

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

**COMMITTEE OF THE BOARD MEETING
360 Colborne Street
Saint Paul, MN 55102**

**May 6, 2025
4:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Vice Chair Ward.

2. ROLL CALL

Board of Education: H. Henderson, U. Ward, E. Valliant, J. Vue, C. Franco

Y. Carillo and C. Allen arrived at 4:33 p.m.

Staff: Superintendent Thein, C. Long, S. Dahlke, S. Gray Akyea, T. Sager, K. Thao, L. Olson, A. Collins, E. Wacker, J. Danielson, K. Morris, H. Nistler, N. Páez, K. Kimani, J. Turner, D. Abrams, T. Walker, M. McHenry, A. Johnson, S. Ly, L. Olson, S. Koppen, L. Bolopue, J. Danielson, C. Green, D. Moser, P. Pratt-Cook, Y. Vang, A. Kunz, B. Schmidt, C. Anderson, A. Kunz, S. Berwald, A. Parisien, R. Kluver, A. Subola,

Community: P. Leatherman, M. Hart, M. Gonzalez, P. Greenleaf, H. Feltman

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Ward moved approval of the Order of the Agenda. The motion was seconded by Director Vue. It passed by acclaim.

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Thein thanked the Board, administrators, families, students, and staff for their graciousness during his time as interim superintendent. He has attended a total of 985 school board meetings, and he is very grateful to be treated with respect and dignity. He welcomes Dr. Stacie Stanley as superintendent, and that she will do a great job.

He also provided details about the budget, including the remaining fund balance of 17 days of operating capital. There were decisions this year and the goal was protect programs and students, and he thanked his colleagues and the Board for their work. He also provided future budgetary numbers if increased by 4% for inflation. Cities are judged by their school district, and a good school district means a good city to live, and we want to be proud of Saint Paul. He has shared the tough decisions to be made with Dr. Stanley,

and she looks forward to work with the Board and team to craft those decisions. It requires bravery, trueness, and to continue to keep students at the center.

Board members requested information on the calculation of the total number of board meetings. Dr. Their thanked everyone for their service, that SPPS is a great place to be, and thanked everyone for being part of a wonderful experience.

5. PLANNING FOR SUCCESS IN THE NEW NORMAL: SURVEYS AND FEASIBILITY TESTING

Peter Leatherman, from the Morris Leatherman Company, presented this report.

Included in the presentation were reasons to do a community survey, including:

- 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

Details of common survey types were also reviewed, and include opt-in and scientific survey.

An overview of the methodology was also shared, as well as details about survey timing.

A summary shared the key reasons to conduct a community survey and best practice to match the methodology with the needs of the district.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward requested information on the use of cell phone numbers when polling. Response: The Obama Campaign monotonized their political database, and we are able to isolate to zip codes, and it is updated on a monthly basis.
 - Director Ward noted his phone number with a different area code but that he lives in Saint Paul and requested details about that process. Details were provided about calls to phones without a local area code but live in Saint Paul.
- Director Carrillo requested information about the survey data used as a comparison point with other similar districts. The bond referendum needs to be analyzed about how it will affect an individual, and the survey will help to determine the acceptable level.
- What is the traditional sample size? Response: It is about 400, or could go to 600 people. Details were also provided about the effects of an off-year election, and voter turnout. The least likely to vote in an off-year are parents, who say they are too busy to vote.
- The database is likely voters, with some fear to miss the folks impacts the highest by the possible increase in the their day-to-day expenses.
- Director Vue requested information about the potential cost for SPPS. Response: With a recommended 500 person sample, and 70 questions, it would be a not-to-exceed of about \$25,000 with 100 people surveys in each ward.
- Mr. Leatherman noted his group has no agenda, but to give information about the community thinking; they are not going to help win surveys, but to win elections with the best data. A decision without data is just an opinion.

- Chief Turner noted that the Morris Leatherman has an ability to work with families, and in our four core languages, but if we need to communicate in another language, we could also add that.
- The need versus want of technology was also discussed, including the messaging of the levy request.
- Based on the existing polling, is the political environment more favorable to levy requests this year or next year? Response: The issues with a general election is the “cutting through the noise” of other faces, such as Governor’s, and Senate seats. The current federal government issues were also noted, as well as levy elections in other districts. Folks need to understand the funding, especially when the Governor speaks about funding and they see the figures in their own district. 2025 will be the best environment. Working with the City will also be important.

6. 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

Director Ward noted that it was mentioned at the Special Meeting on April 29th, last Tuesday, but because the action on the budget is involved at the June Regular meeting, we wanted to be clear about the date. A public notice will also be posted and sent. To be added to the distribution list of public notices, please contact our board secretary.

The dates of the Committee of the Board and Regular Meeting will be switched, so the Regular Meeting is moving to June 10th, and the Committee Meeting is moving to June 17th.

Action on the FY26 Budget will be included on the agenda for June 10th.

MOTION: Director Ward moved to reschedule the June Regular Meeting of the Board of Education 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. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes

QUESTIONS/DISCUSSION:

- Director Vue noted that when meetings are back-to-back within the weeks, it is difficult, and encouraged everyone to keep that in mind.

7. DISCUSSION AND RESPONSE TO APRIL 29, 2025 BUDGET LISTENING SESSION

Director Ward noted that with the new budget policy, a listening session was conducted on April 29th, and community members spoke about their concerns on the budget process. It was decided that the Board

would listen, ruminate, and reflect on the comments, and reserve space to discuss the comments and respond together.

Director Franco noted that the topics he heard included ECFE and Achievement Plus, with two other specific issues. His questions include the net impacts to students and families, and which strategies have been attempted in order to avoid reductions. He also hopes to learn about the continuation of services without the additional budget or staff.

Director Henderson noted questions about ECFE and the history of the current situation, and what we can expect for the future, or if the program will regrow. For Achievement Plus, she noted concerns about the programs and their accessibility to students, and where the support will need to be continued through partnerships. It will be important to share back with community. She noted hearing that ECFE is the first step into SPPS, and requested information on the rate of engagement in ECFE to carry on to enrollment in the District.

Director Carrillo echoed the need for information around the impacts to families, numbers of families impacted, potential for families to shift to a different location for ECFE, and the proximity of available sites.

We need to advertise who we are as SPPS, and understand that this impacts future enrollment, especially the essential support for young parents. We are not completely stopping services, but need to understand the impacts.

A board member also noted conversations with community partners following the April 29th meeting and asking why they were not included in the conversations earlier, and questions about how the services will continue.

ACHIEVEMENT PLUS

Director Ward noted questions around the end of the grant for Achievement Plus program and since the grant is no longer available to fund the program coordinators, who will be responsible for coordinating the services? Response: This is not a grant, but the dollars were funded through the General Fund. There was a district contribution from SPPS as well as a contribution from the Wilder Foundation for the total initiative. This is not a new conversation, but one both parties have been struggling with determining sustainability for many years for this program. We have been in conversations with other philanthropic partners as well, to no avail. We know there are other partnerships for similar services in buildings, so it will be a combination. The process for impacted staff was also reviewed, with each building that is unique and a different path and process to sustain partnerships and services for families. We are hiring a cultural specialist to continue this work, and with the current liaison through the duration of half of next year to support the transition. We are supporting each path, whether it be with a partner or through Office of Family Engagement and Community Partnerships in each building. This program has been amazing for over 27 years, and there are competitive grants, but there will be a large interest in them. At Saint Paul Music Academy, there will be a full time staff member to sustain this, and the level of responsibility will continue, but may look different. The role of competitive grants was also discussed, and the opportunity for one to be awarded if not in the previous round.

Director Vue appreciated the summary. If the Achievement Plus program is discontinued, what will be the programmatic draw? Will there be a challenge for the next school choice season if the program does not continue? Response: There is not one definition for a full-service community school, but each principal is keenly aware of the change and the supports that will be needed. It does not impact the external mental

health supports and other dimensions of the work. The services can be sustained and evolve about choices at each building.

To what extent will families be informed? Response: Letters have been sent to families from the principals, and we will continue to communicate how this will look. There has also been resource mapping and different iterations for different partnerships, and the plan through June to ensure there are transitions in place. We will lean into our administrative teams based on their plans for what they need from the transition plans for families.

What do we need to know from Wilder before the end of this program? Response: Nothing currently. There have been weekly conversations with staff there, and they are in a similar position. It was a mutual decision, with a continued commitment for problem-solving between now and June 30th. The partnership was working, but was the issue of finances. It was a long-standing partnership between SPPS and Wilder that predates Achievement Plus, and we will continue the relationship with Wilder and their commitment to SPPS. We are saving \$250,000 with this reduction.

With the partnership ending, how confident are we about the specific services to be there for families? Response: Given the volatile nature of funding for social services, we cannot guarantee if Achievement Plus would look the same for next year. It will also depend on the capacity on our community partners. It's also important for principals to determine what is meaningful for their families and what their needs are.

Director Valliant requested information on the renaming of the Achievement Plus-like program, since the goal is to have partnerships and the resources to continue, but it may look different. Response: Achievement Plus is an initiative and Wilder is a partner with SPPS. Schools were advertised as Achievement Plus. Will that initiative be renamed, and if we are keeping services, at what point do we call it an initiative? Response: We will need to think about the name change, but also need to wait for the grant process and the potential impact. There is no rubric or threshold for a program that would prevent this work. We work with buildings each year on how to brand and market themselves. It's important to note that schools may feel they are losing a piece of their identity and may be helpful for morale to determine a new name for this initiative.

Director Franco noted that if the direction is about rebranding or refocusing of a school that there is a strong plan for community engagement. Chief Turner noted that Bruce Vento is a magnet program, as well as an early childhood center, so they are receiving the additional bussing, as well as SPMA, not due to the partnership with Wilder. We will need to support Dayton's Bluff as they do use Achievement Plus in their tagline. It was noted that if there is a rebranding or renaming process, there will be no surprises to the Board or community, with multiple opportunities and robust engagement.

Director Allen requested information on the difference between Wilder and the Saint Paul Promise Neighborhood and programs offered through Wilder, and how they are all interconnected. Achievement Plus and SPPN are two initiatives that are funded differently, and there is a designation of a Promise Neighborhood. The scope is also different. Director Allen also noted the Harlem Children's Zone and the impact on academic outcomes, and wondering about more information on SPPN and the similarities and differences to the Harlem Children's Zone. It was noted that the SPPN also contains St. Peter Claver and St. Paul City School and the families in those schools. The recent trip to visit the Harlem Children's Zone and representation by SPPS was also noted.

EARLY CHILDHOOD FAMILY EDUCATION

Director Vue noted that from the listening session, it sounded like services are needed, but that the matter of supply doesn't meet the demand because of fiscal restraints. What are ways we are meeting the demands, even if not in ways that families are accustomed?

The history of ECFE in SPPS was also reviewed, including that SPPS is one of the only districts that provides money revenue for ECFE, and was funded on the city and state birth rate. SPPS made a historic investment in ECFE in 2012 within Community Education programming for ECFE. Cuts were also made last year and SPPS was not able to offer the \$1.8M, and the team made the commitment last year to continue with the understanding to relook at it in FY26. We cannot currently continue the program at this level, and it was a difficult decision. This is two years in a row where the investment has not happened, and we cannot continue to eat into the Community Education fund balance. We are looking at the priorities for current and future families, and the largest hurdle is the \$1.8M, which is 33% of the Community Education budget. Envision SPPS was also noted, and the focus of early childhood. The hubs are a way to maximize the efficiencies for parents and families, and to retain staff who are critical to this work. There are other programs that also helped to relieve the funding gap, such as Nature-Based PreK. We are able to save resources with the hubs.

There was a staff meeting to ensure we are all on the same page, and spoke throughout the past year about the risks and the unsustainability. We made a commitment for transportation, which is a huge piece for us. It will not be the same for our families. Board members requested information for data on the number of families who choose ECFE and then enroll their children in that same school. Administration noted there are currently 1000 families served by ECFE, and the goal for next year is 700 families. Director Henderson requested information as to how the current buildings will be used as programs are shifted. The buildings and rooms are still available and there will be programming at those sites as well as pop-up events. There may be transportation of field trips for students to show school communities and what they can look like for ECFE families.

Director Allen requested information about the sliding scale fee. The fees do not cover the costs, and the District does underwrite a lot of the expenses, but the District is not a bill collector either. Per state statute, it must include a sliding scale fee. Even if families able to pay more did, it would not cover the cost of the staff. More information was also provided on the sliding scale fees.

Director Franco requested information about the Belvidere and Highland sites and the proximity to the ECFE classes, and the determination to close those sites. One determination was based on the staging in ECFE, including to braid and blend with PreK and Community Ed. Some sites like Belvidere and Highland are not partners in PreK and Community Ed like other sites. Enrollment trends were also considered, and for Belvidere 40% of families drive from around the city, so there is not one set school area. We need to look at where to serve the most, and attendance rates were also noted. Director Franco also noted concerns about the availability of programs on the West Side, which once has robust Community Education programs, and this is another reduction that once existed. There are two West Side schools with an enrollment push in the District and any matriculation from ECFE families may also negatively affect enrollment at those schools, and seeing that data will be important. We do not want an unintended consequence of negative enrollment to be impacted at sites. The costs to run an ECFE site, with licensed staff, were also reviewed at about \$375-400,000 per year or a \$40-50,000 for a full year class. Director Franco also requested information about operating moving forward, and hopes to be updated as we progress through the process. Chief Turner noted that we will work with schools and know that traveling across the river is difficult and as we grow back the program, that a priority will be for a site to be on the West Side. There will also continue to be services at the Belvidere building, including ECSE, HeadStart, and preschool screening.

Director Vue requested information to ensure that the supply we have been fiscally provided can meet the demands of the community. Our priorities are to retain staff and focus on students and families that are served, and while we will fall short this year, we do not want to leave anything behind and will do whatever we can for resources in our community and do our best to find additional resourced and grants in the district. We are here and committed. Director Vue also noted that our goal is for families to be involved in ECFE and there are waitlists for this year and next year. Educators for early childhood are essential – the work they do is not lost and they were in buildings as essential workers for childcare during the pandemic. There is lobbying at the state level to also serve families. Another aspect is home visiting for those who do not come to classes, but staff are reaching out to them for parenting classes in their homes.

There was also a question about the programming for Black mothers that was mentioned at the meeting on April 29th. Our African-American families are served through our BIPOC classes, and we are doing our best to keep a wide portfolio of affinity classes. We will not be able to run the Dad's class, but there are 107 different classes and we are being asked to cut 33% of our budget. Affinity groups will operate as usual, and there will be offerings online, in-person or at-home visits offered in the catalog next year. While the Dad's class specifically will not be offered next year, all classes are open to all – that was a specific class for fathers. Director Valliant offered a suggestion for a “train the trainer” class, and a volunteer or group to host classes, such as the Dad's class or others, that may no longer be offered. Per state statute, a parent educator needs to be licensed, but there may be drop-in sites and other available spaces for parents and resources. Chief Turner also noted that the goal is the support of parents and Ms. Abrams and Mr. Walker will partner together to offer parenting classes, but may not be under the same regulations with a parent educator per state statute, such as a different version of Parent Academy.

Director Valliant also noted questions around an alumni program of SPPS. While we currently do not have that today, our new superintendent may be open to that as she transitions into SPPS. Director Valliant noted that may be a way to cultivate support financially or build synergy for longer connections.

GENERAL FINANCE QUESTIONS AND REFLECTIONS

The Board also noted there were general finance questions at the April 29th meeting, including around UFARS and budget codes to be publicized. Administration noted that there are “crosswalks” in the budget process, and there are unique codes that then crosswalk with others for UFARS reporting. Codes and definitions will be provided in the budget book.

Chief Sager also provided details on the audit, as that was also mentioned at the meeting. As it pertains to the school district audit, the auditors are going their work and their business cycles is extremely busy. They have our work at this point and are going through their processes, as our firm is very robust and meticulous. There was also a misunderstanding about an email that went to colleagues at the Minnesota Department of Education and SPPS staff were only copied on the email, and it would not have been appropriate to respond as it was sent to MDE.

REFLECTIONS ON MOVING FORWARD

Director Ward noted that this is the tail-end of the budget process, and the changes and disruptions in budgeting decisions at this point, and with this information from the community and Administration, the comfort level of the Board in moving forward versus trying to make changes.

The Board noted they will be curious about the follow-up efforts to maintain services about Achievement Plus and ECFE. They also noted that the community doesn't feel comfortable, but it also doesn't feel comfortable to spend fund balance as it limits maneuverability. When the public hears about programs being reduced, it is painful and we share in the pain and loss involved, but also with the hope to continue to grow in the future. Our financial situation is harsh, and we are cognizant of the situation, but we need to move forward with the cautious awareness. We need to be mindful of the programs and things being lost and show that we care and "hospice" those programs delicately. The Board also discussed the summary of discussion to allow the community to know they were heard and the process for the Board to use their information.

The Board also thanked everyone involved in the process from answering questions and to the budget process. It will enable board members to answer questions from the community and provide them with information. The appreciate this process and the dedicated work.

8. B.I.G.G.: BOARD INITIATED GOALS GOVERNANCE UPDATE

Director Ward led the Board through a discussion about a draft Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals.

The full resolution can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted the expressed desire to see a resolution that would keep the goals listed, as well as a financial literacy goal worked on by Director Valliant.
- The Gov/Ops Committee then discussed the resolution.
- Director Vue noted that the reference to the existing mission statement was added.
- In each Resolved statement, there are highlights of the four types of goals and progress monitoring for each.
- Director Vue also noted that this resolution is not restrictive, and that Dr. Stanley will need to offer feedback on the monitoring of the goals, and we will utilize her insights and expertise.
- The internal goals will be discussed at the Board Retreat on May 17th.
- It was noted that if anything changes in the resolution, it may be around percentages. Discussion also focused on the feedback from the small groups, including families with students in SPED to have measurable outcomes for their students as well, and to ensure that the most at risk students are centered and supported. The overall request from parents and families was for the percentages to increase more. Chief Gray Akyea provided more details on the range for the goals, including that it is a delicate navigation to develop SMART goals that are specific, measurable, aspirational, and attainable. The second part is a new superintendent and a new strategic plan. The third is financial challenges that will cause us to make difficult decisions. Systemic changes take at least five years in the PreK-12 system, and we know it is not acceptable where we are, but to be realistic and honest, and transparent in our communication that we are about their children and their trust, and want to be credible. We don't need to stop at these numbers, but it's realistic for right now. The feedback and comments from families is understandable.
- In looking at the demographics, we know 1/3 of students are learning English as a second language. The outcomes and financial commitments were also shared, and if we are not able to move that 1/3 of students, it is unlikely the whole district will move. We will need to see movement of ELL students and then see reading, literacy, and math scores change. It is another layer to what is realistic and how we are reorganizing.

- Dr. Their thanked Chief Gray Akyea for her profile in courage to stand up and her work to solve this problem. He appreciates her, and her work.
- Director Carrillo noted that parents are demanding change, and it's a concern to see the conservative risk assessment of where we are and the timeframe and the disconnect with expectations. The perception to parents is that in the lower end of attainable scores that unwillingness to reach their student – but that is not the truth. We need to address within the resolution that we care about their children and our students, that we are not okay with the 40% and we want everyone to achieve proficiency in math and reading, but we will all work together to transform this organization to be a leader in educational goals and outcomes for students regardless of their background. It's a monumental task, but one that can be done. The 40% may seem like an insult in the resolution, but we need to understand the capacity to build to achieve a true goal – for everyone to be proficient, and want to make SMART goals and continue to monitor and update them as needed.
- Director Henderson noted the tension, and that parents do not think these numbers are good enough. Our students are brilliant and they are all capable of exceptional things, but if they have been continually knocked down by the education system, and the district only expects 30% to be proficient, it does feel insulting, but it is also up to the Board and District to name it, and continue to reframe the meaning of the numbers.
- Director Allen noted that the educational system hasn't worked for so many students and families, and staff; we need these goals to build morale to get to 100%. It will be a great step for staff to see the strategies that are implemented working, and we do believe we can exceed these numbers. We need that push and momentum to move forward to where we want to go. These goals are good for now, as long as they are monitored and we are clear these are temporary. In our hearts and minds, we know we want to go further and do more.
- Changes include “meeting or exceeding” within the second Resolved statement, as well as a statement of emotions and enrollment numbers within the resolution.

9. TRIBAL CONSULTATION & AIPAC RESOLUTION RESPONSE

Superintendent Their welcomed Carita Green, Executive Director of College and Career Pathways and School Supports, as well as staff and family members of the American Indian Parent Advisory Committee.

The presentation included information about the TNEC Consultation process, the AIPAC Resolution process, the response timeline, annual compliance, and the structure of AIPAC, core team and area leads. Details of the different areas of focus within the resolution were discussed, and include:

- Attendance
- Behavior
- Instruction
- Staffing

The district implementation of 2025/2026 SY response was also shared, including ongoing and active process with regular check-ins to continue to occur in each of the four response areas and regular reporting to continue to the AIPAC regarding actions named in the Resolution Response.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo requested information from parents about their experiences. Response: The enrollment meetings are helpful and there are different staff to check-in with students and to pay attention to their needs. One parent noted her experience with her son who did not want to go to school, and is now in a program for automotive, and he does not miss a day and he will graduate from the program soon. It pays for everyone to work together and to see the best things happen. Another parent noted their child attends online school, and staff reach out to him on his cell phone, and text him or text the parents. It has been great for communication and clarification.
- There was also a question about the leadership development and instructional support, and how it will translate into long-term changes for cultural responsiveness and sensitivity. Response: There are a lot of planning and intentional moves, with information about CARIEALL and direct access to teachers and identification process for American Indian students. The professional development for middle and high school were also discussed, including keynote speaker Jason Prescott and breakout sessions for staff, and the standards for K-12. It is about monitoring and changing if needed and making adjustments in an interactive cycle.
- Director Henderson lifted up the AIPAC and TNEC and that families are clear and make clear demands for what their students need to be successful, and this is late and we acknowledge that, and there are reasonable expectations that we need to continue to push further.
- Director Valliant requested information for the leadership development and “adult PD” and wondering about the specificity of that language. Response: The Office of Teaching and Learning has staff development, including asynchronous courses, included in the relicensure. There are also staff development days with workshops. Leadership development also includes awareness of students and if they are American Indian students and an individualized plan. There are standards for K-12, and we use those standards to guide the lesson planning to meet those benchmarks associated with the standards from the American Indian families, with 11 tribes vetting the materials.
- Director Vue requested highlights from the TNEC consultation process, and how that informs the process. Response: One is a student success plan, and a student strategic plan that is organized in the format of the district’s strategic plan and so it is easy to communicate. Another topic mentioned is that the American Indian population is small, so we need to pay attention and help students so we can help everyone. Director Vue also noted his concerns with ensuring resources are going to impact those most affected.
- Director Vue also asked families how the resolution process has gone for them. Response: Our AIPAC has had the same focus areas for the past three years, and parents feel more empowered to bring issues forward. A lot of American Indian families also cite bullying as a major concern. We try to incorporate the concerns directly from parents to write the resolution and have their voices be heard.
- Director Franco requested additional information on the social workers and counselors in relation to the SART meetings. Response: They join and build a relationship with the family, and there is a team of American Indian social workers and counselors to provide supplementary support to American Indian students and may go to an IEP meeting with the family. They may discuss cultural considerations the team may be missing, or talk to the family beforehand about the process. They are an ally for the family. The idea is the school team at the building are the first to engage and work with the family, and Indian Education services is at the top of that.

9. ADJOURNMENT

Director Ward moved to adjourn the meeting. Director Franco seconded the motion. It passed by acclaim.

The meeting adjourned at 8:37 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by:

Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education