

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 6, 2025
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

- A. Superintendent's Announcements
- B. Planning for Success in the New Normal: Surveys and Feasibility Testing
 - 1. Introduction
 - 2. Presentation 2
 - 3. Discussion
- C. Motion to Reschedule the June Regular Meeting to June 10, 2025 beginning at 5:30 p.m. in Rooms A and B of 360 Colborne, and to Reschedule the June Committee of the Board Meeting to June 17, 2025 beginning at 4:30 p.m. in Room 5A of 360 Colborne
- D. Discussion and Response to April 29, 2025 Budget Listening Session
 - 1. Introduction
 - 2. Discussion
- E. B.I.G.G.: Board Initiated Goals Governance Update
 - 1. A Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals
 - a. Introduction
 - b. Presentation 9
 - c. Discussion
- F. Tribal Consultation & AIPAC Resolution Response (time certain: 6:30 p.m.)
 - 1. Introduction
 - 2. Presentation 13
 - 3. Discussion
 - 4. Action

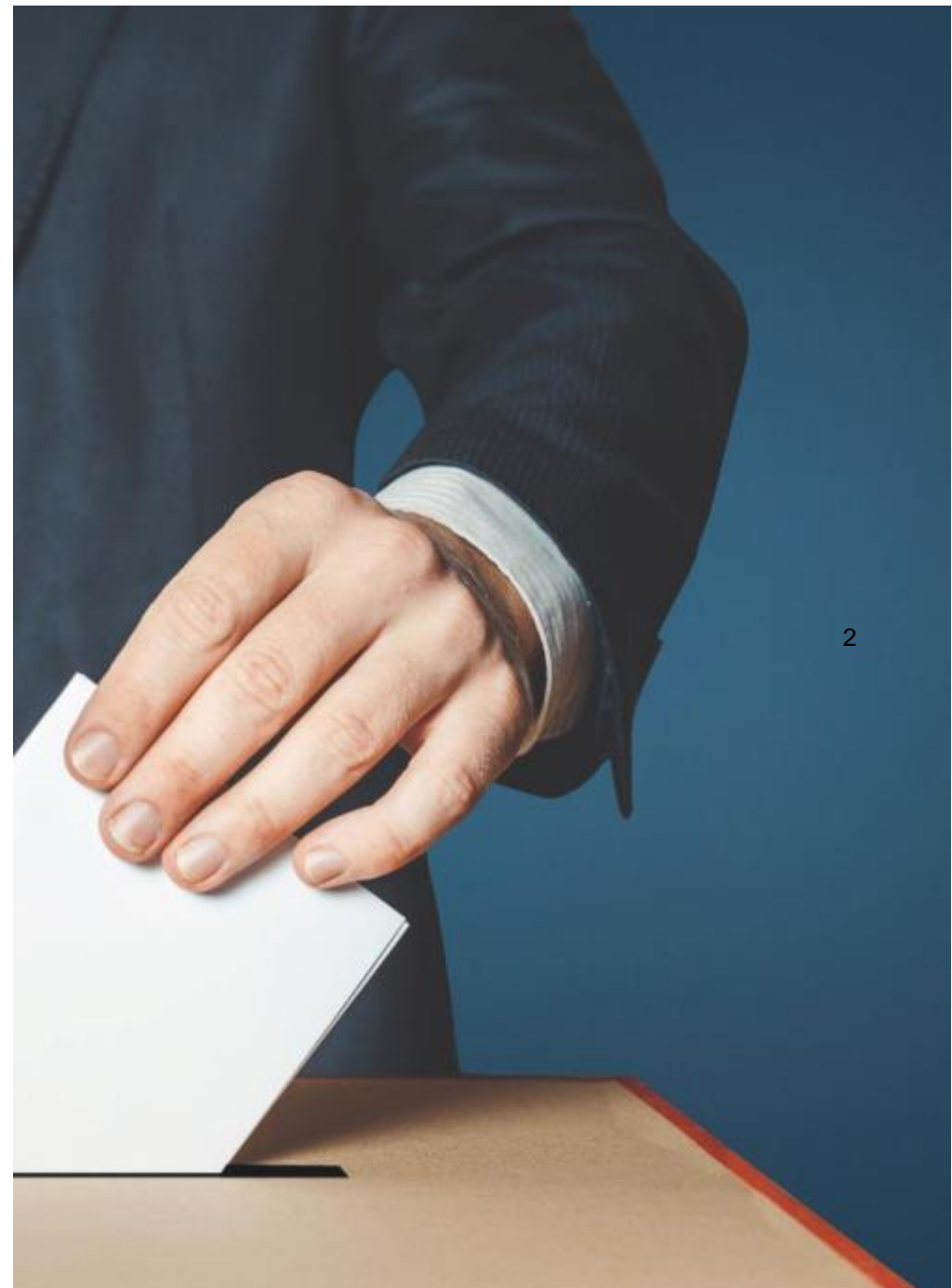
3. ADJOURNMENT

#BoldSubject#

Planning for Success in the New Normal

Surveys and Feasibility Testing

Peter Leatherman
Morris Leatherman Company



Why Do a Community Survey?

- Measure broad indicators of community satisfaction with district
- Test feasibility for an operating, technology or bond referendum
- Evaluate how community members get information about the school district
- Test key messages and language to inform communication planning

Common Survey Types: Opt-in

- Opt-in
 - Survey made available but does not involve random selection
 - Probability of being selected not known
 - Surveys delivered online and/or through the mail
 - Advantages
 - Good engagement tool if promoted well with opportunity for greater participation
 - Online surveys generally less expensive than random-sample surveys
 - Disadvantages
 - Potential for selection bias, which may reduce accuracy of data
 - Respondents typically over- or under-sampled based on self-interest in topic
 - Parents are often overrepresented in school district surveys
 - *“In self-selected or opt-in samples, respondents have selected themselves, and this means their answers may not be representative of the larger populations.” AAPOR*

Common Survey Types: Scientific Survey

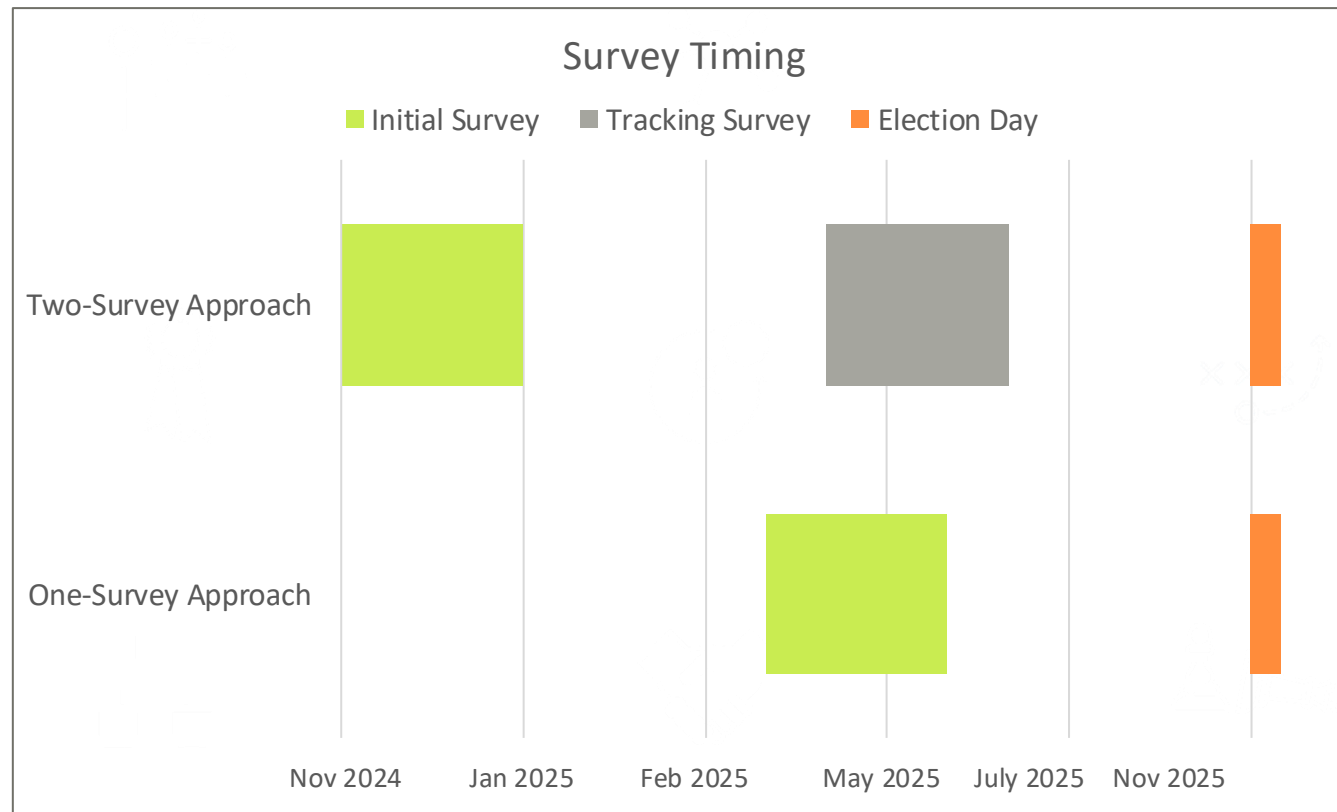
- Scientific Surveys
 - Common types include phone and mailed surveys
 - Every person in population has equal chance of being selected
 - Demographic targets with quotas
 - Goal is to have the demographics of the sample mirror the demographics of the population as a whole
 - *“The major advantage of probability-based sampling is that we can calculate how well the finding from the sample represents the total population” [within the margin of error] AAPOR*

Overview of Methodology

- Scientific survey with demographic targets most common approach
- Both demographic and predictive databases can be used to establish demographic counts and interview targets
- Call center provided with demographic targets for number of interviews (i.e., age, parent status, gender, race/ethnicity, region, past voting behavior)
- Average questionnaire of 10 to 15 minutes, typically less than 70 questions
- Interviews conducted by telephone (both landline and cell)



Survey timing



7

Anticipate 6 – 8 weeks from approval of the questionnaire to completed project

Summary

- Key reasons to conduct a community survey
 - Test feasibility of an operating, technology or bond referendum
 - Measure overall satisfaction with the District over a broad range of residents
 - Guide planning and decision-making
- Best practice seeks to match methodology with needs of District
 - Opt-in, non-probability survey for broader engagement
 - Scientific, random-sample survey for more precise measure of perspectives before high-stakes decisions

A RESOLUTION TO ADOPT STUDENT OUTCOMES GOALS, PROGRAMMATIC GOALS, DISTRICT RELATIONS GOALS, AND INTERNAL GOALS

WHEREAS; the Saint Paul Public Schools Board of Education is entrusted with the governance of the Saint Paul School District and the responsibility to ensure high-quality education for all students; and

WHEREAS; effective governance requires clear goal-setting to provide direction and accountability for the district and the Board; and

WHEREAS; the Board seeks to pursue the district's mission to ensure that Saint Paul Public Schools fulfills its mission to inspire students to think critically, pursue their dreams and change the world; and

WHEREAS; the Board of Education has adopted the Board Initiated Goals Governance (B.I.G.G) governance model, which emphasizes student outcomes goals, programmatic goals, district relations goals, and internal goals; and

WHEREAS; establishing formal Board goals enables strategic alignment of resources, programs, and initiatives to better serve the educational needs of all students; and

WHEREAS; the Board is committed to transparency, continuous improvement, and community engagement in the educational process; and

WHEREAS; the Board conducted extensive community engagement sessions to gather meaningful input from students, families, staff and community members and used this feedback to develop and amend these goals; and

WHEREAS; the goals developed through this collaborative process reflect the shared aspirations and priorities of the Saint Paul community; and

WHEREAS; regular assessment of progress toward these goals will inform the Board's oversight and decision-making; now therefore be it

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following Student Outcomes Goals:

- The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments.

- The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.
- The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029.
- The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.
- The percentage of students earning a passing grade in Personal Finance will increase from implementation in September 2025 to 75% by June 2029; and be it further

RESOLVED; the Board charges the Superintendent with meeting these goals and reporting on the progress of each of these Student Outcomes Goals at least three times every school year at regularly-scheduled Board of Education meetings; and be it further

RESOLVED; the reports on each goal should be staggered so the Board of Education can discuss at least one Student Outcomes Goal at each of its Board of Education meetings; and

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following Programmatic Goals:

- The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from 60% in 2024 to 63% by 2029.
- The number of schools fully implementing the Whole School Restorative Practices model will increase from 1 in 2024 to 8 by 2029.
- The amount of the district funds dedicated to music and arts will increase from \$243 per student in Fiscal Year 2025 to \$284 per student by Fiscal Year 2029 as outlined in the SPPS district budget.
- The percentage of SPPS students who graduate in 4 years will increase from 68% in 2023 to 78% in 2029; returning to pre-pandemic levels for all student groups; and be it further

RESOLVED; the Board charges the Superintendent with implementing these goals and reporting on the progress of each of these Programmatic Goals at least one time every school year at regularly-scheduled Board of Education meetings; and be it further

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following District Relations Goals:

- The Board and District leadership will collaborate on a set of shared expectations regarding the manner in which they communicate with one another.
- The Superintendent will provide consistent and regular updates to all board members about the wellbeing of the district and the progress of our shared work.

- Board leadership will determine how best to merge the Board’s public relations strategies with the district’s public relations strategies.
- The Board and District Administration will hold an annual retreat and work session.

RESOLVED; the Board charges the Superintendent to collaborate with the Board to achieve these District Relations Goals; and be it further

RESOLVED; the Board commits to monitoring the progress of these District Relations Goals and will use their 2026 Board Retreat to determine whether these goals have been met and to set new District Relations Goals for the following year; and be it further

RESOLVED; the Saint Paul Public Schools Board of Education formally adopts the following Internal Goals:

- The Board will develop and implement clear procedures for committee attendance no later than the 2026 Board Retreat. These procedures will include an expectation that Board Members will activate their alternates in the case of an absence, a process for reporting the activities of the committee back to the full Board, as well as a process for changing the Board Member assigned to a particular committee in the case of repeated absences.
- The Board will develop a strategy around communications and engagement. This strategy should address expectations regarding how we collectively respond to emails from our community as well as how we respond to each other in a way that allows us to operate effectively. As part of this strategy, Board Members will host at least two public town hall/office hours events each year, at least one of which must be a meeting with students, and will visit each school in their focus area at least once per calendar year.
- By their 2026 Board Retreat, the Board will update their onboarding process for new Board Members, which will include technology set-up, scheduling one-on-one meetings with the Board Administrator, Board Chair, and Superintendent, scheduling school visits in designated focus areas, and a training with General Council regarding Roberts Rules, Conflicts of Interest, and Open Meeting Laws.
- Every Board Member will engage in some form of professional development each year to improve as a public servant.
- The Board will conduct a self-evaluation, based on these internal goals, at the 2026 board retreat; and be it further

RESOLVED; the Board commits to monitoring the progress of these goals and charges itself with meeting these Internal Goals by their 2026 Board Retreat; and now be it finally

RESOLVED; the Board will create and deliver a public report detailing whether or not it met its District Relations and Internal Goals at a regularly-scheduled Board of Education meeting following its 2026 Board Retreat.

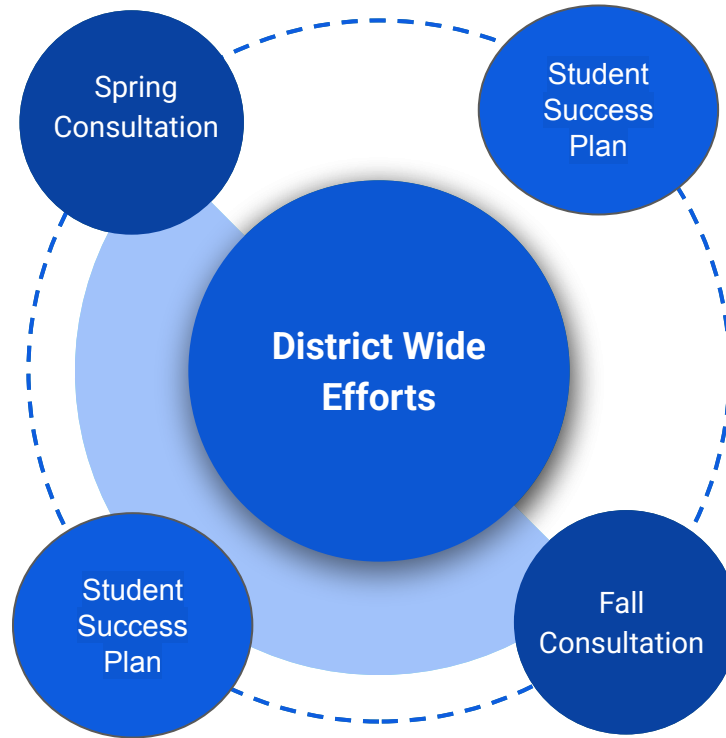


Saint Paul
PUBLIC SCHOOLS

Tribal Consultation & AIPAC Resolution Response

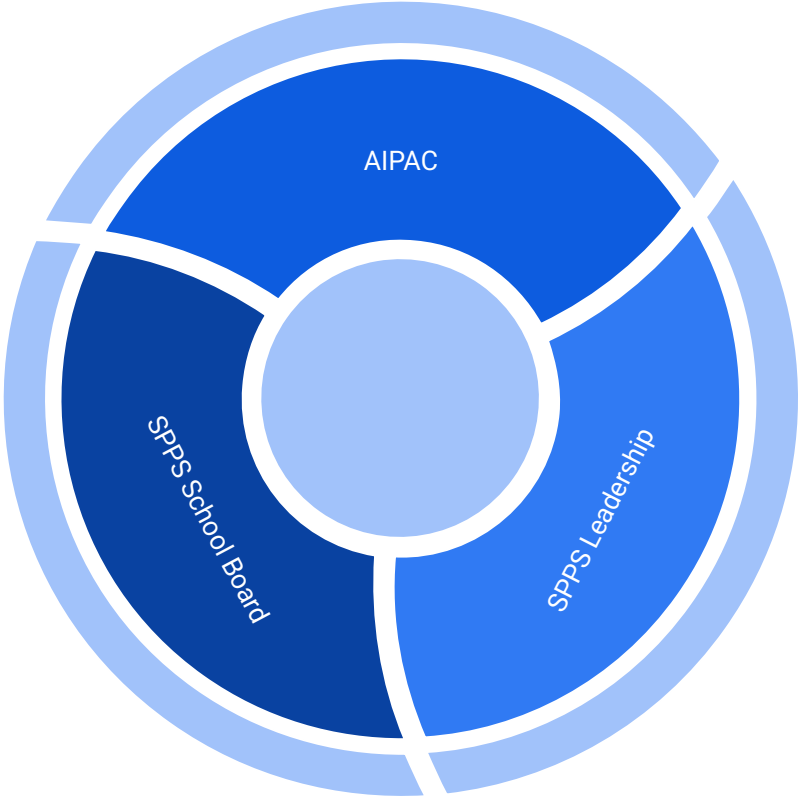
May 6, 2025
360 Colborne St, St. Paul Minnesota

TNEC Consultation Process

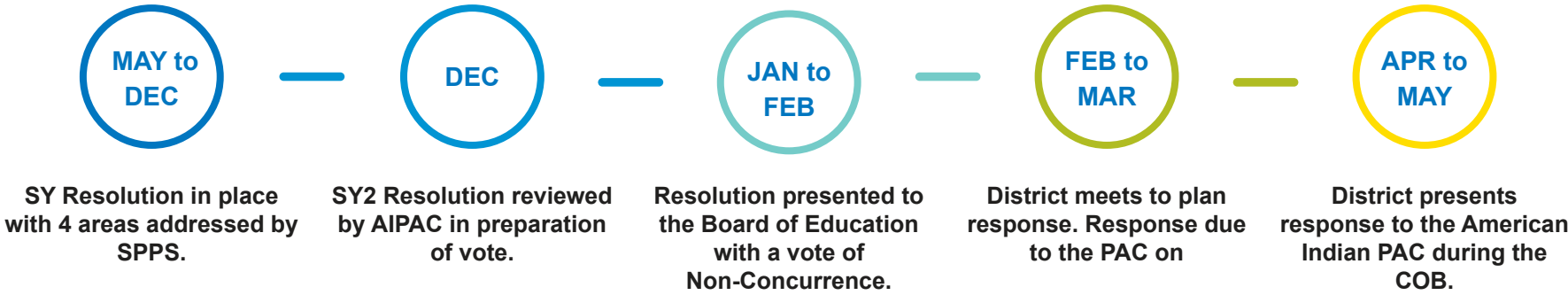


14

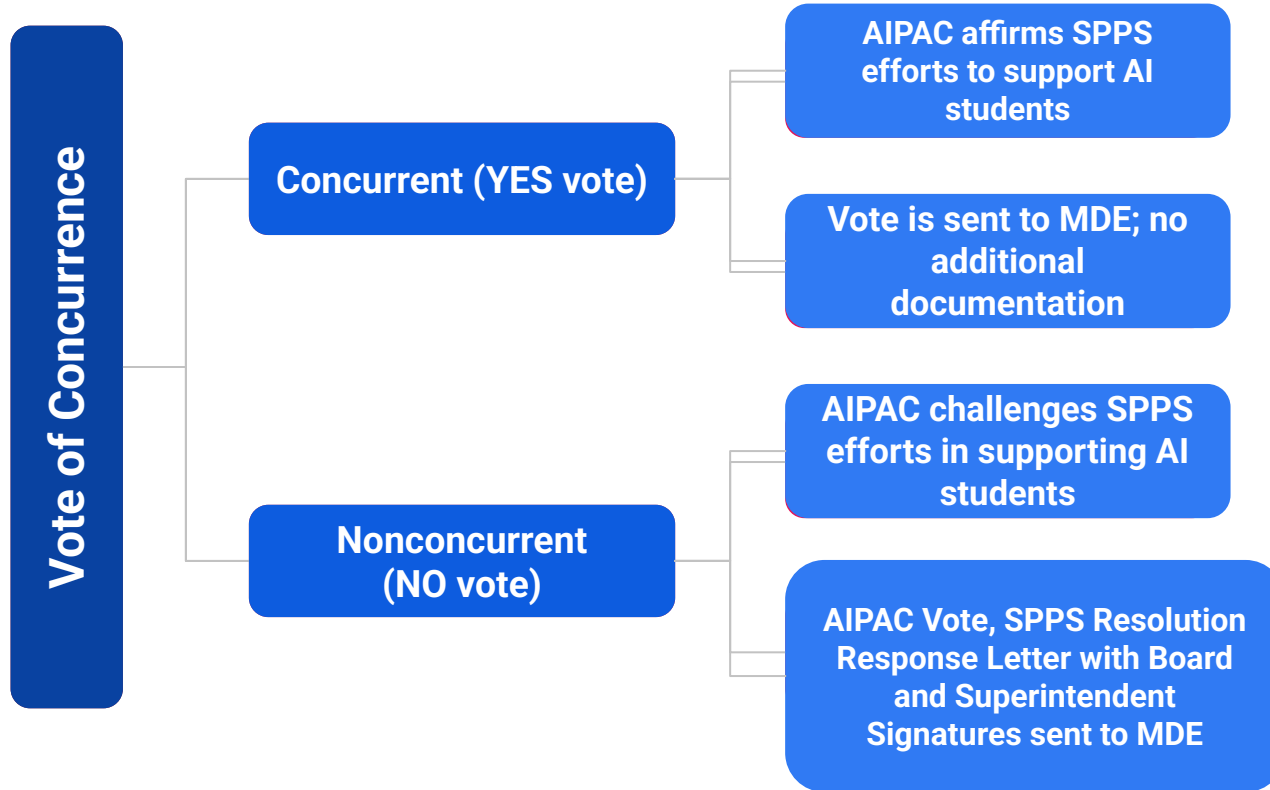
AIPAC Resolution Process



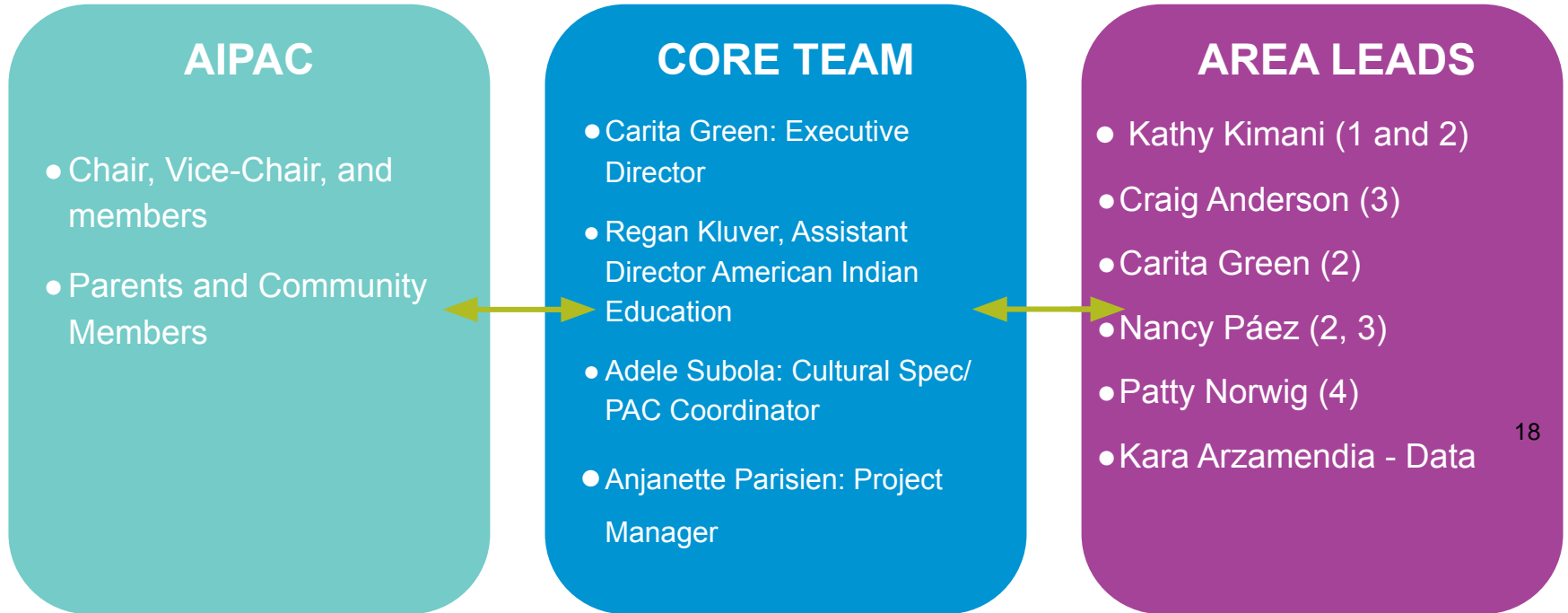
Response Timeline



Annual Compliance



Structure



18

AREA 1: ATTENDANCE

- **Sustain American Indian Specialist position**
 - Support and build on previous successful efforts and strategies
 - Clarify role and referral process to school staff
- **School contact will be expected to attend all SART meetings**
 - Most often this will be a social worker or counselor
 - Continue to invite Office of American Indian Education SSW, however they may not have capacity to attend all meetings
- **Increase use of Attendance Ad Hoc report on Campus**
- **Provide Quarterly Attendance updates to AIPAC**
 - District SAM staff are available to provide additional information about attendance strategies and efforts upon request

19

AREA 2: BEHAVIOR

- **Data-Driven Support**
 - Continue efforts to monitor data, quarterly reports, and support schools as needed
- **Incorporate Specialized Services Support**
 - Cultural Specialist
 - Dream Catcher Project
- **Professional Development for all staff**
 - Develop online course that can be taken by all staff
 - Check in with Leadership during Leadership Academy and/or Assistant Superintendent Meetings
- **Explore Education Classes for Parent/Guardian**

20

AREA 3: INSTRUCTION

For the 2025-26 school year, the district is committed to advancing student outcomes through focused work in three key areas:

- **Leadership Development,**
- **Adult Professional Development, and**
- **Data-Driven Instructional Support**

These priorities are rooted in our commitment to improving academic outcomes for American Indian students, informed by feedback from the resolution and the work completed during this school year.

AREA 4: STAFFING

American Indian Magnet School (AIMS)

- Continue to monitor to ensure appropriate staffing

Recruitment

- Efforts expanded with the addition of a recruitment specialist to the HR team

22

Retention

- Focus on retention of existing American Indian staff

District Implementation of 2025/2026 SY 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 ²³
- **Regular reporting** will continue to AIPAC regarding actions named in the Resolution Response

Questions

24



Date: May 6, 2025
 To: American Indian Parent Advisory Council Members
 From: Dr. John Thein, Superintendent
 Subject: Saint Paul Public Schools Administrative Response

Thank you for providing the 2025-26 American Indian Parent Advisory Committee (AIPAC) Title VI Resolution on March 18, 2025. Below is the response to the areas presented. I look forward to sharing them in greater detail with you in person on Tuesday, May 6, 2025.

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 perform at the lowest rate among all student groups. SPPS also acknowledges 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:
 - 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:
 - 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 2025-26 American Indian Parent Advisory Committee Resolution.

Area 1: Attendance

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

Specific AIPAC Recommendation: During the current school year, the American Indian Attendance Intervention Specialist has already demonstrated a positive change in attendance outcomes for American Indian students. Continued funding of this position will directly impact and decrease the high absentee rate. Ensure that the Intervention Specialist has access to district resources so that they can do the assignment to the best of their ability, as she is the only person in her office who supports this role. Make sure building principals track attendance data on their American Indian students and prioritize the most needed for secondary principals. We also want to make sure that building social workers attend SAM meetings for their American Indian students.

SPPS Response and Strategies for 2025-2026: SPPS understands and agrees that we must urgently work to increase consistent school attendance for American Indian students. The American Indian Attendance Specialist position will be maintained. For the upcoming school year, we will work to develop and clarify a referral process for schools to request supplemental support from this staff person. This process will be shared with Attendance Teams across the district. This Attendance Specialist will continue her successful efforts, such as:

- Regular messaging of resources and attendance guidance to all American Indian families through Final Site.
- Promoting the Attendance Campaign and incentives regularly at American Indian family events.
- Collaboration and connection with culturally specific community agencies.
- Send the Attendance AdHoc report on Campus directions monthly to the school attendance teams.

The Elementary and Secondary School Attendance Matters (SAM) Coordinators will invite a school representative to all School Attendance Review Team (SART) meetings for American Indian students. They will continue to invite social workers from Indian Education to these meetings, however, we realize they may not be able to attend all SART meetings.



SPPS has developed an Attendance AdHoc report on Campus for school staff to pull up-to-date attendance data for American Indian students enrolled at their school. School Attendance Teams underutilize this report. We will focus on increasing the use of this data by:

- Providing principals with reminders and directions on how to pull and monitor this data.
- Including this in the Fall SAM Kick-Off meeting and emailing it to the Attendance Teams monthly.
- All Secondary SAM Attendance Specialists will be assigned to pull these reports and bring them to Attendance Team meetings at least quarterly.

The district will provide quarterly attendance updates to the American Indian Parent Advisory Committee. District SAM staff will be available to provide additional information upon request.

Area 2: Behavior

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

Specific AIPAC Recommendation: Early indications do show a decrease in disciplinary referrals for American Indian students. This committee requests that the district continue this effort and provide yearly updates to AIPAC. We also ask for staff support for American Indian students who have an IEP/504 plan, and to support these students in IEP meetings. Also, let the building staff know to ask for support from the Indian Education or Attendance specialist when needed, and when American Indian students return to school after a suspension.

The district continues to commit to following the efforts noted in this section to reduce suspensions and ODRs of our American Indian students.

Data-Driven Support

- **Quarterly reports** - The Office of Research Evaluation and Assessment (REA) provides quarterly discipline reports. These reports were recently updated to include the discipline data for state-identified American Indian students. The report includes school-by-school data and district-level data. This data can be used to monitor growth and areas in need of improvement on a school-by-school basis and to create a conversation around behavior through the site-specific data.
- The Office of School Supports will utilize a database to identify the intersections of behavior, inconsistent attendance, IEPs, and 504s. We will focus on the students who emerge in these intersections and learn about what is happening, when, how often, and how to improve the school experience for our students.

Adult Professional Development

- Districtwide Departmental support to school sites includes:
 - District Restorative Practices Coordinators facilitate a monthly cohort focused on Non-Exclusionary Discipline Practices. The team will commit time to focus on the specific needs of American Indian students.



- SPPS OAIE provides professional development for school sites and departments within the district on a requested and as-needed basis.
- Professional development and training for school site staff to increase the impact of our efforts in direct student services;
 - Schoology course available for all SPPS staff to take.
 - Develop professional development opportunities and messaging for staff to increase awareness of the Resolution, American Indian Education Programming, and the cultural and linguistic needs of American Indian students.

Specialized Services Support

- The Office of Specialized Services (OSS) will hire an American Indian Cultural Specialist who will be trained in Check and Connect and the special education evaluation process, and to support American Indian Education Social Work members' attendance at IEP meetings.
- OSS collects data regarding dismissals and suspensions. OSS is developing a plan to address suspensions and dismissals and is seeking feedback from stakeholders.
- A proactive Specialized Services plan is being created utilizing the Dream Catcher Project professional development and framework. To date, school psychologists and the OSS leadership team have been trained. OSS is securing dates with MDE to train school social workers for the 2025-2026 school year.

Parent/Guardian Education Classes

- Explore the possibility of courses for parents/guardians that provide information on students' needs, experiences at school, and how to navigate the school system.

Summary: By addressing high areas of need through Specialized Services and providing professional development opportunities based on data-driven support, the district is in a position to continuously improve the student experience in this area.

Area 3: Instruction

Goal: Instruction: *American Indian students have not made typical or aggressive growth as measured from fall 2023 to winter 2024, 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.*

For the 2025-26 school year, the district is committed to advancing student outcomes through focused work in three key areas: **Leadership Development, Adult Professional Development, and Data-Driven Instructional Support.** These priorities are rooted in our commitment to improving academic outcomes for American Indian students, informed by feedback from the resolution and the



work completed during this school year.

Leadership Development

The district continues to invest in building the capacity of school leaders to identify and support interventions for American Indian students.

- During Leadership Academy sessions, elementary principals were trained to filter and analyze data specifically for State-Identified American Indian students in Attendance, Literacy, and Mathematics.
- 100% of elementary principals have utilized the data tools provided, creating targeted intervention plans for students at every school site.
- 100% of secondary principals received targeted training in Infinite Campus to identify American Indian students and track academic data (attendance, grades, and reading/math progress). They engaged with a customized data tool to document interventions and outcomes, ensuring data-driven decision-making is embedded in leadership practice.

Adult Professional Development

The district has made significant strides in professional development, particularly in enhancing cultural competence and instructional practices.

- **Elementary Schools:** 100% of elementary reading teachers participated in CAREIALL, a University of Minnesota professional development initiative totaling 60 hours. This training focused on best practices in reading instruction.
- **Middle and High Schools (Grades 6-12):**
 - The Indigenous Curriculum Teacher on Special Assignment (TOSA) played a **key role** in developing, coordinating, and delivering 6-12 professional development opportunities focused on Indigenous education and Minnesota Tribal Nations content.
 - Two dedicated district-wide PD sessions expanded teachers' understanding of historical and contemporary Indigenous communities and supported the integration of authentic content into classrooms.
 - On November 7th, 2024, District PD Day, multiple breakout sessions allowed teachers to personalize their Indigenous learning paths, with the TOSA serving as the keynote speaker.
On April 18th, 2025, Dr. Anton Treuer from Bemidji State University was secured through grant funding to present to middle and high school staff. His session significantly enhanced staff understanding of Indigenous perspectives, and his book, *Everything You Wanted to Know about Indians But Were Afraid to Ask*, was distributed to most middle school teachers as a valuable resource.
 - Throughout the year, the TOSA worked directly with middle school ELA teachers to integrate Indigenous texts aligned with Minnesota state benchmarks and supported the distribution of Indigenous texts and resources to 9-12 English teachers.
 - Feedback loops were created with 9-12 teachers to audit and plan the use of Indigenous literature for the coming years, ensuring continuous improvement and alignment with American Indian standards and benchmarks.



- **Collaborative Partnerships:** The TOSA also partnered with the Office of Teaching and Learning (OTL) Science Team, the Planetarium, and Belwin programming to embed Indigenous knowledge into science education offerings.

Data-Driven Instructional Support

The district is committed to using clear, measurable data to assess progress and guide improvements:

- **Attendance, Literacy, and Mathematics** data will continue to be the primary indicators of student achievement.
- A **new Science assessment** will be administered this year, establishing a baseline for future comparison and growth tracking.
- Ongoing course feedback and adjustments will be implemented for licensure courses focused on Indigenous requirements, ensuring continuous improvement based on educator input.

Summary: By centering leadership development, building adult capacity, and utilizing targeted student data, the district is strategically positioning itself to better serve American Indian students during the 2025-26 academic year and beyond. We deeply value the partnership with the American Indian Parent Advisory Committee and are committed to working together to ensure meaningful, measurable progress.

Area 4: Staffing

Goal: Staffing: 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 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.

An additional assistant principal at AIMS would also allow the continuation of the family engagement programming currently going on (for example, Wednesday community nights, Dakota/Ojibwe storytelling, Powwows, and language tables) and ensure these programs and services continue. We also ask for more retention for current American Indian staff and mental health support. Also, more support for American Indian staff at non-American Indian Studies schools. We also ask the district to continue its plan in recruiting AI staff across the district and not just AIS schools.

Request for 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.



- The criteria for 2025-26 require enrollment to be at least 650 students to qualify for a 2nd Assistant Principal. Projected enrollment for AIMS for 2025-26 is 561. The District will continue to monitor student enrollment as we hope that AIMS continues to grow.

Recruitment

We continue our intentional recruitment efforts to attract American Indian staff to work at St Paul Public Schools. We have been attending job fairs hosted by, geared towards, or geographically near American Indian audiences across Minnesota and Wisconsin. Since January 2025, when our new recruiter was hired, we have attended 12 hiring fairs and are currently registered for 4 more. Of these, 7 have been hosted by one of our partnership colleges, such as UW-Eau Claire, UW-River Falls, UW-Lacrosse, U of M-Minneapolis, and Bemidji State. We’ve ramped up efforts to seek out job fairs focused on diversity, and are looking forward to the upcoming Founders’ Day Career Fair on May 8th.

We are also continuing our commitment to developing university partnerships that will allow us to gain earlier access to American Indian students in education degree fields. This includes our Education pathway students in our high schools.

Retention

We recognize that in addition to recruiting American Indian staff, we need to do a better job of retaining them. For this reason, we are expanding efforts to better understand the turnover patterns and the retention of our staff. While all employees can complete an exit survey and request an exit interview when they resign, not many currently do this. We are implementing a new initiative to actively reach out to any American Indian staff who resigned to get their feedback on the reasons for their decision to part ways with Saint Paul Public Schools. In addition, we will be developing a “stay interview” for our existing American Indian staff to learn more about what motivates them to stay at Saint Paul Public Schools. By gathering data about why our American Indian staff stay and why they leave, we will be more effective in implementing meaningful changes to retain our valued employees.

School Year	American Indian Regular Employees & Athletic Coaches Hired (Excludes temporary workers)	Percent of Total Regular Hires	Resignations of classroom staff (Educators & Paras) with less than 3 years of retention
July 1, 2019 - June 30, 2020	14	1.9%	5
July 1, 2020 - June 30, 2021	10	1.8%	3
July 1, 2021 - June 30, 2022	19	1.9%	2
July 1, 2022 - June 30, 2023	25	3%	9
July 1, 2023 - June 30, 2024	33	2.9%	7
July 1, 2024 - March 31, 2025 (YTD)	19	2.6%	7



Currently, our 172 American Indian (active, regular) employees are spread out over 43 schools and 4 administrative buildings. Classroom staff specifically (*licensed educators and paraprofessionals*) work in 31 schools across the district.

We will continue to work with AIPAC to provide transparent communication in our efforts to hire and retain more American Indian employees for SPPS across all of our schools.

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.

Required signatures:

Name	Title	Signature	Date
Halla Henderson	Board Chair		May 6, 2025
Uriah Ward	Board Vice Chair		May 6, 2025
Erica Valliant	Board Clerk		May 6, 2025
Carlo Franco	Board Treasurer		May 6, 2025
Chauntyll Allen	Board Director		May 6, 2025
Yusef Carrillo	Board Director		May 6, 2025
Jim Vue	Board Director		May 6, 2025
Dr. John Thein	Interim Superintendent		May 6, 2025
Regan Kluver	OAIE Director		May 6, 2025