I. CALL TO ORDER
II. AGENDA
   A. Superintendent's Announcements
   B. SEAB Report
   C. Legislative Update
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
   D. Critical Ethnic Studies Update
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
III. ADJOURNMENT
IV. WORK SESSION
    A. Board Member Attendance at 2021 Graduation Ceremonies
Session Review

- Budget Year — must adopt biennial budget June 30th — couldn’t be farther apart
- February Forecast — significantly improved $1.6 billion surplus — $900 one time
- Conference committees appointed — E-12
- Summer bill and other COVID bills only passed in one body
- Leadership must agree to tax and spending targets
- Sine Die — May 17th
Inspire students to think critically, pursue their dreams and change the world.

- Stabilize Education Funding — COVID, General Education/Categorical and Special Education
- Increase Diversity of Teacher Workforce
- Enhance Local Control and Reduce Mandates to Improve Outcomes
- Provide Resources for Child and Family Stability and Support
The Big Picture

<table>
<thead>
<tr>
<th></th>
<th>Governor</th>
<th>House</th>
<th>Senate</th>
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</thead>
<tbody>
<tr>
<td>Target</td>
<td>$727.8 M</td>
<td>$725 M</td>
<td>$152.1 M</td>
</tr>
<tr>
<td>Formula</td>
<td>1% &amp; 2.5%</td>
<td>2% &amp; 2%</td>
<td>0% &amp; 0%</td>
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<tr>
<td>Special Ed</td>
<td>$72 M</td>
<td>$72 M*</td>
<td>$0 state s</td>
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<td>ELL</td>
<td>$13.7 M</td>
<td>$29 M</td>
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<td>VPK</td>
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<tr>
<td>Pandemic Aid</td>
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<td>$0</td>
<td>$60 M</td>
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*Note: The Senate amount for Special Ed is marked with an asterisk (*) to indicate a discrepancy.
# Teachers of Color

<table>
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<tr>
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<th>House</th>
<th>Senate</th>
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<tr>
<td>Teacher of Color</td>
<td>$4 M</td>
<td>$15.6 M</td>
<td>$5 M</td>
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<tr>
<td>Teacher Mentor</td>
<td>$10 M</td>
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<td>Come Teach MN</td>
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<td>$0.7 M</td>
<td>$0.7 M</td>
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<tr>
<td>CUE</td>
<td>$0</td>
<td>$3 M</td>
<td>$0</td>
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<tr>
<td>Educator Pathways</td>
<td>$8 M</td>
<td>$0</td>
<td>$0</td>
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## Student and Family Support

<table>
<thead>
<tr>
<th></th>
<th>Governor</th>
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<tbody>
<tr>
<td>Full Service Community Schools</td>
<td>$10 M</td>
<td>$10 M</td>
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<tr>
<td>Support Student Personnel</td>
<td>$48.2 M</td>
<td>$17.2 M</td>
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<td>Non-Exclusionary Support Grants</td>
<td>$9.5 M</td>
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<tr>
<td>Sanneh Foundation Math Corp</td>
<td></td>
<td>$4 M</td>
<td>$2 M</td>
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<td>Trauma Informed Grant</td>
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<td>$0</td>
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<tr>
<td>Expand Rigorous Coursework BIPOC</td>
<td>$10 M</td>
<td>$8 M</td>
<td>$0</td>
</tr>
<tr>
<td>LETRS Grants</td>
<td></td>
<td></td>
<td>$6 M</td>
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</table>

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

<table>
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<tbody>
<tr>
<td>Referendum Renewal</td>
<td>Included</td>
<td>Included</td>
<td>Amendment failed Close vote</td>
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<tr>
<td>Extended time –link Summer residential</td>
<td>Included</td>
<td>Included</td>
<td>Not included Included</td>
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<tr>
<td>Equalization--SPPS</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Vouchers/ESA % other NP Aid</td>
<td></td>
<td></td>
<td>Included</td>
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<tr>
<td>ABE/Comm. ED</td>
<td>ABE FY21 only</td>
<td>ABE-reset and inflation future</td>
<td>CE Levy increase</td>
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</table>
A Few of the New Mandates

● Recovery Services for students with IEPs (H/S)
● Discipline and Non-exclusionary requirements — several provisions (mostly H)
● Requires state standards to embed indigenous education and ethnic studies into all state-wide standards and adds personal finance (H)
● Art — District must adopt statewide standards and adds media arts (H)PE, ½ credit (H), Social Studies must include indigenous education and and credit for course in government and citizenship in either 11th or 12th grade
● Adds performance measures for WBWF (H/S)
● Requires multi-tiered system of support services (H)
● Literacy instruction— use .5% Staff development or literacy aid for reading PD
Cruz Guzman Litigation  HF2471/SF2465

- Informational hearing April 27th  House Education finance-tentative agreement with AG, MDE and Plaintiffs
- Repeals current integration statute and rule (provides $350 per protected student)
- Establishes a tiered model for identifying students eligible for transportation to other districts
- Establishes criteria for required participation by district, school or charter
- New formula is $350 per historically underserved student
- New requirements for schools that are “isolated”
- Four magnet schools (one in Mpls and St. Paul)
Call To Action

Contact Governor Walz, House and Senate Leadership
● Stabilize School Funding—E-12 target $750 million
● Eliminate Special Education and ELL Cross subsidy
● Continue base funding for VPK (St. Paul 266 seats)
● Fund teacher of color programs
● Provide districts flexibility and support to meet student and family needs without new mandates
Questions
Critical Ethnic Studies Update

COB  May 4, 2021
Course Creation in SPPS

We are here!

Considers:
- Syllabus
- MDE Standards
- Learning Targets
- Culturally Responsive Teaching Methods
- Lesson Plans
- Assessments
- Grading Plan
- Course Enrollment
- Timelines
Where We’ve Been

2018
- SEAB proposed an SPPS ethnic studies graduation requirement separate from Social Studies ethnic studies electives
- Research and project planning on SPPS Achieves

2019
- Course development process begins and roles determined
- SPPS Achieves adopts Strategic Initiative 3a: Culturally Responsive Instruction

2020
- Directed by the Board to establish ethnic studies as a graduation requirement
- Planning and development and stakeholder committee established

2021
- Ethnic Studies established in Office of Teaching and Learning
- Ongoing collaboration among building administration, teachers and students
Critical Ethnic Studies Course Timeline

**Planning and Development**

**SY 20-21**
- Phase 1: Partial Implementation
  - Elective at participating High Schools

**SY 21-22**
- Phase 2: Full Implementation
  - Graduation requirement (Sophomores)

**SY 22-23**

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Saint Paul Public Schools
Engagement in Course Development

Regular monthly meetings with the following:

- **Steering Committee Members**
  - Provide strategic input and feedback course development

- **Course Development Cohort**
  - A collaborative effort with SPPS teachers to construct Critical Ethnic Studies course for Phase 1: Initial Implementation
  - Launch curriculum suggestions form for SPPS community (students, parents, teachers, staff and community members)
  - “Creating for students” → “creating with students”

- **Student Engagement and Advancement Board**
  - Consult, engage and provide feedback on course development
Course Development Cohort Timeline

March/April 2021: Complete draft of course at-a-glance/scope & sequence, unwrapped units and alignment of standards

May/June 2021: Compile resources for formative and summative assessments

July 2021: Conduct summer curriculum writing and lesson planning

September 2021: Launch Critical Ethnic Studies course at participating high schools
# Example

<table>
<thead>
<tr>
<th>7 PRINCIPLES OF ETHNIC STUDIES</th>
<th>LOVE &amp; RESPECT</th>
<th>REFLECTION</th>
<th>CRITICAL CONSCIOUSNESS</th>
<th>HOPE</th>
<th>SOLIDARITY</th>
<th>COMMUNITY</th>
<th>TRANSFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT &amp; THEME</strong></td>
<td>UNIT 0 INTRO TO ETHNIC STUDIES</td>
<td>UNIT 1 IDENTITY &amp; NARRATIVE</td>
<td>UNIT 2 IMMIGRATION &amp; MIGRATION</td>
<td>UNIT 3 SYSTEMS &amp; POWER</td>
<td>UNIT 4 TRANSFORMATION &amp; CHANGE</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DURATION</strong></td>
<td>1.5 Weeks</td>
<td>3.5 Weeks</td>
<td>4 Weeks</td>
<td>3 Weeks</td>
<td>4 Weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
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Phase 1: Initial Implementation

Participating High Schools in SPPS:

- Harding High School
- Como High School
- Humboldt High School (Upper)

Goal: At least 1 section offered at each participating high school
Next Steps

- Implement initial *Critical Ethnic Studies* courses
- Collect student and teacher input and feedback for collaborative course adjustments
- Align with course offering timelines for SY 2022-23
- Board action to amend 510.00
  - Required for graduation beginning 2025