

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**COMMITTEE OF THE BOARD MEETING OF THE BOARD OF EDUCATION**  
<https://spps.eduvision.tv/LiveEvents>

**May 4, 2021**  
**4:30 PM**

**A G E N D A**

**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)

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D. Critical Ethnic Studies Update

1. Introduction

2. Presentation

3. Discussion

4. Action (TBD)

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**III. ADJOURNMENT**

**IV. WORK SESSION**

A. Board Member Attendance at 2021 Graduation Ceremonies

#BoldSubject#



**Saint Paul**  
PUBLIC SCHOOLS

# Legislative Update

Committee of the Board | May 4, 2021  
Mary Gilbert Dougherty, Legislative Liaison

# Session Review

- Budget Year — must adopt biennial budget June 30<sup>th</sup> — 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

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- **Stabilize Education Funding — COVID, General Education/Categorical and Special Education**
- **Increase Diversity of Teacher Workforce**
- **Enhance Local Control and Reduce Mandates<sup>4</sup> to Improve Outcomes**
- **Provide Resources for Child and Family Stability and Support**

# The Big Picture

	Governor	House	Senate
Target	\$727.8 M	\$725 M	\$152.1 M
Formula	1% & 2.5%	2% & 2%	0% & 0%
Special Ed	\$72 M	\$72 M*	\$0 state <sup>5</sup>
ELL	\$13.7 M	\$29 M	\$0
VPK	\$34.8 M	\$35 M	\$0
Pandemic Aid	\$0	\$0	\$60 M

# Teachers of Color

	Governor	House	Senate
Teacher of Color	\$4 M	\$15.6 M	\$5 M
Teacher Mentor	\$10 M	\$4.51 M	\$0
Come Teach MN	\$0	\$0.7 M	\$0.7 M
CUE	\$0	\$3 M	\$0
Educator Pathways	\$8 M	\$0	\$0

# Student and Family Support

	Governor	House	Senate
Full Service Community Schools	\$10 M	\$10 M	\$0
Support Student Personnel	\$48.2 M	\$17.2 M	\$0
Non-Exclusionary Support Grants	\$9.5 M	\$10 M	7\$0
Sanneh Foundation Math Corp		\$4 M \$4 M	\$2 M
Trauma Informed Grant			\$0
Expand Rigorous Coursework BIPOC	\$10 M	\$8 M	\$0
LETRS Grants			\$6 M

# Other Provisions

	Governor	House	Senate
Referendum Renewal	Included	Included	Amendment failed Close vote
Extended time –link Summer residential	Included	Included Included	Not included Included <sup>8</sup>
Equalization--SPPS	Yes	Yes	No
Vouchers/ESA % other NP Aid			Included
ABE/Comm. ED	ABE FY21 only	ABE-reset and inflation future	CE Levy increase



# 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,  $\frac{1}{2}$  credit (H), Social Studies must include indigenous education and and credit for course in government and citizenship in either 11th or 12<sup>th</sup> 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 27<sup>th</sup> 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 10
- 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

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# Questions

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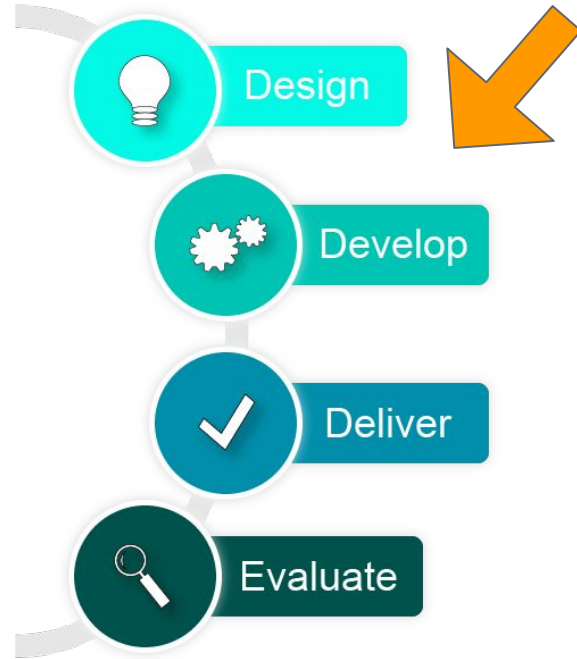
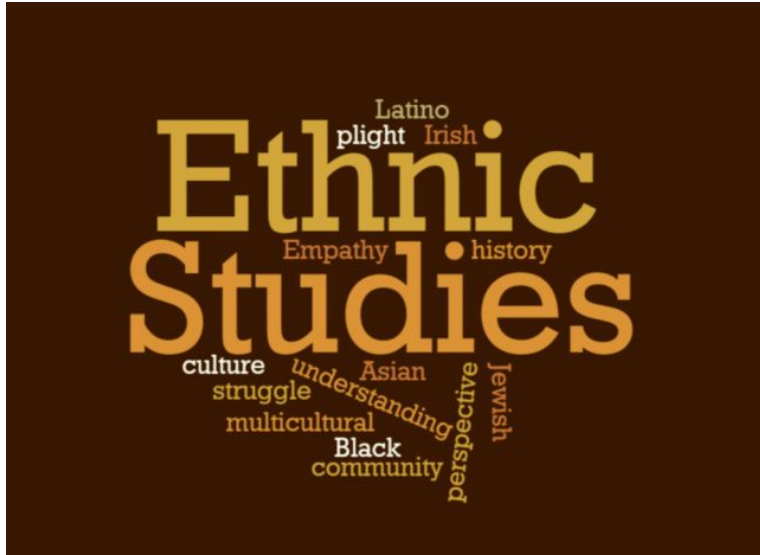


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# Critical Ethnic Studies Update

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

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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



Phase 1: Partial  
Implementation  
Elective at participating High  
Schools

Phase 2:  
Full Implementation  
Graduation requirement  
(Sophomores)





# 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 17  
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

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# Example

<a href="#"><u>7 PRINCIPLES OF ETHNIC STUDIES</u></a>	LOVE & RESPECT   REFLECTION   CRITICAL CONSCIOUSNESS   HOPE   SOLIDARITY   COMMUNITY   TRANSFORMATION				
UNIT & THEME	UNIT 0 INTRO TO ETHNIC STUDIES	UNIT 1 IDENTITY & NARRATIVE	UNIT 2 IMMIGRATION & MIGRATION	UNIT 3 SYSTEMS & POWER	UNIT 4 TRANSFORMATION & CHANGE
DURATION	1.5 Weeks	3.5 Weeks	4 Weeks	3 Weeks	4 Weeks
KEY CONCEPTS	- 7 Principles of Ethnic Studies	- Dominant Narrative - Counter Narrative - Intersectionality	- Push & Pull Factors - Assimilation v. Acculturation - Colonization - Imperialism	- Power / Privilege - 4 I's Oppression: Ideological, Institutional, Interpersonal, Internalized - Hegemony/Counter Hegemony - Resistance & Resilience	-Transformation & Change -Civic Engagement -Youth-Led/People Power Movements -Youth Participatory Action Research -Trauma & Healing



# Phase 1: Initial Implementation

## Participating High Schools in SPPS:

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

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**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

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