest absentee rate of any other demographic group. SPPS must decrease the absentee rate of American Indian students by 10% at every school site each year for five years.

**Specific AIPAC Recommendation:** During the 2023-24 school year, the American Indian Attendance Specialist has already made strides to improve attendance outcomes for American Indian students. Continued funding for this position is needed to make impactful changes in decreasing the high absentee rate.

SPPS hired an American Indian Attendance Specialist who joined the School Attendance Matters (SAM) team at the beginning of the 2023-24 school year. The Attendance Specialist provides supplementary services to school attendance teams working to increase consistent attendance for American Indian students. Some examples of the work performed so far include:

- Promote consistent attendance via a schoolwide attendance campaign at American Indian Magnet School that included families and students taking an “Attendance Pledge”
- Expand the Attendance Pledge districtwide
- Organize and share culturally specific community resources
- Participate in attendance team meetings at most schools
- Develop a survey for American Indian families and students to identify specific barriers to attendance

Beginning in the 2023-24 school year, SPPS requires schools to identify a school contact for American Indian (AI) attendance. The AI Attendance Specialist sends that staff member the list of American Indian students enrolled at the school and the updated attendance for those students. This report is sent monthly and provides additional reminders to staff to ensure they are reviewing and intervening if students are at risk of chronic absenteeism.

SPPS continues to convene a District American Indian Attendance Committee. This group reviews districtwide data and works to align efforts between SAM, American Indian Education, Social Work, and



Counseling. SPPS would like to add a representative from Family Engagement & Community Partnerships to these monthly meetings.

In the first quarter of the 2022-23 school year, 50% of AI students had consistent attendance. This grew to 54% in the first quarter of the 2023-24 school year. Although attendance is trending in the right direction, this is still not an acceptable rate of consistent attendance.

**2024-25 School Year Strategies**

- Develop plans to offer a “second chance” bus to American Indian Magnet School
  - Identify and hire van drivers
  - Provide district training to van drivers
  - Communicate the process for requesting transportation to school staff and families
- Continue successful strategies
  - Continue funding the American Indian Attendance Specialist position
  - Maintain regular District American Indian Attendance Committee meetings
  - Provide monthly American Indian attendance reports to every SPPS school
  - Report to AIPAC quarterly on successes and challenges
  - Expand the American Indian attendance campaign districtwide
- Increase SPPS staff understanding of the Resolution by presenting to stakeholder groups (principals, counselors, social workers, etc.) to create urgency around attendance

**Area 2: Behavior**

*Goal: American Indian students have higher numbers of dismissals, suspensions, and office disciplinary referrals than other demographic groups. SPPS must decrease disciplinary referrals by 10% at every school site each year for five years.*

*Specific AIPAC Recommendation: Early indications do show a decrease in disciplinary referrals for American Indian students. This committee requests the district to continue this effort, and we await year-end behavioral data.*

The behavior process outlined in the resolution for the 22-23 school year is the same process that we use across all schools for 23-24 and going forward. To date, we have found that our state-identified American Indian students are 3% of our school district population and they account for 5% of our school districts’ suspensions and 5% of our Office Discipline Referrals (ODR). This is a slight decrease from the 22-23 school year to date where our American Indian students accounted for 6% of suspensions and 7% of Office Discipline Referrals.

Several schools have zero suspensions and others have lower ODRs, therefore, we will keep the current process in place. Our focus will be on the schools that have the highest disparities compared to the district average. We will call these priority schools and engage in the following process.

- Review data provided by REA on the number of AI students who have ODRs and Suspensions. This will occur every quarter for all schools.
- Prioritize the support based on the number of suspensions and ODRs in the school buildings.
- A member of the District School Support team and Interventionist (when available) will go to the priority schools to provide research-based coaching, interventions, and support for students,



- guardians/parents, and staff.
- This process will occur every six weeks and updates will be provided at the six-week AIPAC check-in.

Special note - AIMS has demonstrated success in this area. We will share their process and how the implementation of the district process with fidelity has proven to reduce suspensions and ODRs for our American Indian Students.

### **Area 3: Instruction**

***Goal:** American Indian students have not made typical or aggressive growth as measured from fall 2022 to winter 2023 FAST reading and math assessments at the same rate as other demographic groups. This screener measures student learning and growth in SPPS classrooms from fall to winter. American Indian students must make measurable growth in reading and math by 10% at every school site each year for 5 years.*

***Specific AIPAC Recommendation:** During the last year, the American Indian Curriculum TOSA created a repository and developed several Indigenous lessons that meet MN state standards. Continued funding for this position will continue to directly support Instruction support that moves the dial in reading and math.*

Over the last two years, the Indigenous Curriculum Teacher on Special Assignment (TOSA) created an Indigenous lesson repository that meets Minnesota state standards across content areas. To date, the Indigenous Curriculum TOSA has created K-5 literacy lessons and purchased and distributed texts to support these to all elementary schools in SPPS. Curriculum writing is proceeding at the 6-12 grade levels, with a focus on literacy and literature classes, including the purchase of reading materials by American Indian authors grounded in the indigenous experience.

The indigenous Curriculum TOSA has also created a course for staff. The description of the course states: *This course contains five modules on a variety of Indigenous topics relevant to understanding the history and current issues that continue to impact SPPS students and staff today. These learning modules are available for all SPPS staff members to work through asynchronously with discussion prompts for reflection after each module. Much of the history that has impacted Indigenous people over the past 500+ years is traumatic. It is also resilient as "We are Still Here."* It should be noted that this course satisfies the PD requirement that is new in state statutes for teacher relicensure.

There is a district-wide reading and math curriculum across all elementary schools. Schools can identify their American Indian students and be aware of their time in class (attendance/behavior) and their achievement scores. They also must make sure American Indian students are receiving interventions if the data shows a need. Our shared data system, BOLT, holds all of this information and is available to all schools' achievement, behavior, and attendance data.

During job-embedded professional learning, Schools will examine fall, winter, and spring assessment data. Allowing them to identify students in need of academic interventions and school supports when the data shows a discrepancy from peers. All schools have WINN teachers and support staff to support





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students with extra “just right” groups in reading. Math teachers can assign interventions using technology supports and small group instruction time during the math block.

Partners in this work include building principals, school counselors, teachers, WINN teachers, and intervention specialists. Working together, the team is committed to meeting all students' needs, specifically American Indian Students.

We know that the materials and curriculum are in the hands of teachers. The TOSA position directly supports culturally responsive instruction for all students across St. Paul Public Schools. The Senior Executive Leadership Team is still developing budgets and funding has been requested for this position, but cannot guarantee the FTE until later in the spring.

#### **Area 4: Staffing**

***Goal:** American Indian students need to have American Indian staff present at all levels of staffing in SPPS. It is critical to increase the number of American Indian professionals by 25%.*

***Specific AIPAC Recommendation:** Early indications do show an increase in American Indian staff within SPPS, however, this committee would like to see an increased effort to hire more American Indian professionals. Specifically, we are requesting an additional Assistant Principal at American Indian Magnet School. This addition will create a more equitable service for the students and their families who are attending AIMS.*

As a continuation of efforts to build a partnership with Bemidji State University, our goal is to connect and create strong relationships with the university to recruit more educators who identify as American Indian. Our recruiting efforts will provide the district with a 1:1 opportunity to engage, recruit, and learn. We have specifically targeted universities that offer education programs. SPPS district recruiters will be attending the Bemidji State University career fair on February 20th-22nd and meet with the Executive Director of the American Indian Resource Center to further build those connections.

In continuation of efforts to create a partnership with Augsburg University, district recruiters have established a connection with Sergio Madrid. He is a professor in Special Education. Recruiters attended a job fair on, Oct 18th, 3-5 pm on campus, had a tabling event on Wed, Nov 1st, 10am-to 12:30 pm, and a meeting with Dr. Sergio Madrid-Aranda (Assistant Professor of Special Education) who is also connected with assisting BIPOC students in their Education program.

To continue to make a genuine impact in the hiring of American Indian employees, we will develop these university partnerships and attract professionals to SPPS. While there has been an overall decline in students entering education programs, there is the opportunity to travel and recruit at universities with ties to American Indian students who are interested in becoming educators (see Recruitment Strategies to Recruit American Indian Applicants). These partnerships will be key to our recruitment efforts.

To create more lasting relationships within the community, we have started to develop more meaningful conversations. Those efforts have been started by connecting to the community. On Monday, Nov. 20th



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recruiters attended the ICWA Meet & Greet at Metro State where we had the opportunity to join the Metropolitan Urban Directors (MUID) Family Preservation Subcommittee for their annual ICWA meet and greet. Agenda items included best practices for working with Native Families and Urban Native agencies. We will also be attending the upcoming 25th Annual Cherish the Children Traditional Powwow. Connecting more to the community will help us to recruit more American Indian employees to SPPS but will also develop important ties to building trusting relationships.

Talent Acquisition will be working in partnership with the AIPAC to collaborate on ways to attract, recruit, and retain more American Indian employees and create recruiting pathways for underserved sub-communities (e.g., battered American Indian women, homeless, unemployed, etc.). Ongoing meetings with John Bobolink and Adele Subola on what community involvement would be helpful is an ongoing part of this plan.

With more focused effort, it is still too early to see if these efforts are working at this time but there are positive signs that we are headed in the right direction. We will continue to monitor the results of these efforts. Below is a table showing the number of American Indian employees hired into SPPS from 2016 to current. This current school year is the highest number to date since the district started tracking the data.

School Year	American Indian SPPS Employees Hired
July 1, 2016 - June 30, 2017	17
July 1, 2017 - June 30, 2018	13
July 1, 2018 - June 30, 2019	20
July 1, 2019 - June 30, 2020	16
July 1, 2020 - June 30, 2021	14
July 1, 2021 - June 30, 2022	20
July 1, 2022 - June 30, 2023	20
July 1, 2023 - February 1, 2024 (Year to Date)	29

Currently, the district tracks new hires by ethnicity which is information provided by the new hire. This information can be pulled at any point in time when requested. We will work closely with the AIPAC to provide transparent communication in our efforts to hire more American Indian employees for SPPS.

**Response to the requesting an additional Assistant Principal for AIMS:**

- PreK-8 Schools receive a maximum of two Assistant Principals if they meet the appropriate criteria for the priority area of enrollment. All PreK-8 schools receive 1 Assistant Principal regardless of size, given the programming and grade levels offered.



**Saint Paul**  
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- The criteria for 2024/25 require enrollment to be at least 650 students to qualify for a 2nd Assistant Principal. Projected enrollment for AIMS for SY24/25 is 504. As a result, AIMS does not qualify for a 2nd Assistant Principal based on the current enrollment.

Overall, the anecdotal evidence and actual data indicate that we are trending in the right direction, yet we know we need to continue to work toward improvement. We are grateful for the opportunity to serve our American Indian students and community. We look forward to continued partnership with our AIPAC members to glean wisdom together that will result in our American Indian students experiencing a greater sense of visibility, belonging, and improved student outcomes.

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