

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Conference Room 5A
360 Colborne Street
Saint Paul, Minnesota 55102

September 10, 2024
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

A. Superintendent's Announcements

B. Naming of Harding Baseball Field and Atrium

1. Introduction

2. Presentation - Harding Dedications

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3. Discussion

4. Action (TBD)

C. Audit Report

1. Introduction

2. Presentation - Executive Audit Summary Presentation for Saint Paul Public Schools (Draft Version)

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3. Discussion

4. Action (TBD)

D. Budget Policy

1. Introduction

2. Presentation - Budget Policy

28

a. Draft Budget Policy - September COB Version (1)

40

3. Discussion

4. Action (TBD)

E. Ethnic Studies

1. Introduction

2. Presentation - Ethnic Studies Update

44

3. Discussion

4. Action (TBD)

3. ADJOURNMENT

4. Work Session: BIGG

#BoldSubject#



Harding Senior High Dedications

Committee of the Board of Education Meeting

Lilian Hart-Usher, Harding Teacher

Matthew Grill, Harding Teacher & Baseball Coach

Jackie Turner, Executive Chief Administration and Operations

September 10, 2024

Purpose

- To acknowledge **Michael Houston** for his time and talent to teaching students the fundamentals of mathematics, coaching, and working tirelessly to create an engaging learning environment.
- To acknowledge **Tim Kiemel** for his dedicated service to Harding⁴ Baseball and his overall life commitment to the sport and the general community.

Public Participation

- Working Committee
 - Anthony Chlebecek, Harding Principal; Matthew Grill, Harding Teacher and Baseball Coach; Lillian Hart-Usher, Harding Teacher; Susanne Maldonado, Harding Teacher, Jackie Turner, Committee Facilitator
- Community Support

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Committee Work & Support

- Committee
 - Grassroots
 - Inclusive
 - Met regularly beginning in June 2024
- Expressions of Support
 - Lillian Hart-Usher, Teacher
 - Matthew Grill, Teacher & Baseball Coach

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Board Action, September 17, 2024

RECOMMENDATION:

That the Board of Education approves the request to name the Harding Senior High School Atrium in honor of Michael Houston



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Board Action, September 17, 2024

RECOMMENDATION:

That the Board of Education approves the request to name the Harding Senior High School Baseball Field in honor of Tim Kiemel.



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We'll get you there.

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Executive Audit Summary Presentation for Saint Paul Public Schools (Draft Version)

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Presented by: CLA

Christopher Knopik, CPA, Principal

Troy Gabler, CPA, Manager

Audit Results Year Ended 6/30/2023

- Audit Opinion – The financial statements are fairly stated. We issued what is known as a “clean” or “unmodified” audit report
- Yellow Book Compliance - No compliance issues were noted in our review of laws, regulations, contracts, and grants that ¹⁰ could have significant financial implications to the District

Audit Results Year Ended 6/30/2023 (Continued)

- Internal Controls
 - Material Weaknesses
 - None Noted
 - Significant Deficiencies
 - Direct Accounts Receivable Journal Entries do not have properly documented review and approval. (Note: District started documenting better halfway through ¹¹ FY23.)
 - Note it is possible something comes up as we finish reviewing the audit

Audit Results Year Ended 6/30/2023 (Continued)

- Single Audit:
 - Special Education:
 - Material Weaknesses
 - Allowable Costs over Payroll. 26 of 40 payroll disbursements did not have proper time and effort documentation.
 - Significant Deficiencies
 - No documentation for 1 out of 40 cash disbursements.
 - Education Stabilization Fund:
 - Material Weaknesses
 - Payroll Disbursement Deviations. 8 of 40 payroll disbursements did not have proper time and effort documentation.
 - Significant Deficiencies
 - None noted however still testing some areas for compliance.

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Audit Results Year Ended 6/30/2023 (Continued)

- Single Audit (Continued)

- State and Local Fiscal Recovery Funds:

- Material Weakness

- Payroll Disbursement Deviations. 3 of 40 payroll disbursements did not have proper time and effort documentation.

- Significant Deficiencies

- None noted however still testing some areas for compliance.

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- Title I:

- Material Weakness

- None noted.

- Significant Deficiencies

- None noted.



Audit Results Year Ended 6/30/2023 (Continued)

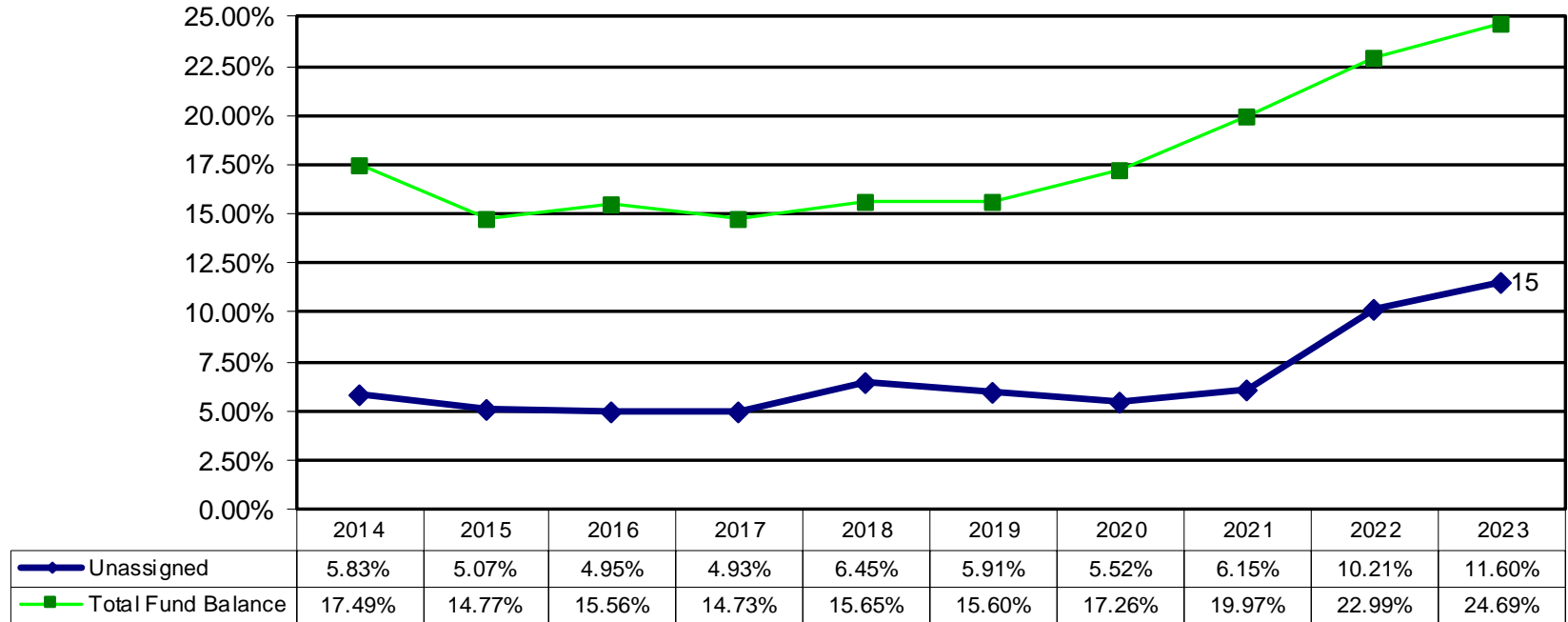
- Legal Compliance

- 2 of 22 disbursements selected for testing were not paid within the required standard payment period (35 days). Then some items we noted within accounts payable had a similar issue.
- Out of State Travel Policy was adopted but not until FY24
- The UFARS turnaround report.
- Still have a couple items being reviewed

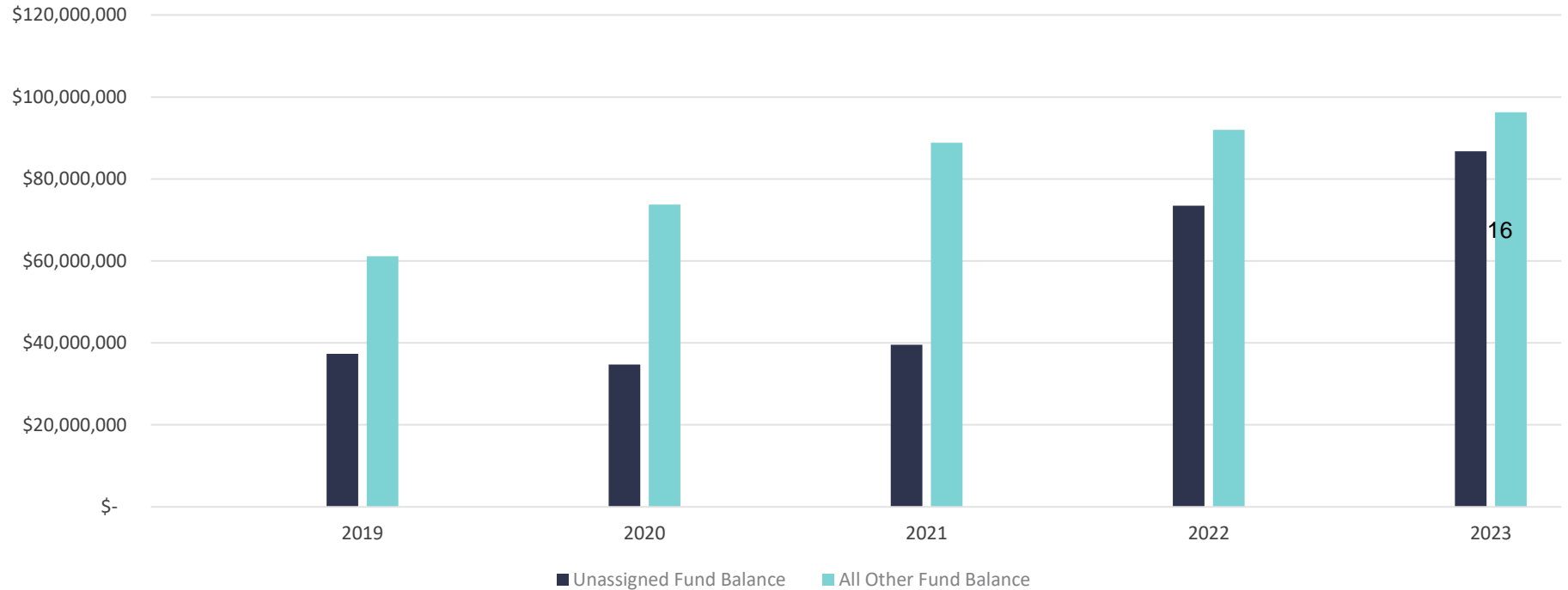
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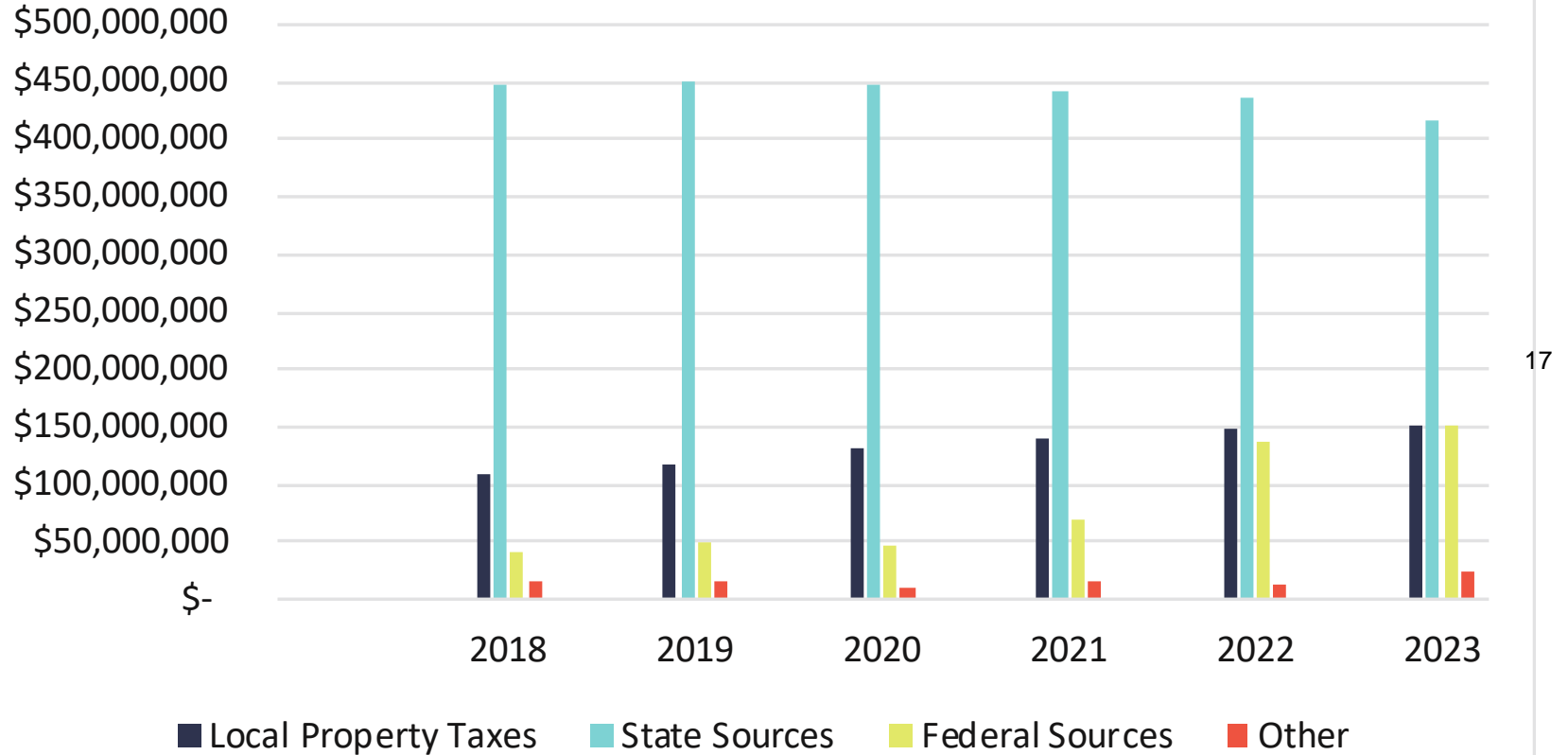
Fund Balance as a Percent of Expenditures in the General Fund



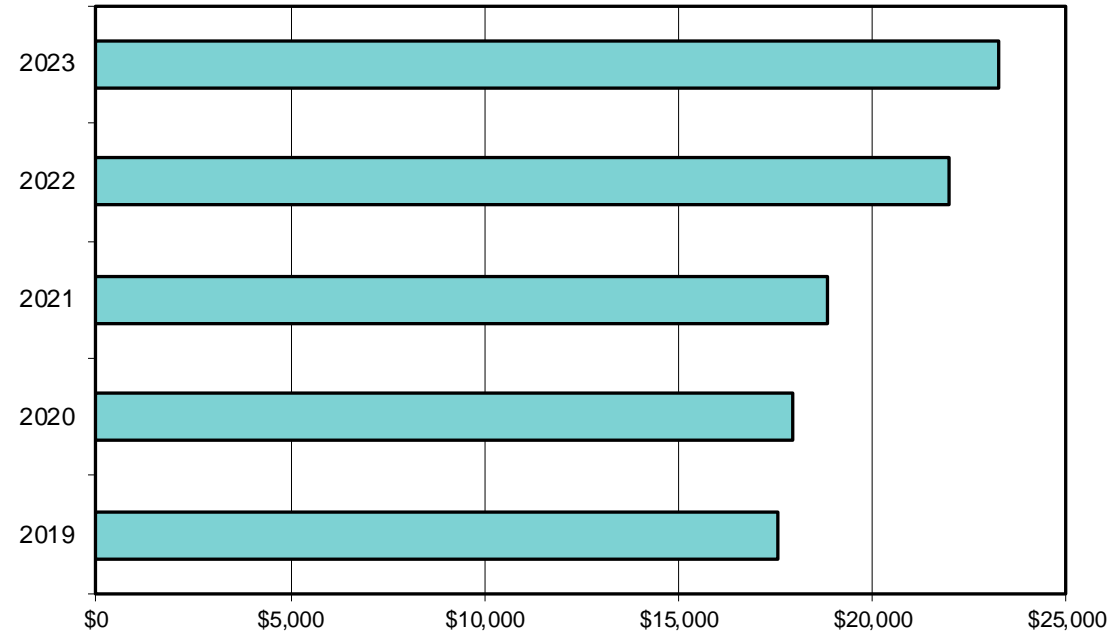
Saint Paul Public Schools General Fund - Fund Balance Activity



General Fund Revenues



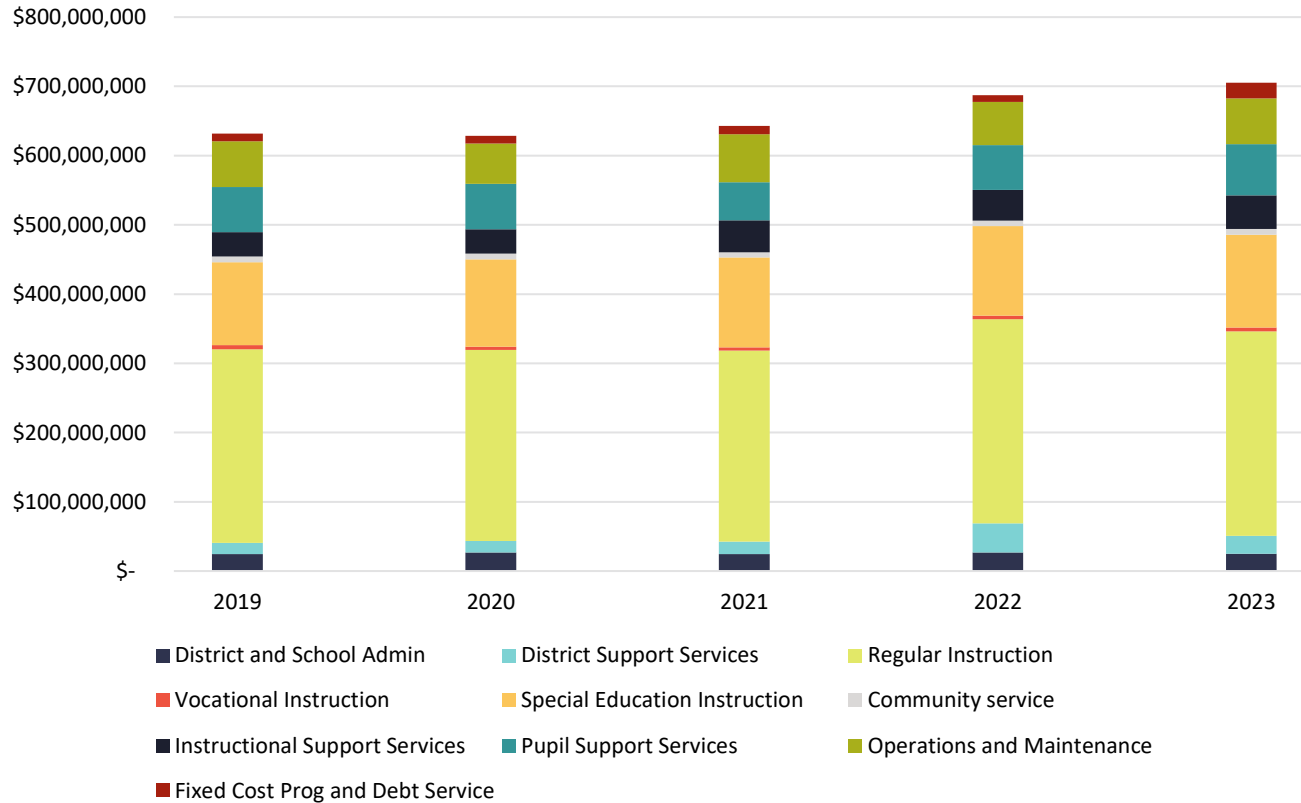
General Fund Expenditures Per Student ADM



	2019	2020	2021	2022	2023
General Fund - All Expenditures	\$17,576	\$17,948	\$18,853	\$21,964	\$23,253



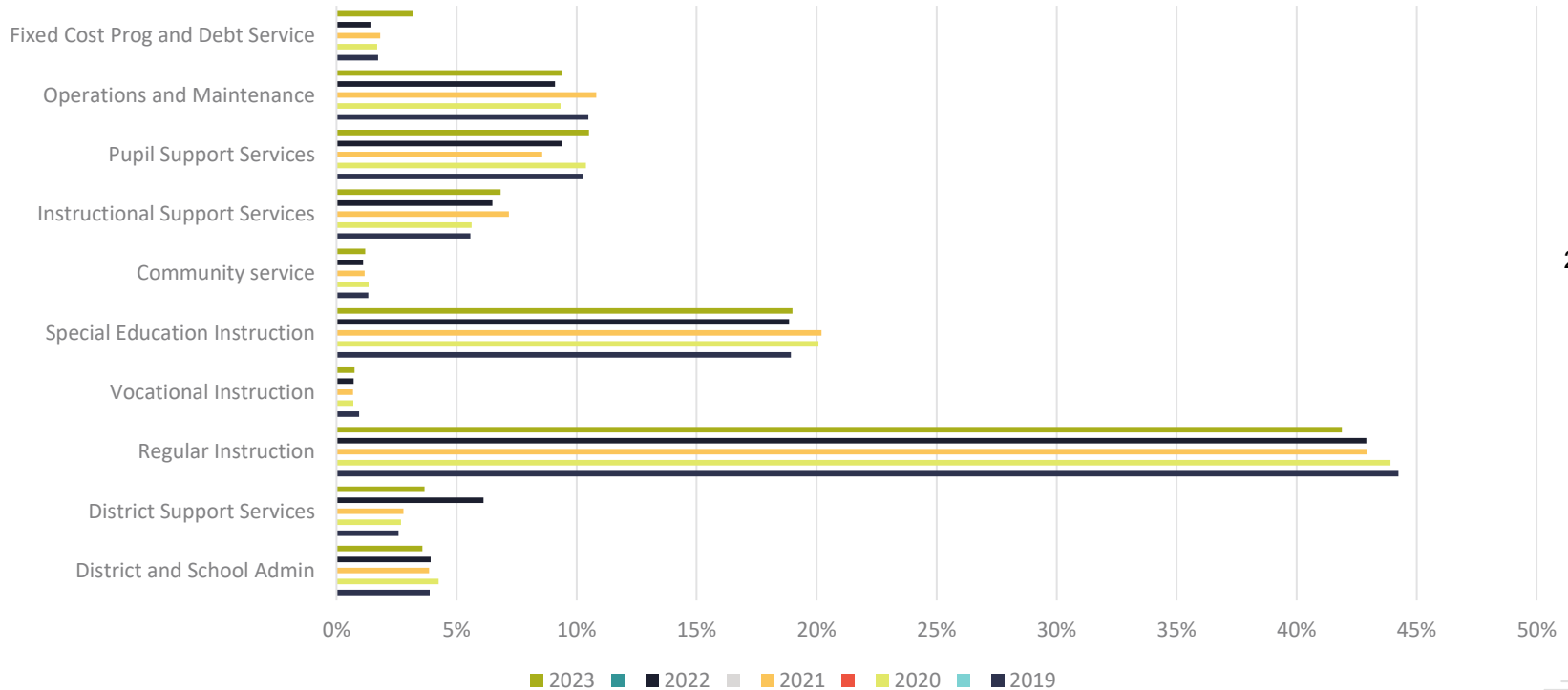
Saint Paul Public Schools General Fund Expenditures by Function



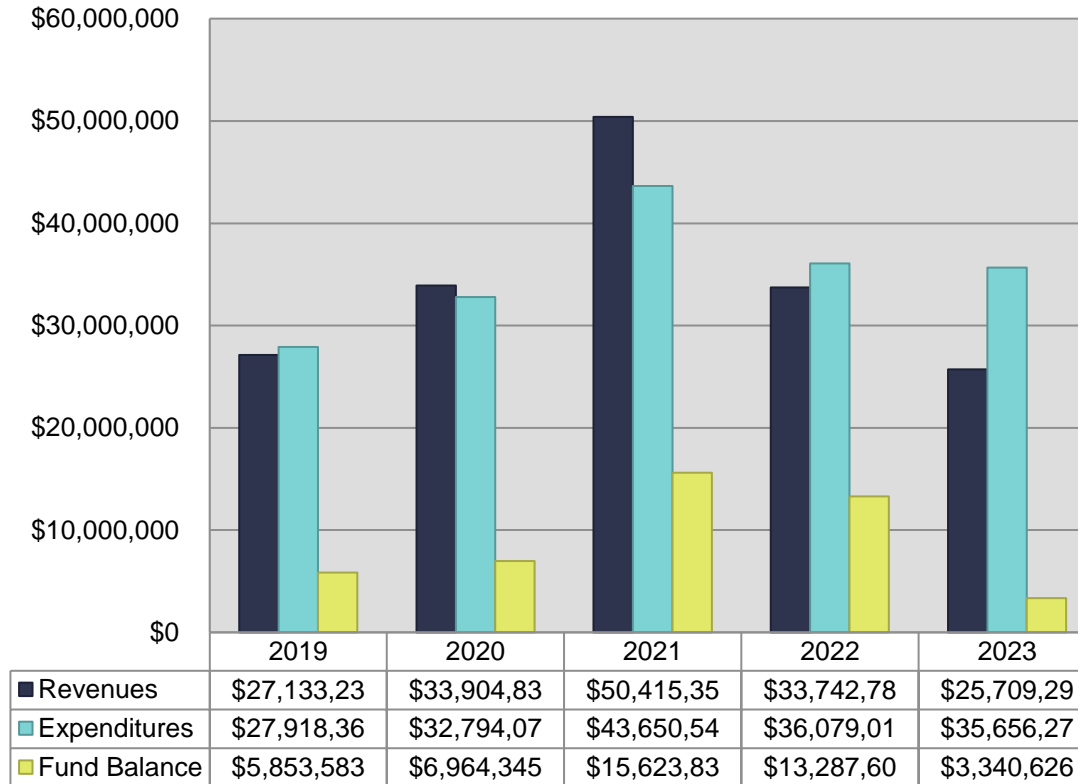
19



Saint Paul Public Schools General Fund % of Expenditures



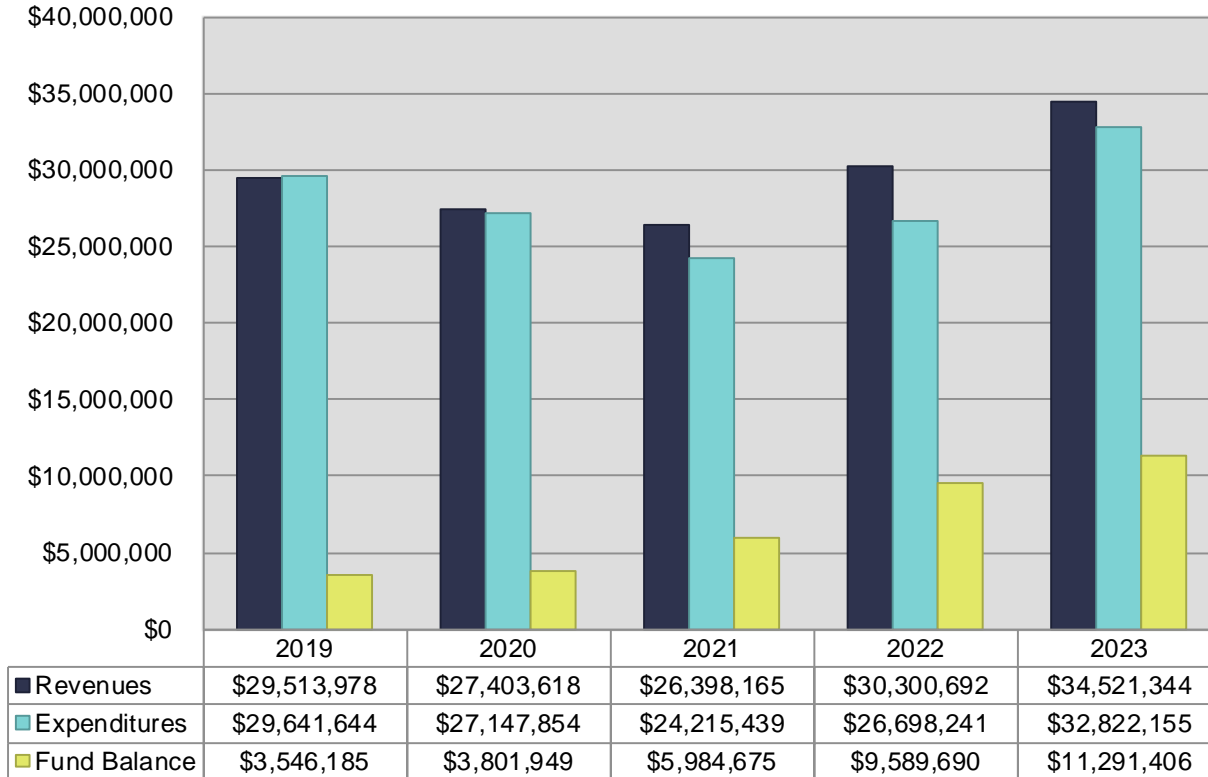
Revenue, Expenditures, and Fund Balance - Food Service Fund



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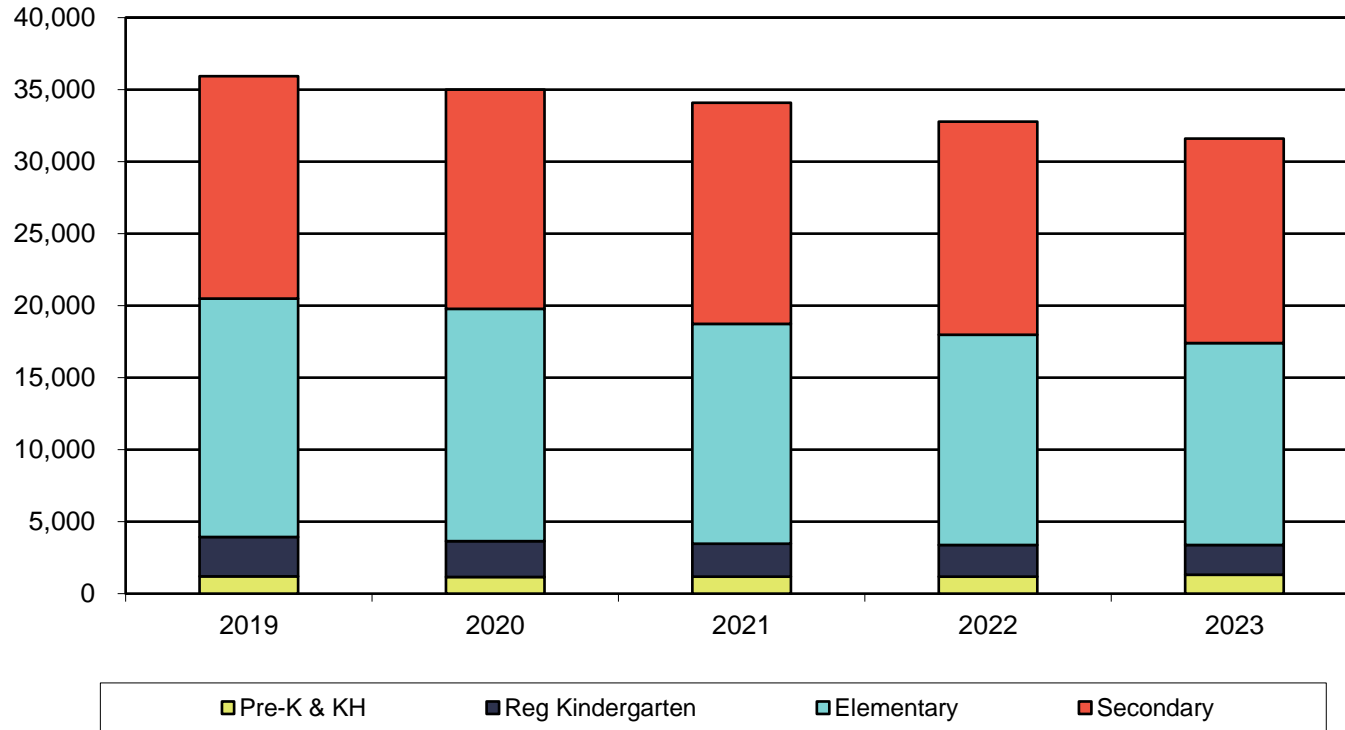
Revenue, Expenditures, and Fund Balance - Community Service Fund



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Saint Paul Public Schools Student Enrollment for Aid (in ADMs)



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New GASB Implementation

- GASB 96 was implemented in FY23 and is significant for the District.
 - Added \$13,077,932 in Subscription Assets to the Balance Sheet at year-end for the Government-wide financial Statements. Offset by Accumulated amortization of \$1,093,632.
 - Added a Long-term Liability of \$12,027,636 to the year end Balance Sheet for the Government-wide financial statements.
 - The payments for that long-term liability also end up being added to principal expenditures on the fund level and come out of whatever program the expenditures were previously expensed within.

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Upcoming GASB Changes

- Fiscal Year 2024:
 - Implementation guidance for grouped assets.
 - GASB 100 – Accounting Changes and Error Corrections
 - Should not be significant change for the District
- Fiscal Year 2025:
 - GASB 101 – Compensated Absences
 - Likely will increase the government-wide liability for compensated Absences.
 - GASB 102 – Certain Risk Disclosures
 - Should not be significant change for the District

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Questions and Feedback

- We welcome any questions pertaining to the audit, Governance Communication Letter, Internal Control Communication or other matters related to the engagement.
- We appreciate the opportunity to serve as the auditors for Saint Paul Public Schools and welcome any feedback relative²⁶ to our performance.

Christopher Knopik, CPA
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Budget Policy

Purpose

Saint Paul Public Schools recognizes the importance of community input as spending decisions are made. The purpose of this policy is to set expectations regarding the roles of the community and the Board of Education in the budgeting process and to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets. The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. The annual budget will effectively express and implement the school district's goals and priorities.

This text is a mix of the MSBA model policy and some original language. It explains what a budget policy is for, and highlights our belief that community feedback should matter in the budgeting process.

Requirement

- A. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes section 123B.76.
- B. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year.
- C. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Minnesota Commissioner of Education within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section 123B.10.
- D. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- E. The school district must also post the materials specified in section C above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

This text is from the MSBA model policy. It puts legal requirements into policy language. It does not change our current practices.

Board Budget

The Board Budget is a section of the district's budget that funds the operations of the Board of Education. Prior to April 15th each year, the Board of Education will evaluate the current year's Board Budget and draft a Board Budget for the following fiscal year. This task may be delegated to a committee of the Board. This Board Budget will be provided to district leadership for consideration in their first drafts of budget options.

This section explains that the Board is responsible for developing our own budget for consideration in the larger budget package. In the past, we have been told what our Board Budget would be for the following year. That decision was made without our input. Going forward, we will evaluate our needs and develop a proposal for our own financial operations each year. This language allows this task to be delegated to one of our committees. In the past this would have been the Board Budget committee. Under our current structure, this would likely be the Governance Committee.

Working Session

By the end of the third full week of February at the latest, the board should hold a public Working Session to review:

- A. The establishment of a set of parameters for draft budgets for the upcoming school year;
- B. A forecast of projected revenues and expenditures;
- C. Spending data across schools;
- D. Legislative impacts;
- E. Parameters for Collective Bargaining Agreement settlements,
- F. Inflationary pressures; and
- G. Feedback from principals, parents, employees, students, and other relevant community input on budget priorities.

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This provides us with an opportunity to do our budgeting work in a transparent way. This working session will look much like the budget work session we had earlier this year. We will review the available data and give administration specific direction about the budget options we would like them to prepare for our consideration.

Post-Working Session / Informational Meetings

The draft budget options for the upcoming school year should include and/or be informed by:

- A. Relevant efforts to improve student performance gaps;
- B. Plan to maintain district financial health;
- C. Outcomes data across schools;
- D. Commitment to develop options for any proposed spending increases, cuts, or reallocations. These options will be specific and based on variable priorities as directed by the Board;
- E. Explicit alignment to the goals and strategic plan of the District as well as the goals of the Board of Education, if the Board has set goals; and
- F. Staffing and enrollment trends and projections.

This section highlights the information that we want to use during the budgeting process to inform our spending decisions. It also asks for an explanation of our plan to maintain the financial health of the district and details about how the budget is being aligned with our goals.

Budget Draft

It shall be the responsibility of the Superintendent and designated staff members to prepare presentations regarding the specified budget options. These options will be publicly submitted to the Board no later than April 1st of each year. The draft budgets shall include a multi-year (at least three-year) forecast of projected revenues and expenditures and other material assumptions.

The composition of the budget, preliminary and final, will be a packet composed of required fund allocations, comparison to prior fiscal year, and a detailed document that breaks down all site allocations, administration departmental funding, displaying dollar amounts, FTE's. The Board will be provided with a document outlining the district-wide expected contracted services by dollar amount. 34

This section provides a deadline by which we must receive drafts of the budget options. The goal here is to make certain that the Board and the community has opportunities to influence budget decision before it is too late to make changes. April 1st is the latest that we can receive options. However, the Superintendent may decide to take steps ahead of these deadlines so that site allocations can be sent out more expediently. This section also explains the information we expect to receive when we are presented with the budget options.

Public Input

The district shall host public meetings to gather feedback from community members for the purpose of informing budgetary decisions. At least one of these public input sessions will take place in the Fall. At least one will take place within the eight weeks prior to the adoption of the budget.

These input sessions are meant to be used to gather feedback that can influence spending decisions in substantive ways. The Fall session is early enough to take place before decisions have been made. The one that takes place within eight weeks prior to adoption is late enough to give us feedback on the decision we are about to make.

Adjustments

The Board of Education may shift or waive the deadlines in this policy by majority vote when necessary and allowable by law.

This section was written to address concerns that we may not be able to meet certain deadlines in a given year due to unusual circumstances. Instead of removing deadlines from the policy, this section allows the Board to waive or alter deadlines for a budget cycle if necessary.

Reallocation

The Superintendent shall be authorized, in their sole discretion, to make such changes within the various budget classifications as they may deem necessary. The Board of Education will be informed of reallocations of general funds between program types of more than \$350,000.

*This language gives the Board a chance to review substantive changes to the budget during the fiscal year. 37
Executive Chief Sager provided us with the \$350,000 figure as a suggestion for an appropriate amount.*

Implementation

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption, as authorized by the superintendent or designee. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Minnesota Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

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This language is from the MSBA model policy and does not change our

current practices.

Questions?

DRAFT - DRAFT - DRAFT - DRAFT - DRAFT - DRAFT - DRAFT - DRAFT - DRAFT - DRAFT

#TBD ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

PURPOSE

Saint Paul Public Schools recognizes the importance of community input as spending decisions are made. The purpose of this policy is to set expectations regarding the roles of the community and the Board of Education in the budgeting process and to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets. The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. The annual budget will effectively express and implement the school district's goals and priorities.

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D. Supplies and capital equipment can be ordered prior to budget adoption, as authorized by the superintendent or designee. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Minnesota Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)

Minn. Stat. § 123B.76 (Expenditures; Reporting)

Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References:



Ethnic Studies Update

Dr. Charlotte Landreau
Committee of the Board
September 10, 2024

Objectives

The purpose of this presentation is to respond to provided questions from Board members

- Overview of Ethnic Studies
- Outcomes
- Timelines
- Ethnic Studies across Grades and Content
- Critical Ethnic Studies in the Middle School
- Ethnic Studies Training Pathways
- Continuous Improvement

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Overview of SY24-25 Ethnic Studies

SPPS Critical Ethnic Studies Course

2 credit, 1 semester graduation requirement course for 10th graders

MN statute requirements for Ethnic Studies

The 2021 K-12 Academic Standards in Social Studies include a required Ethnic Studies strand. All districts also required to offer a course in Ethnic Studies.

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Existing Ethnic Studies Electives

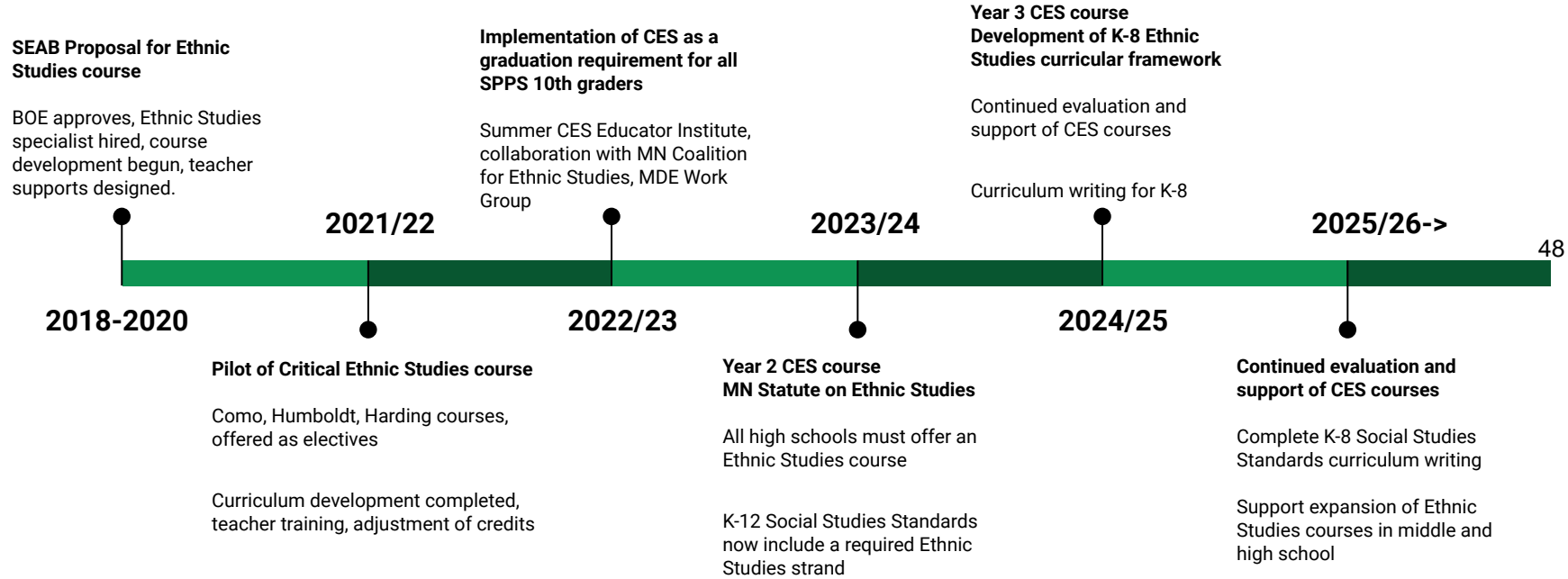
11 elective courses currently available to students in middle school and high school

SPPS Critical Ethnic Studies Course

2 credit, 1 semester graduation requirement
course for 10 graders

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Critical Ethnic Studies - Timeline



Overview of ST 24-25 Critical Ethnic Studies (CES)

**2,644
students**

84 class sections across
13 high schools

- 1 semester, 2 credits
- Required for all 10th graders for graduation
- Looped at some sites
- Credit recovery options

**16
teachers**

ELA, Social Studies,
Theater, MLL,
SpED licensed

- Monthly district PLC
- Regular CES educator cohort sessions
- Time & space during all PD days to collaborate
- 3 Educator Institutes

**Curriculum
co-created,
accessible to
teachers**

Based on 7 principles of
Ethnic Studies

- 4 complete units of study
- Multiple rubrics & assessments for each
- Final project based on student voice & choice

**Community
collaboration**

Student groups, staff
groups, parent groups⁴⁹

- 2 family forums yearly
- End of year student showcase
- Ongoing connections via students, teachers, staff

Critical Ethnic Studies - Course Overview

- Interdisciplinary course
- Examines students' identity, heritage, culture and communities in relation to various power structures, forms of oppression and inequalities that have an impact on their lives
- Students complete a final capstone project addressing critical issues in their communities through participatory research, design and action

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Critical Ethnic Studies - Goals

- Cultivate students' knowledge of self while appreciating the differences around them
- Build a sense of pride in their shared communities
- Learn about the importance of advocacy for change and healing
- Develop critical thinking skills to empower them to be agents of positive change in a more equitable future

Critical Ethnic Studies - Curriculum

- **Unit 1:** Introduction to Ethnic Studies
- **Unit 2:** Origins, Identity & Narrative
- **Unit 3:** Oppression, Resistance and Liberation
- **Unit 4:** Transformation, Hope, Action & Change

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4 weeks each

Highlights: Student Capstone projects and guest speakers

Critical Ethnic Studies Outcomes

- 4,766 students have taken the course since required for graduation in SY22-23
- Student projects have included: addressing school violence, environmental justice, girls' needs in education, history of redlining in St. Paul, creating awareness of mental health



[Photo Source: MPR story highlighting Humboldt CES class](#)

"Critical Ethnic studies has been an eye opening experience. In this class, we tackle the social and economical struggles of Americans and minorities. I have learned much history and have gained lots of insight on how to become a better person."

Fall '23 student

Critical Ethnic Studies - Outcomes

SY23-24 Q4 10th Grade Course Average Pass Rates (i.e. earned credit)

Race	Critical Ethnic Studies	English 10 (Regular/Quest/Accelerated)
Total	75%	74%
American Indian	66%	61%
Asian	84%	78%
Hispanic	65%	66%
Black	64%	60%
White	88%	88%
2+ Races	74%	75%

Critical Ethnic Studies - Support

- Supporting teachers to implement principles of Fair & Equitable Grading
 - Address student understanding
 - Reduce failures
- Credit recovery for CES:
 - Extended Day Programming
 - Summer Learning



[Photo Source: MPR story highlighting Humboldt CES class](#)

MN statute requirements for Ethnic Studies

The 2021 K-12 Academic Standards in Social Studies include a required Ethnic Studies strand. All districts also required to offer a course in Ethnic Studies.

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Updated MDE Requirements

- 2021 K-12 Academic Standards in Social Studies include an Ethnic Studies strand in addition to the Citizenship and Government, Economics, Geography and History strands.
- The Ethnic Studies course requirement is separate from the Social Studies academic standards.
 - Requires school districts to offer an Ethnic Studies course that all students can access

New Social Studies & Ethnic Studies Standards Implementation Plan

MDE work group is developing guidance on Ethnic Studies framework; estimated release date Spring 2025

Our SPPS plan

SY24-25	<ul style="list-style-type: none">• Elementary School Ethnic Studies (Embed) Curriculum Writing (June 2025)• Middle School Ethnic Studies (Embed) Curriculum Writing (June 2025)	58
SY25-26	<ul style="list-style-type: none">• Middle School New Standards Pilot Implementation (Fall 2025)• Elementary School New Standards Pilot Implementation Year 1 (Fall 2025)	
SY26-27	<ul style="list-style-type: none">• Elementary School New Standards Pilot Implementation Year 2 (Fall 2026)• Meet MDE New Social Standards w/ Ethnic Studies strand requirement	

Existing Ethnic Studies Electives

11 elective courses currently available to students
in middle school and high school

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Ethnic Studies Electives in SPPS

Middle School

- Activism through Arts
- Latinx Studies
- LGBTQ+ Studies
- Women's Studies

High School

- African American Studies
- Asian American Studies
- AP African American Studies
- Hmong American Studies
- Indigenous Studies
- LGBTQ+ Studies
- Multicultural Studies
- Women's Studies

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Ethnic Studies Training Pathways

For Teachers:

- Educator cohort
- Possible opportunities with Macalester and UMN for summer 2025

For Students, courses offered include:

- Exploring Education as Social Justice
- Intro to Urban Education



[Photo Source: SPPS Ethnic Studies Website](#)

Continuous Improvement

Current:

- Student survey 2x/semester, shared with teachers
- Data discussions on grades & attendance in CES teacher Professional Learning Community (PLC)

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Future:

- Principal data discussions
- Evaluation plan for SY24/25 for CES
- Evaluation plan for implementation of K-12 Ethnic Studies strand of Social Studies standards

Questions?

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