



South St. Paul School Board Meeting  
Monday, October 12, 2020 7:15 PM  
Location: CITY HALL  
125 THIRD AVENUE NORTH  
South St Paul, Minnesota 55075

## **Agenda**

{{Name: Agenda Item}} {{Speaker: Agenda Item Speakers}} {{AgendaItemEnd}}

### **I. ROLL CALL and PLEDGE OF ALLEGIANCE**

### **II. APPROVAL OF MEETING AGENDA/MINUTES (Strategic Direction 4)**

A. School Board Meeting Agenda, October 12, 2020

B. Committee-of-the-Whole Meeting Minutes, September 28, 2020

C. School Board Meeting Minutes, September 28, 2020

### **III. REPORTS (Strategic Direction 4)**

A. Public Listening Session (J. McClellan)

B. Standards Prioritization/Mastery (C. Schmidt)

C. Central Square Facility Study and Community Feedback Sessions (D. Webb)

### **IV. CONSENT ITEMS (Strategic Direction 3)**

A. Financial Claims: Bills Payable (D. Webb)

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves (D. Webb)

### **V. POLICY REVIEW (Strategic Direction 1)**

## VI. BUSINESS ITEMS (Strategic Direction 3)

A. Approval, for the South St. Paul School Board to approve the 2020-2023 SSPPS Comprehensive Arts Planning Program (CAPP) Strategic Plan (C. Schmidt)

B. Approval, for the South St. Paul School Board to approve the Mutual Agreement for Student Teaching between St. Mary's University Education Department and South St. Paul Public Schools for the 2020-21 school year (D. Webb)

C. Approval, for the South St. Paul School Board to approve the Memorandum of Agreement between South St. Paul Public Schools and the Educational Support Professionals (D. Webb)

D. Approval, for the South St. Paul School Board to approve the Acceptance of Gifts Resolution (D. Webb)

## VII. INFORMATIONAL ITEMS (Strategic Direction 4)

A. **Board Members' Reports/Committee Updates/Where Have You Seen a Passion:** Board members will report on recent educational activities/events in which they have participated as well as other informational items.

## VIII. SUPPLEMENTAL AGENDA

## IX. ADJOURN

**South St. Paul School Board  
Committee-of-the-Whole Meeting Minutes**

**September 28, 2020**

Chair Jeff McClellan called the September 28, 2020, meeting of the Committee-of-the-Whole to order at 6:02 PM in the Council Chambers of City Hall with seven Board members present: Inspector Arend, Bjorklund, Diaz, Felton, Laliberte, Walker, and McClellan. Others present included Superintendent of Schools Dave Webb and several district staff members.

**Staffing**

Human Resource Director Cathy Miller reviewed the staffing that is on the agenda for approval this evening.

**Dental Insurance Plan and Rates**

Per MN Statute, school districts are required to do a Request for Proposal (RFP) every five years for dental insurance. SSPPS administration solicited bids for a self-insured dental insurance plan effective January 1, 2021 and received responses from two carriers. The lowest and competitive bid, with no changes in the plan, was from our current dental insurance provider, HealthPartners. The plan includes no increases in costs with a 3-year rate guarantee ending December 31, 2023 and 3% rate cap for years 4 and 5. Administration recommends the approval of the dental insurance plan with HealthPartners.

**Ancillary Insurance Plan and Rates**

Per MN Statute, school districts are required to do a Request for Proposal (RFP) every five years for ancillary insurances, which include Basic Life & AD&D, Voluntary Life & AD&D and Long-term disability (LTD). SSPPS administration solicited bids for our ancillary insurance plans effective January 1, 2021 and received responses from five carriers. The only bid received that matched our existing plans was from our current ancillary insurance plan provider, The Standard. The plans include an 8.33% decrease in rates for Basic Life & AD&D, no change in rates for Voluntary Life & AD&D, and an 8.57% decrease in rates for LTD with a 2-year rate guarantee ending December 31, 2022. Attached are the 2021-2022 ancillary insurance plan rates. Administration recommends accepting the two-year (2021-2022) ancillary insurance plans with The Standard.

**2020-21 Budget Update**

Finance Director Aaron Bushberger provided an update of the 2020-21 budget. As a result of the current pandemic, there have been many changes to the budget since it was approved in June. The budget that was approved in June, was developed assuming a regular school year. However, given the pandemic, administration needed to make major adjustments system-wide in order to offer a safe and effective learning model for our students and staff. Additionally, given the state provides us with 80% of our funding and with their estimated \$4.7 billion deficit for the next biennium, future funding challenges is a concern that we are watching closely. More specifics regarding the budget will be presented to the Board in Oct. and/or Nov.

**2020 Payable 2021 Proposed Property Tax Levy**

Finance Director Aaron Bushberger presented the 2020 Payable 2021 Proposed Property Tax Levy to the maximum. This proposed certification is for taxes payable in calendar year 2021, and is revenue for the 2021-2022 school year. Districts are required to certify their proposed levy to the County Auditor by September 30. Administration recommends approving the proposed levy at “maximum”, as downward adjustments to the levy are still allowed to be made prior to the final levy being approved in December. Administration is currently looking at options of reducing our levy in certain levy categories.

The official public hearing and school board approval to certify the final levy is scheduled for Monday, December 14, 2020.

### **2020-2023 Teacher Growth, Development, and Evaluation Plan**

The South Saint Paul Public Schools Teacher Growth, Development and Evaluation (TDE) Plan was initially written and approved during the 2013-14 school year in order to improve student learning and success and to comply with the Minnesota Statutes. The South St. Paul TDE Plan has two major components. Teacher practice and student learning and achievement.

The plan is reviewed and modified every couple of years to ensure improvements and growth opportunities continue to be incorporated. Jen Sexauer, ATPPS/TDE Coordinator, and Theresa Starkman, Assistant Director of Special Services & Learning, worked collaboratively throughout the summer to research strategies that would improve areas of the existing plan that had been previously identified through feedback from teachers, administrators and the ATPPS/TDE Steering Committee. These proposed revisions were unanimously approved by the ATPPS/TDE Steering Committee in early September and subsequently approved by the South St. Paul Teachers' Association general membership. The 2020-23 TDE plan will go before the School Board this evening for approval.

### **SSPPS Comprehensive Arts Planning Program (CAPP)**

South St. Paul Public Schools (SSPPS) was one of eight Minnesota school districts chosen as recipients of the 2019-2021 Comprehensive Arts Planning Program (CAPP) provided by the Perpich Center for Arts Education.

Minnesota's CAPP provides assistance to selected public school districts as they design three-year, strategic plans for K-12 arts education programs. CAPP provides financial and technical assistance to support the strategic planning process through workshops, site visits, leadership development, and resource materials.

CAPP committee co-chairs Tara St. Martin and Eric Holsen presented to the School Board, the CAPP Strategic Plan for South St. Paul Public Schools. The focus of the SSPPS strategic plan is to develop, implement and evaluate a comprehensive arts program for SSPPS that will offer equitable access throughout the school day and extra-curriculars for all students in all five art areas of Dance, Media Arts, Music, Theatre, and Visual Arts. In addition, CAPP will help the district provide educators with professional learning opportunities needed to incorporate the new standards, which are required to be fully implemented during the 2021-22 school year. The SSPPS CAPP Strategic Plan will go before the School Board for approval at their meeting on October 12.

### **School Board Meeting Transition Plan**

Superintendent Webb reviewed a transition plan that will set the process to navigate the structure of our School Board meetings in a pandemic. There are five phases to the transition process: Phase I – Full Virtual, Phase II – Mostly Virtual, Phase III – Hybrid, Phase IV – Mostly In-Person and Phase V – Full In-Person. The transition plan also allows any School Board member feeling ill or uncomfortable with attending in-person, to attend virtually. In addition a streaming feature has been added for our regular School Board meetings that will allow staff and/or community members to view our 7:15 PM meeting without needing access to our local cable channel. School Board members and district administration will continue monitoring the pandemic to determine the appropriate phase for their meetings.

The September 28, 2020, committee-of-the-whole meeting was adjourned at 6:53 PM.

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Respectfully submitted by:

Lisa Brandecker, Acting Secretary-Clerk  
South St. Paul Board of Education



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**SOUTH ST. PAUL PUBLIC SCHOOLS**  
**Special School District No. 6**

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SEPTEMBER 28, 2020

The regular meeting of the School Board for South St. Paul Public Schools, Special School District 6, was held in the council chambers of city hall on Monday, September 28, 2020. Chair Jeff McClellan called the meeting to order at 7:15 PM with seven Board members present: Inspectors Diaz, Bjorklund, Walker, Laliberte, Arend, Felton and McClellan. Others present included Superintendent of Schools Dr. Dave Webb and several district leaders.

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By Inspector Bjorklund

Seconded by Inspector Arend

That the South St. Paul School Board approves the September 28, 2020 School Board meeting agenda, supplemental agenda, and the minutes of the following meetings:

- A. Committee-of-the-Whole Meeting Minutes, September 14, 2020
- B. Regular Meeting Minutes, September 14, 2020

Motion carried (7-0)

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**REPORTS AND DISCUSSION**

*Public Listening Session:* There were no public listening session submissions to report this evening.

*School Updates:* Building Principals provided updates on the start of the school year for each of their sites. School Board members and district leaders shared their thanks and appreciation for all the extra time, planning and work that went into developing a safe and effective learning experience for our students and staff.

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By Inspector Diaz

Seconded by Inspector Walker

- A. Financial Claims—Bills Payable
- B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves.

Motion carried (7-0)

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By Inspector Arend

Seconded by Inspector Bjorklund

For the South St. Paul School Board to approve certifying the 2020 Payable 2021 Proposed Property Tax Levy to the maximum and declare Monday, December 14, 2020 at 7:15 PM in the City Hall Council Chambers, 125 – Third Avenue North, as the official public hearing to certify the 2020 Payable 2021 Final Property Tax Levy.

Motion carried (7-0)

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By Inspector Felton

Seconded by Inspector Bjorklund

For the South St. Paul School Board to approve the five-year (2021-2025) self-insured dental insurance plan with Health Partners.

Motion carried (7-0)

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By Inspector Bjorklund  
For the South St. Paul School Board to approve the proposed 2021 dental insurance rates.

Seconded by Inspector Walker

Motion carried (7-0)

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By Inspector Diaz  
For the South St. Paul School Board to approve the two-year (2021-2022) Basic Life & AD & D, Voluntary Life & AD & D and LTD insurance plans with The Standard.

Seconded by Inspector Felton

Motion carried (7-0)

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By Inspector Bjorklund  
For the South St. Paul School Board to approve the 2020-23 Teacher Growth, Development and Evaluation Plan.

Seconded by Inspector Felton

Motion carried (7-0)

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The School Board members reported on various informational items and committees in which they serve.

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By Inspector Arend  
That the School Board moves to adjourn the September 28, 2020 meeting at 8:04 PM.

Seconded by Inspector Felton

Motion carried (7-0)

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Official Board Minutes are available in the District  
Office at 104 – 5<sup>th</sup> Ave. So. – So. St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk  
School Board



# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** October 12, 2020

**Place on Agenda:** Regular Meeting Reports

**Action Requested:** None

**Attachment:** None

<b>Topic:</b> School Board Listening Session Report
<b>Presenter(s):</b> Chair Jeff McClellan
<p><b>Background:</b></p> <p>Pursuant to Minnesota Statutes section 13D.021, and the current state of emergency declared by the Governor of Minnesota due to the COVID-19 pandemic, the Board Chair and Superintendent of Schools have determined that it is not prudent to conduct an in-person meeting of the School Board nor is it feasible to allow any member of the public to be present at the regular meeting location or any remote sites of any Board Members. All members of the School Board will participate by electronic means.</p> <p>To allow members of the staff and public the opportunity to provide comments regarding items on the Board Meeting’s agenda, the board has established the <a href="#">Listening Session Sign-up Form</a> on the South St. Paul Public Schools website that must be completed and submitted by 9:00 a.m. the day of the Board meeting. The Board will designate an individual to read a representative sample of the comments at the Board meeting. The public will not be given the opportunity to be heard in person at the Board meetings. This temporarily supersedes Policy 206.</p> <p>The Board Chair or Superintendent of Schools or their designee, may follow-up, via phone or electronic communication, with the individual submitting the Listening Session Sign-up Form.</p>

South St. Paul  
Public Schools



# Standards Prioritization

**Dr. Chad Schmidt**  
**SSPPS Learning Department**  
*October 12, 2020*



# Priority Standards

What are priority standards?

Why identify priority standards?

How are priority standards identified?

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# What are priority standards?

# Priority Standards: What

“*Priority Standards* ... represent a **carefully selected subset** of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the *next* grade level or course.”

—Ainsworth, *Rigorous Curriculum Design: How to Create Curricular Units of Study That Align Standards, Instruction, and Assessment* (2011), pp. 39–40

# Priority Standards: What

- What teachers will spend the majority of **instructional time** teaching
- What teachers will focus on **assessing & monitoring**
- The focus of teachers' **data-driven discussions**
- The focus of teachers' **interventions** (i.e., enrichment or remediation)

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# Why identify priority standards?

# Priority Standards: Why

*Prepare each and every student for their next step.*

- SSPPS Continuous Improvement
  - Guaranteed & Viable
  - IB, MTSS, Equity, Personalized Learning
- COVID-19
  - Trauma-informed and SEL-focused
  - Distance, Hybrid & In-person learning models
  - Impact of 2019-20 (e.g., learning loss)

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# How are priority standards identified?

# Priority Standards: How

## Criteria

- Endurance
- Leverage
- Readiness

## Comprehensive & Rigorous

- Prioritization, not elimination
- 2 groups: Priority standards & Supporting standards



# Priority Standards: How

## Educator Teams:

- **Horizontal:** same subject area and grade level
- **Vertical:** same subject area, elementary/secondary (K-5, 6-12)

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# SSPPS Standards Prioritization Timeline

# Priority Standards: Timeline

## July 2020 (volunteers)

- Training
- Horizontal Teams: initial draft
- Vertical Teams: consensus

## August 2020 (all teachers)

- Review priority standards
- Identify units, assessments and interventions

Invited **all** general  
education teachers

Over 90 volunteers

# Next Steps

## Communication

- Publish priority standards

## Ongoing Team Meetings

- Instruction & assessment planning
- Monitor student mastery of priority standards

## Districtwide Professional Development Days

- Collaborative time
- Support and guidance for each team

# Questions?





# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** October 12, 2020

**Place on Agenda:** Committee-of-the-Whole and Regular Meeting Reports

**Action Requested:** None. Information Only

**Attachment:** Central Square Community Center (CSCC) Background

<b>Topic:</b> Central Square Community Center Facility Study
<b>Presenter(s):</b> Superintendent Dave Webb
<p><b>Background:</b></p> <p>In September, we learned that the City of SSP will be ending the joint Central Square partnership with the school district, effective June 30, 2021. Since SSP Schools is the current owner of the Central Square facility, the school district will need to develop a plan for facility usage as the partnership ends. SSP school district leaders have begun initial discussions with Wold Architects to engage with the SSP community to gather their input and feedback. On Monday, we will share our plan for community engagement and gather feedback from the school board on our next steps.</p> <p>The following invite was shared in the October 7 Staff and Family newsletters:</p> <p><b>You're Invited to Join a SSP Central Square Facility - Community Feedback Session!</b></p> <p>As you may know, the City and School District have decided to end their Central Square partnership due to declining membership at Central Square. The school district is seeking community input and feedback on future programming and additional possible uses of the Central Square facility. You are invited to share your input at one of our sessions:</p> <ul style="list-style-type: none"> <li>• <b>Who:</b> Interested SSP Community Members</li> <li>• <b>What:</b> A SSP community conversation and feedback gathering session with Wold Architects and SSP school leaders</li> <li>• <b>Where:</b> A Virtual Google Meet conversation using <a href="#">this link</a></li> <li>• <b>When:</b> 7pm on October 22 and November 12</li> <li>• <b>Why:</b> To assist us in gathering community feedback on additional possible uses of the Central Square Facility</li> </ul>
<p><b>Recommendation:</b></p> <p>N/A</p>
<p><b>Alternatives:</b></p> <p>N/A</p>

## **Central Square Community Center (CSCC) Background**

### **History of Building/Partnership between SSP School District and the City**

The South St. Paul School District is the owner of the Central Square building. When the city and school district entered into a partnership to establish the CSCC in February 2002, the SSP Parks and Recreation relocated from Wakota Arena (now known as Woog Arena) to the CSCC. Under a joint Management Agreement between SSPPS and the City of South St. Paul, the Parks and Recreation Department operated the management of the site.

### **CSCC Board**

The Central Square Board is currently composed of six members; three appointed by the South St. Paul School Board and three appointed by the City Council. The Director of Parks and Recreation for the city and the Director of Community Education for SSPPS, co-facilitate the operations of the CS Board. The Board meets five times a year and has the authority and obligation to manage and operate Central Square's educational and recreational activities on behalf of the parties in accordance with the terms and conditions of the agreement.

School district appointed representatives on the Central Square Community Center Advisory Board are: Luke Olson, Susan Berg-Williams, Julie Monson. District liaisons are School Board Member Nikki Laliberte, and Director of Community Education, Jeanne Zehnder.

### **Declining Membership Causing an End to the City/School District CSCC Partnership**

The core operation of CSCC is dependent upon membership and program revenue. Membership hit a peak in 2013 at 1,002 members and has since been steadily in decline, 2019 concluded with 692 memberships, a 31% decrease in membership from the all-time high. Due to the current pandemic, memberships have continued to decrease. There has also been an increase in competition of local fitness centers, adding to the decrease in CSCS memberships. Due to these factors, at their September meeting, the City of SSP decided to end the Central Square partnership effective June 30, 2020.

### **Capital Project Funds**

The operational surplus revenue of CSCC has supported capital projects. Since the creation of the project fund in 2009, any annual profit from the operation of CSCC is reserved for Capital Projects. CSCC operation to date has contributed \$338,866 to buildings, grounds and facility equipment capital costs. Currently there is a fund balance of \$69,424. These funds can only be used for capital improvements.

### **Building and Custodial Support**

The SSP District currently provides evening custodial services, operates and maintains the indoor pool, and maintains the physical building with shared custodial staff from the Secondary Building. The CSCC's operating budget does not directly pay for these services, building rent or utilities. The CSCC operational budget does pay for summer pool operation (fees are charged for swim lessons that Park and Rec runs).

## **The Senior Center**

In 2005, the Parks and Recreation department began to contractually operate the Senior Center at CSCC on behalf of the school district. Under the Senior Center Agreement, the school District's Community Education budget pays approximately 33% of one Recreation Supervisor's salary. Revenues and expenditures to operate the Senior Center programs run through the Community Education budget. Programs, activities offered are expected to run budget neutral (revenues covers expenditures) revenues from such programs/activities do not support/cover the salary of the Recreation Supervisor salary.

## **City Run Central Square Programming at CSCC:**

Instructor-led fitness classes and youth programs.:

- Silver Sneakers
- Fitness Classes
- 55+ Fitness Classes
- Defensive Drivers for 55 and older -held at CSCC but the State takes registration
- \*Senior Center (Annual membership fee is \$10, a bi-monthly newsletter, activities-penny bingo 2x per month/cards, trips, spring/fall fashion show/holiday lunch/monthly board meeting and gift shop)
- \*CE pays 33% or \$2407.00 per month of one Recreation Supervisor salary to oversee the senior program
- Taxes
- Pool (rental, water fitness, open swim, lap swim & swimming lessons)
- Gymnastics Open class held on Saturdays & 7 scheduled classes each season
- Karate
- Youth Programming (trips & day camps on non-school days and summer)
- Summer Playground Child Care programs housed at either Lincoln Center or Kaposia
- Fare for All (has now moved to Doug Woog Arena)
- Facility Rental-They rent the pool, the two Centennial rooms for meetings and events- CSCC Parks and Recreation staff are responsible for facility rental.

## **SSP School District Activities**

The District currently utilizes CSCC for the practices and competitions of three sports: girls swim team (fall season), boys swim team (winter season), and gymnastics (winter season). CSCC members are not allowed to use the areas in CSCC while these sports are in session or have practices, camps, competitions. Community Education utilizes the facility's meeting and activity rooms for classes primarily on the weekends. School District staff also use the meeting space at CSCC for meetings and workshops. All School District activities receive priority as the landlord, thus can supersede any other scheduled activity whether CSCC-sponsored or outside group. Note: District and Community Education do not control the scheduling of the facility and must secure space through CSCC Parks and Recreation staff even though the building is a District building.

## **Scheduling of the Facility**

The City and Parks and Recreation staff currently manage the rental and facility use of CSCC.



## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

**Meeting Date:** October 12, 2020

**Place on Agenda:** Regular Agenda/Consent Items

**Action Requested:** Approval

**Attachment:** Staffing

<b>Topic:</b> Staffing
<b>Presenter(s):</b> Human Resource Director Cathy Miller
<b>Background:</b>  Human Resource Director Cathy Miller will review the staffing that is recommended for approval at the October 12, 2020, school board meeting.
<b>Recommendation:</b>  Administration recommends approval of the proposed staffing.
<b>Alternatives:</b>  Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for next steps.

**VII.A.1 Staff Appointments, Resignations, Retirements, Terminations and Leaves (Cathy Miller)**

**10-12-20**

**Certified**

A. Appointments/Reassignments

1. Christian Messier – 1.0 FTE Long-Term Substitute French Teacher-High School, Secondary Building, BA00, Step 1, effective October 12, 2020, through December 3, 2020.

Employee Pandemic Advisory Committee (June 15 – September 19, 2020; \$29.00 per hour; up to 95 hours)

Shawnee Krueger – COVID Coordinator (extension from August 31; increase from 25 hours)

Shawnee Krueger – COVID Coordinator (September 20 – December 31; \$29.00 per hour; up to 10 hours per week)

2020-21 Targeted Services (\$31.50 per hour)

After School Credit Recovery (October 6 – June 3; up to 139.5 hours)

Chris Marquis

Online Academy (September 28 – June 10; up to 111 hours)

Chris Marquis

Melissa Miller

Luke Olson

Jessica Peterson

After School Skill Development (October 6 – June 3; up to 139.5 hours)

Shelly Chermack

Jessica Peterson

2020-21 Curriculum Writing (\$29.00 per hour)

Up to 30 hours

Elizabeth Adiani (increase from 20)

Up to 20 hours

Jennifer Sexauer

Up to 8 hours hours

Frank Arend

Dana Dvorak

Tammy Lenarz

Professional Development – Diploma Program Workshop (\$29.00 per hour; 16 hours)

John Devine

Andrew Doran

Dylan Olson

Faith Purvey

B. Resignations/Retirements/Leaves/Reductions/Other

1. Ian Burk – Rescind leave of absence from his position as 1.0 FTE Science Teacher-Middle School, Secondary Building, effective September 8, 2020, through December 4, 2020.

**Classified**

**A. Appointments/Reassignments**

1. Cherie Bauer – Early Learning Assistant (Temporary), Kaposia Education Center, \$17.81 per hour, 30.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
2. Susann Bougie – Early Learning Assistant (Temporary), Kaposia Education Center, \$17.81 per hour, 25.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
3. Louise Campbell – Early Learning Program Assistant (Temporary), Family Education Center, \$19.51 per hour, effective September 30, 2020, through June 10, 2021. (recall)
4. Victoria Caraway – Part-Time Custodial Cleaner, Secondary Building, \$16.99 per hour, 20 hours per week, effective October 12, 2020.
5. Diane Czeck – Early Learning Assistant (Temporary), Family Education Center, \$17.81 per hour, 12.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
6. Leslie Escoto Vega – Kids Choice Assistant (Temporary), Lincoln Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020. (recall)
7. Candice Evanoff – Early Learning Assistant (Temporary), Kaposia Education Center, \$17.81 per hour, 30.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
8. Lisa Fulweiler-Marz – Kids Choice Assistant (Temporary), Lincoln Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10, 2021. (recall)
9. Denise Geldernick – Early Learning Assistant (Temporary), Lincoln Center, \$17.81 per hour, 17.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
10. Courtney Gutzman – Kids Choice Assistant (Temporary), Kaposia Education Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10, 2021. (recall)
11. Nadine Kuntz – Early Learning Assistant (Temporary), Kaposia Education Center, \$17.81 per hour, 30.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
12. Michelle Lange – Early Learning Assistant (Temporary), Kaposia Education Center, \$17.81 per hour, 25.5 hours per week, effective September 30, 2020, through June 10, 2021. (recall)
13. Ashley Marz – Kids Choice Assistant (Temporary), Kaposia Education Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10, 2021. (recall)
14. Loretta Ohmann – Kids Choice Assistant (Temporary), Lincoln Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10, 2021. (recall)
15. Joanne O'Brien – Early Learning Assistant (Temporary), Family Education Center, \$17.81 per hour, 14 hours per week, effective September 30, 2020, through June 10, 2021. (recall)

16. Allison Olson – Early Learning Assistant (Temporary), Lincoln Center, \$17.81 per hour, 17.5 hours per week, effective October 7, 2020, through June 10, 2021. (recall)
17. Jennifer Peine – Part-Time Custodial Cleaner, Secondary Building, \$16.99 per hour, 20 hours per week, effective October 8, 2020.
18. Melissa Pugh – Student Supervisor (Temporary), Kaposia Education Center, \$15.81 per hour, 17.5 hours per week, effective September 28, 2020, through June 10, 2021.
19. Hunter Seaberg – Kids Choice Assistant (Temporary), Lincoln Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10. (recall)
20. Pamela Senft – Part-Time Custodial Cleaner, District Office, \$16.99 per hour, 15 hours per week, effective October 5, 2020.
21. Margaret Smith – Cashier, Kaposia Education Center, \$17.48 per hour, 27.5 hours per week, effective September 30, 2020. (rehire)
22. Nicole Trevino – Part-Time Custodial Cleaner, Kaposia Education Center, \$16.99 per hour, 20 hours per week, effective October 5, 2020.
23. Julie Troye – Kids Choice Assistant (Temporary), Kaposia Education Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10. (recall)
24. Louise Vega – Kids Choice Assistant (Temporary), Kaposia Education Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10. (recall)
25. Benjamin Vesey – Part-Time Custodial Cleaner, Secondary Building, \$16.99 per hour, 8 hours per week, effective October 6, 2020. (rehire)
26. Jordan Wallin – Kids Choice Assistant (Temporary), Kaposia Education Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10. (recall)
27. Christina Zambrano – Kids Choice Assistant (Temporary), Lincoln Center, \$18.13 per hour, 32.5 hours per week, effective September 28, 2020, through June 10. (recall)

#### Additional Hours

Jennifer Peterson – Health Assistant, Lincoln Center, planning and support, \$21.65 per hour, up to 32 hours, effective September 8 through October 1, 2020

Kelsey Robbins – Special Education Assistant, Middle School, bus assistant, \$19.37 per hour, up 3 hours, September 21 – 28, 2020.

#### B. Resignations/Retirements/Leaves/Reductions/Other

1. Kimberly Baker – Leave of absence from her position as Kids’ Choice Assistant, Lincoln Center, effective September 28, 2020, through June 10, 2021.
2. Samantha Chin – Resignation from her position as Communications Specialist, District Office, effective October 23, 2020.

3. Jeri Cullen – Resignation from her position as Part-Time Custodial Cleaner, District Office, effective September 28, 2020. (verbal)
4. Candice Evanoff – Leave of absence from her position as Kids’ Choice Assistant, Kaposia Education Center, effective September 28, 2020, through June 10, 2021.
5. Julie Gullikson – Resignation from her position as Early Learning Assistant, Lincoln Center, effective October 6, 2020.
6. Guadalupe Mendez-Pliego – Resignation from her position as Early Learning Assistant, Lincoln Center, effective September 28, 2020.
7. Trina Oster – Resignation from her position as Kids’ Choice Program Assistant, Lincoln Center, effective September 28, 2020.
8. Thomas Rongitsch – Leave of absence from his position as Kids’ Choice Assistant, Lincoln Center, effective September 28, 2020, through June 10, 2021.
9. Margaret Smith – Resignation from her position as Early Learning Assistant, Kaposia Education Center, effective September 28, 2020.
10. Katherine Tigan – Resignation from her position as Early Learning Assistant, Kaposia Education Center, effective September 28, 2020.
11. Teranic Williams – Leave of absence from her position as Kids’ Choice Assistant, Kaposia Education Center, effective September 28, 2020, through June 10, 2021.
12. Jesus Yanez – Leave of absence from his position as ELL Assistant, Kaposia Education Center, effective September 23, 2020, through approximately December 21, 2020.



# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** Monday, October 12, 2020

**Place on Agenda:** Regular Meeting – Business Item

**Action Requested:** Approval

**Attachment:** SSPPS CAPP Plan 2020-2023  
Flipped Video Link: [SSPPS CAPP Presentation](#)

<b>Topic:</b> Comprehensive Arts Planning Program (CAPP) 3-Year Plan
<b>Presenter(s):</b> Learning Director Chad Schmidt, MYP/Curriculum Coordinator Melissa Miller, CAPP Co-Chairs Eric Holsen and Tara St. Martin
<p><b>Background:</b></p> <p>South St Paul Public Schools was awarded one of eight statewide grants to receive support and guidance from the Perpich Center for Arts Education to systematically conduct a strategic planning process focused on comprehensive arts programming in our schools.</p> <p>At the September 28 Committee-of-the-Whole meeting, Learning Director Chad Schmidt, MYP/Curriculum Coordinator Melissa Miller, CAPP Co-Chairs Eric Holsen and Tara St. Martin presented the School Board with the details of the 2020-2023 CAPP Strategic Plan. The 3-year strategic plan includes two strategic directions: <i>Learners – Effective arts scheduling for equitable access to all arts for all students</i>; and <i>Leaders – K-12 support for arts curriculum alignment and professional development</i>.</p> <p>The 2020-23 CAPP Strategic Plan will go before the School Board for approval on Monday evening.</p>
<p><b>Recommendation:</b></p> <p>Administration recommends approval of the 2020-2023 CAPP Strategic Plan.</p>
<p><b>Alternatives:</b></p> <p>Do not approve the 2020-2023 CAPP Strategic Plan and direct administration with next steps.</p>

# South St. Paul Public Schools

## Comprehensive Arts Planning Program

Three-year plan: 2020-2023

The Comprehensive Arts Planning Program (CAPP) is made possible by the MN State Legislature through an appropriation to Perpich Center for Arts Education. CAPP is governed by 2019 Minnesota Statute 129C.25 and 129C.26.

South St. Paul  
Public Schools



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# Introduction

South St. Paul Public Schools has a long history of tight integration of our public schools in the life of the community fostered, in part, by the fact that the school district and the city share identical boundaries. The school district and the community form an especially tight bond not unlike that often found in more rural areas of the state. In addition, South St. Paul has a long history of support for arts in both the community and in our schools. South St. Paul's long-standing commitment to the IB Program further helps support the district's arts education efforts through standards-based curriculum development, cross-district curriculum training and planning, and by offering IB arts courses. Our staff, administration, school board, and community are committed to offering high quality arts programming for our students and our community.



In the spirit of continual improvement, the SSPPS arts departments applied for a Comprehensive Arts Planning Program (CAPP) grant, and were awarded funds and resources to develop a three year strategic plan for SSPPS. A committee met monthly during the school year to generate this plan. Committee members engaged in workshops focusing on the strengths and assessed the needs of arts education in the district as well as district challenges related to student needs, diminishing resources, declining enrollment, and state and federal requirements.

## Strategic Directions:

We have identified two strategic directions which we believe will lead the district to continue its work in providing equitable access for all SSP students to all five arts areas (dance, media arts, music, theatre, and visual arts) in grades K-12.

### Strategic Direction 1: Learners

Effective arts scheduling for equitable access to all arts for all students.

### Strategic Direction 2: Leaders

K-12 support for arts curriculum alignment and professional development.

In this document, we outline a three-year plan of positive actions for the district to take in order to address our program's shortcomings and to build on strengths to make our delivery of K-12 arts programming even better than it already is. We understand that this will not happen overnight, and that's why the plan is laid out with a long-range timeframe. We also know that we live in a changing world, so the plan is built with systems and strategies for looping back to assess where we are and to continually strategize next steps to address changing situations. We are confident that with all of the stakeholders in South St. Paul's schools and community working together, we can build an even better future for our students.



## CAPP Mission and Vision

### Mission:

Ignite a passion in every learner to inquire, continuously improve, and engage in positively changing our world through the Arts every day.

### Vision:

Inspiring learners and empowering leaders through the Arts.

### Belief Statements:

- WE BELIEVE...The arts are part of the core K-12 curriculum for SSPPS.
- WE BELIEVE...Arts are essential for student success academically, socially, and emotionally.
- WE BELIEVE...Access to all 5 art areas (dance, media, music, theatre, and visual art) should be provided to all students in grades K-12.
- WE BELIEVE...Opportunities for participation and experiences in all 5 arts areas should be available to all K-12 students both during the school day, and outside of the regular school day.
- WE BELIEVE...Arts opportunities should be provided to all K-12 students in an equitable manner to ensure access is provided to all students regardless of any status (race, ethnicity, language, religion, gender identification, sexual orientation, age, socio-economic status, etc.).
- WE BELIEVE...The elements and principles in the visual arts, and the elements and skills in the musical arts are consistent across all grade levels, however the level of study increases as students progress through the grades.
- WE BELIEVE...That the Minnesota arts standards ensure that the study of dance, media, music, theatre, and visual arts is focused, disciplined, and assessed.
- WE BELIEVE...All students can learn and deserve a high quality and accessible arts instructional program.
- WE BELIEVE...Every student deserves an excellent education that includes high expectations, mutual respect, and ownership and empowerment of learning choices.



# Current Trends

South St. Paul Public Schools is located in Dakota County, Minnesota. The district, which has the same boundary as the city of South St. Paul, covers 6.14 square miles along the Mississippi River.



The demographic composition of South St. Paul’s population according to the 2018 Census estimates:

South St. Paul population.....	20,145
Households.....	8,079

**Age Distribution:**

Persons under 5 years of age .....	1,491 (7.4%)
Persons under 18 years of age .....	4,835 (24.6%)
Persons over 65 years of age.....	2,415 (12.4%)

**Race and Hispanic Origin:**

American Indian and Alaska Native.....	141 people (0.7%)
Asian .....	403 people (2.1%)
Black or African American .....	544 people (2.7%)
Hispanic or Latino.....	2,961 people (14.7%)
Two or More Races.....	1,470 people (7.3%)
White.....	15,068 people (74.8%)

2018 Census estimates figures for the area show that the median family income was \$60,588 and 10.8 percent of families fall below poverty level.

High School Graduate or Higher .....	18,292 people (90.8%)
Bachelor’s Degree or Higher .....	5,379 people (26.7%)



In 2019-2020, approximately 3,200 K-12 students were enrolled in South St. Paul Public Schools. Enrollment has decreased at the elementary level with incoming kindergarten classes. At 212 students, grade 2 is the smallest grade level in the district. The 10th grade is the largest with 256 students. Projections for 2020-2021 school year are for a slight decrease in enrollment of approximately 160 students. Enrollment is projected to fluctuate slightly in the coming years.

## Program Analysis

Throughout the CAPP process, the committee determined district-wide arts status in regards to program, staffing, and hours per student. In addition, the committee created a desired outcome that states district-wide changes. Further information on this data can be summarized in Appendix.

Each elementary school has one full-time visual arts teacher and one full-time music teacher. There are no dance, theatre, or media arts teachers at either of the elementaries.

Kaposia Education Center is on a five day rotation where the students will receive an average of 45 minutes of instruction per five days, while Lincoln Center is on a six day rotation where the students receive an average of 90 minutes of instruction for every six days.

The Secondary School requires an arts course each year in grades 6-9. After grade 9, students have more availability to take arts electives. The curricular options for students at the Secondary School consist of visual arts, band, and choir. Due to confines of the six-period schedule, students typically cannot take more than one of these options.

The district does not currently offer curricular programs for theater, dance, and offer only limited offerings for media arts via an IB Film class, yearbook, and photography classes. There are no media arts offered at the elementary schools.

Additional opportunities are offered through the extra-curricular activities program. The district staffs a full-time theatre director who produces four productions during the school year for students grades 6-12, and two in the summer (one for grades 3-9, and another for grades 9-adults). There is a dance team and a show choir that cater to students interested in dance. In addition, there is an a capella choir for students grades 9-12. Band has a jazz ensemble and a show band to accompany the show choir grades 9-12. There is also a recurring pep band to play at sports games, as well as a marching band to perform at homecoming and local parades. The elementary schools have arts clubs and choirs to provide opportunities not possible throughout the academic day.

Many students have the desire to take multiple arts classes but are unable to because of schedule constraints; therefore, students take multiple extracurricular activities to fulfill their learning desires which are not being met during their academic day.



## Three-Year, Strategic Arts Plan Overview

In beginning our planning process, the CAPP committee quickly came to the realization that the goal in creating a more equitable and meaningful arts experience in the South St. Paul Public Schools would address the needs of two specific groups; the learners and leaders of this community. With that in mind, these became the directions that lead our three-year, strategic arts plan.

Listed below under Strategic Direction # 1 - Inspiring Learners and Strategic Direction #2 - Empowering Leaders is an overview of the Overall Strategies we will be using in addition to the Actions Steps we will need to take to implement our plan over the next three years, from 2020 - 2023.

### Strategic Direction 1 - Learners

*Effective arts scheduling for equitable access to all arts for all students.*



#### Direction 1 Overall Strategies:

- 1. Effective and Supportive Curricular Arts Scheduling:** South St. Paul Public Schools understands the implicit value of arts education for all students, and therefore should offer all students equitable access to, and choices in, all arts (dance, media, music - both instrumental and vocal, theatre, and visual art) in all grades as part of the curriculum during the school day.
- 2. Effective and Supportive Extracurricular Arts Programming:** South St. Paul Public Schools understands the implicit value of arts opportunities for all students, and therefore should offer all students equitable access to, and choices in, all arts (dance, media, music - both instrumental and vocal, theatre, and visual art) for all grades as extra-curricular offerings.
- 3. Staff Involvement in Decision Making Regarding Student Programming:** South St. Paul Public Schools believes that meaningful input from staff members who are experts in their fields is essential to effective curricular and extra-curricular planning and programming. Therefore, the District will work toward better inclusion of classroom and activity leaders in decision making processes.

**Year 1 – 2020-2021 Action Steps:*****Effective and Supportive Curricular Arts Scheduling***

## Action Steps:

- Advocate for a 7 or 8 period day.
- Reassess K-12 arts curricular offerings to create innovative offerings to align with district goals and student pedagogical needs.

***Effective and Supportive Extracurricular Arts Programming***

## Action Steps:

- Reassess 6-12 arts extracurriculars to create innovative offerings to align with district goals and student pedagogical needs.

***Staff Involvement in Decision Making Regarding Student Programming***

## Action Steps:

- Intentional conversations to advocate for the arts with staff, administration, and community.
- Staff are empowered as experts to make appropriate decisions for the good of students and the program.
- Student and community feedback on arts programming gathered to inform decision making.

**Year 2 – 2021-2022 Action Steps*****Effective and Supportive Curricular Arts Scheduling***

## Action Steps:

- Continue to advocate for a 7 or 8 period day.
- Offer students arts choices and agency through electives in grades 6-12.

***Effective and Supportive Extra-curricular Arts Programming***

## Action Steps:

- Follow up from year 1 in reassessing 6-12 arts extracurriculars to create innovative offerings to align with district goals and student pedagogical needs.

***Staff Involvement in Decision Making Regarding Student Programming***

## Action Steps:

- Follow up from year 1 action steps.

## Year 3, 2022 - 2023 Action Steps

### *Effective and Supportive Curricular Arts Scheduling*

#### Action Steps:

- Continue to advocate for a 7 or 8 period day.
- Offer students arts choices and agency through electives in grades 6-12.

### *Effective and Supportive Extra-curricular Arts Programming*

#### Action Steps:

- Offer K-5 extracurricular theatre and dance opportunities.
- Implement 6-12 arts extracurriculars to create innovative offerings that will align with district goals and student pedagogical needs.

### *Staff Involvement in Decision Making Regarding Student Programming*

#### Action Steps:

- Continue to have Intentional conversations to advocate for the arts with staff, administration, and community.
- Continue to empower staff as experts to make appropriate decisions for the good of students and the program.
- Continue to gather student and community feedback on arts programming gathered to inform decision making.



## Strategic Direction 2 - Leaders

*K-12 support for arts curriculum alignment and professional development.*

### Direction 2 Overall Strategies:

- **K-12 Arts Department Collaboration:** The South St. Paul Schools art collaboration focuses on joint authority and a structure that has been created to carry out our common mission. The arts departments sponsors collaborative work in the arts through K-12 curriculum initiatives, through prioritization of communication, and through our shared belief of the importance of the arts.
- **Real World Connections:** “Real World Connections” are primarily a matter of perception. For an elementary student, the “real world” is the playground. For a teacher, the “real world” is anything from work to cultural competency. Real world connections utilize actual objects, events, and experiences to address a problem, concept, or issue. It incorporates and highlights curriculum that directly relates to, is relevant to, or provides benefits to students, their families and/or the community.
- **Professional Development Support:** The committee defines Professional Development and Support as: The teaching profession is in a constant state of change. Art educators need ongoing professional development in order to keep abreast of changes that affect learning outcomes of their students. Combinations of new technology, laws, teaching materials, instructional methods, and numerous other developments influence teaching in ways teachers must learn and understand.



**Year 1 2020 - 2021 Action Steps:**

*K-12 Arts Department Collaboration*

Action Steps:

- Build communication and collaboration within arts departments.

*Real World Connections*

Action Steps:

- Begin planning and identifying opportunities for increasing and improving real world connection opportunities for learners and leaders.

*Professional Development Support*

Action Steps:

- Align K-12 Arts standards to provide a continuum of learning for students.
- Meet with IB Coordinators to assure alignment.

**Year 2, 2021 - 2022: Action Steps**

*K-12 Arts Department Collaboration*

Action Steps:

- Art visible in district common spaces at performances and other events.

*Real World Connections*

Action Steps:

- Implement opportunities for increasing and improving real world connection opportunities for learners and leaders.
- Students curate arts shows/productions as part of academic arts curriculum.

*Professional Development Support*

Action Steps:

- Align K-12 Arts standards to provide a continuum of learning for students.

**Year 3, 2022 - 2023: Action Steps**

*K-12 Arts Department Collaboration*

Action Steps:

- Cross-building performance and learning opportunities between secondary and elementary students.
- Create access for all arts (dance, media, music- instrumental and vocal, theatre, visual) in all grades.

### Year 3, 2022 - 2023: Action Steps (Cont.)

#### *Real World Connections*

##### Action Steps:

- Involve more parent and community volunteers in arts shows and productions.
- Guest artists have been secured K-12 in all arts areas.

#### *Professional Development Support*

##### Action Steps:

- Increase interdisciplinary collaboration.
- Involve staff in cross-curricular arts lessons.



"I never paint dreams or nightmares. I paint my own reality."  
- Frida Kahlo



## Evaluation Plan

Moving forward, the CAPP Committee members will meet to check in and determine the needs to advance the current year's plan, and to plan for subsequent years. At the end of each school year, the CAPP Committee will present a "State of the Arts" document explaining the progress, accomplishments, and needs of the district arts department.

The CAPP Committee will seek stakeholder input via survey and other collected data such as participant evaluation, audience attendance, as well as class numbers, and personal and department evaluations on at least an annual basis. This will be continued on an ongoing basis and will be included in the annual "State of the Arts" document.

## Acknowledgements

Funding for the Comprehensive Arts Planning Program was granted by the Perpich Center for the Arts Education and the Minnesota State Arts Board.



### CAPP Committee Members

Brooke DeWaard, *co-chair, Secondary Visual Art*  
 Tara St. Martin, *co-chair, Secondary Visual Art*  
 Melissa Miller, *Secondary Administrator, MYP IB Curriculum Coordinator*  
 Nicholas Hager, *Secondary Vocal Music*  
 Eric Holsen, *Theater Director*  
 Janelle Rau, *Elementary Music*  
 Elizabeth Roszak, *Elementary Visual Art*  
 Jeff McClellan, *School Board Member*  
 Kim Bauer, *Parent*  
 Carol Williams, *Grandparent*  
 John Raasch, *Parent*  
 Jill Contreras, *Parent*

### Perpich Center for the Arts

Kristi Johnson, *Comprehensive Arts Planning Program Director*

### District Administration

Dr. Dave Webb, *Superintendent*  
 Dr. Chad Schmidt, *Director of Learning*  
 Chuck Ochocki, *Principal Secondary and CLC*  
 Melissa Miller, *Middle Years Program, Secondary*

### School Board Members

Jeff McClellan  
 Linda Diaz  
 Nikki Laliberte  
 Patricia Bjorklund  
 Bill Arend  
 Chris Walker  
 Wendy Felton



## Appendix A: Program Strengths

### General Strengths

1. International Baccalaureate (IB) supports the arts
2. History of school district and community support for arts
3. Committed staff who want to advocate for even better arts program

### Standards-Based Arts Curriculum, Assessment and Instruction Strengths

1. IB assessments
2. IB Art classes for grades 11 and 12
3. Licensed art specialists teaching arts through all grade levels
4. Administrative support for programs

### Professional Development Strengths

- Diploma Programme (DP) arts professional development
- Music Middle Years Programme (MYP) professional development
- Roundtables - MYP & DP
- MYP training for all new teachers

### Equity and Diversity Strengths

- Inclusion of special education students K-12
- Special attention selecting culturally diverse music
- Theatre program casts roles in an inclusive manner in terms of cultural, and gender identity, and special needs
- IB and after school program fees are reduced based on free and reduced lunch status
- Free after school art and choir programs at elementary schools

### Arts Education Facilities, Equipment, and Materials Strengths

- Keyboard lab at one elementary school
- 6-12 computer lab for visual arts
- Adequate budget for visual arts and music supplies
- K-12 freedom in scheduling arts performances
- Theater facility at secondary building and one elementary building

### Partnerships with Artists, Arts Organizations and After-School Programming Strengths

1. Northern Clay guest artists - elementary
2. Watercolor guest artist - elementary
3. MPR-sponsored concerts at elementary school
4. Choir is working toward collaboration with community choirs and choirs from other districts
5. Theatre program participates in Spotlight and MSHSL OAP programs, as well as summer community theatre productions for grades 3-adults

Partnerships with Artists, Arts Organizations and After-School Programming Strengths (Cont.)

6. Field trips for DP visual arts and choir
7. Opportunity for after school programs

Funding and Advocacy Strengths

1. Basic supplies are always approved
2. Boosters for music and dance
3. Elementary visual art fundraiser
4. PTA funds

Local CAPP Committee Operation, District Arts Planning and Policy Strengths

1. District supports the CAPP program (admin representative, providing subs, etc.)
2. CAPP program is bottom up approach
3. Being a small district makes us more agile and allows for easier collaboration



“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”  
– Scott Adams

## Appendix B: Published Articles about CAPP Process

The *South St. Paul Voice* published an article entitled “School district receives new funding for the arts” announcing the awarding of the CAPP grant to SSPPS. July 2019 issue (Vol. 16, No. 7, p. 1).

South St. Paul Public Schools is one of eight districts in the state to receive funding from Minnesota’s Comprehensive Arts Planning Program (CAPP) to create a comprehensive plan for arts education. The school district is forming a committee comprised of district and community representatives, including arts specialists, administrators, parents, teachers and students, to create a 3-year, strategic plan for K-12 arts programs. CAPP, a program of the Perpich Center for Arts Education, will provide technical assistance and \$5,000 to support workshops, leadership development and resource materials.

According to Chad Schmidt, director of learning at South St. Paul Schools, district arts education teachers and IB curriculum coordinators will review the district’s current arts education standards and revise the curriculum over the next two school years. The new plan will be reviewed and approved by the school board and implemented during the 2021-22 school year.

“With the new Minnesota State Standards approaching, we will be able to appropriately plan for arts education in each school and grade level, forming a clear scope and sequence for our students,” said Schmidt in a statement. “Providing options to participate in all forms of the arts during the school day will promote student choice, increase engagement, and give insight on real-world opportunities. These courses will also teach essential skill sets that all students need to thrive, including critical thinking, creativity, communication and technology literacy.”

Superintendent Dave Webb added, “The numerous ways in which South St. Paul students and educators positively change the world can already be seen through artwork in our schools and the community. We are eager to begin our partnership with Perpich to expand on our successes and create new arts education opportunities for all South St. Paul students.”

The other districts receiving support are Bemidji, Columbia Heights, Minneapolis, Pine City, Proctor, St. James and Yellow Medicine.

The *South St. Paul Voice* published an article entitled “South St. Paul Schools receives awards; grant funding”, a portion of which discussed the CAPP grant. August 2019 issue (Vol. 16, No. 8, p.1).

The District...is one of eight Minnesota school districts to be named to the 2019-2021 Comprehensive Arts Planning Program provided by the Perpich Center for Arts Education. The program will help the District design a 3-year, strategic plan for K-12 arts education.

The following is included on the South St. Paul Public Schools website, [sspps.org](http://sspps.org) (CAPP Grants, SSP website):

District receives grant for comprehensive arts education planning with goal of increasing access and opportunity to arts programming

Thursday, May 30, 2019 — South St. Paul Public Schools (SSPPS) is one of eight Minnesota school districts chosen as recipients of the 2019-2021 Comprehensive Arts Planning Program provided by the Perpich Center for Arts Education.

Minnesota’s Comprehensive Arts Planning Program (CAPP) provides assistance to selected public school districts as they design three-year, strategic plans for K-12 arts education programs. CAPP provides financial and technical assistance to support the strategic planning process through workshops, site visits, leadership development, and resource materials.

“We are excited about the opportunity to partner with community and school stakeholders in developing a comprehensive plan for arts education for all of our students,” said Superintendent Dave Webb. “The technical assistance and guidance of Perpich Center leadership will help us fulfill our vision of preparing every child for their next step, and uphold our commitment to educating the whole child as part of our district-wide International Baccalaureate (IB) programming.”

With the help of this Perpich Professional Development (PPD) program, school districts form a CAPP committee of district and community stakeholders (arts specialists, administrators, parents, teachers, community members, and students) with an active and wide-ranging interest in the arts and arts education. This CAPP committee has the responsibility to create a comprehensive arts education plan approved by the local school board, the district, and the community. They will also ensure alignment with the Minnesota K-12 Academic Standards in the Arts.

According (to) Chad Schmidt, SSPPS director of learning, district arts education teachers and IB Curriculum Coordinators will review the current arts education standards and revise curriculum during the 2019-20 and 2020-21 school years. CAPP will help the district provide educators with professional learning opportunities needed to incorporate the new standards, which are required to be fully implemented during the 2021-22 school year.

“With the new Minnesota State Standards approaching, we will be able to appropriately plan for arts education in each school and grade level, forming a clear scope and sequence for our students,” said Schmidt. “In addition, we look forward to guiding and supporting students’ development of IB Learner Profile characteristics such as being open-minded and reflective, as well as being a thinker, communicator and risk-taker through their interactions and experiences in the arts.”

According to Schmidt, through this collaborative planning process, the district will be able to ensure that students have a consistent and meaningful education that builds on prior learning. “Providing options to participate in all forms of the arts during the school day will promote student choice, increase engagement, and give insight on real-world opportunities,” he said. “These courses will also teach essential skill sets that all students need to thrive, including critical thinking, creativity, communication and technology literacy.”

Among the outcomes envisioned in the district’s application for CAPP is an increase in understanding and commitment among district stakeholders of the value of arts education to all students in the school day. This includes students living in poverty and/or students with limited resources, which often present as barriers for students to access the arts. Additionally, the district looks forward to more digital art opportunities, both in professional development for educators and in student performances.

“The numerous ways in which South St. Paul students and educators positively change the world can already be seen through artwork in our schools and the community,” said Webb. “We are eager to begin our partnership with Perpich to expand on our successes and create new arts education opportunities for all South St. Paul students.”

#####

Perpich Center for Arts Education, in Golden Valley, Minnesota, is a Minnesota state agency that seeks to advance K-12 education throughout the state by teaching in and through the arts. It was created by the state legislature in 1985 at the urging of then Gov. Rudy Perpich. It was renamed in his honor after his death in 1995. Minnesota is one of only a handful of states in the nation with a dedicated state agency supporting arts education.



“The job of the artist is to deepen the mystery of life.”  
– Francis Bacon



*“[Arts] are a very human way of making life more bearable. Practicing art, no matter how well or how badly, is a way to make your soul grow.”  
– Kurt Vonnegut*



## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

**Meeting Date:** October 12, 2020

**Place on Agenda:** Committee-of-the-Whole and Regular Agenda

**Action Requested:** Approval

**Attachment:** 2020-21 Student Teacher Agreement – St. Mary’s University

<b>Topic:</b> Student Teacher Agreement – St. Mary’s University
<b>Presenter(s):</b> Cathy Miller, Human Resource Director
<b>Background:</b>  A student teacher placement has been coordinated between St. Mary’s University and South St. Paul School District beginning in October 2020. To finalize the student teacher placement, approval of the agreement between St. Mary’s University and South St. Paul Schools is necessary. This agreement and placement aligns with South St. Paul Schools Student Teaching Policy #437.
<b>Recommendation:</b>  Approval of 2020-21 Student Teacher Agreement with St. Mary’s University
<b>Alternatives:</b>  Do not approve Student Teacher Agreement and direct administration with next steps.

**MUTUAL AGREEMENT FOR STUDENT TEACHING  
BETWEEN  
ST. MARY'S UNIVERSITY  
EDUCATION DEPARTMENT  
MINNEAPOLIS, MINNESOTA  
AND  
SOUTH ST. PAUL PUBLIC SCHOOLS  
2020-2021**

This agreement is entered into between South St. Paul Public Schools, South St. Paul, Minnesota (the "District") and St. Mary's University, Minneapolis, Minnesota (the "College/University"). The purpose of this Agreement is to outline the terms of the training/student teaching experience for the student of the College/University and to identify the responsibilities of the College/University and the District.

The following conditions are made a part of the agreement:

**(College/University) agrees to:**

1. Place at the District only student teachers who are eligible for such placement under state and College/University rules, and School Board regulations. All student teacher placements will be initiated through and approved by the District through its department of human resources.
2. Inform its faculty and students of the District's policies and regulations that relate to the placement at the District.
3. Provide District with College/University student teaching expectations/requirements.
4. Pay stipend to the cooperating teacher of the District based on College/University policy for each student teacher placed.
5. Provide regular student teaching supervision by a qualified designee(s) of the College/University.
6. Cooperate with the District in the development and implementation of the District's Student Teaching Program.
7. Notify the District in the event a student teacher placed at the District is no longer enrolled in the College/University's program.

**The District agrees to:**

1. Supply to the student teacher so placed by College/University an opportunity to work in a teaching learning situation under the supervision of a practicing teacher who holds a continuing license and has at least three years total teaching experience.
2. Cooperate with College/University in the development and implementation of the District's Student Teaching Program.

3. Ensure that all student teachers placed at the District complete a criminal background check, at the expense of the student teacher or College/University, prior to the student teacher beginning at the District.
4. Provide appropriate supervision of the student teacher while at the District pursuant to rules promulgated by its Board. Such rules may not conflict with any minimum requirements established by the State or College/University with regard to the Student Teaching Program.
5. Immediately notify College/University if there is a change in the licensure status of any cooperating teacher providing supervision to any student teacher assigned hereunder.
6. Not replace any of its employees nor fill any vacancies normally filled by an employee with a student teacher assigned under this agreement. Therefore, a student teacher will not act as a substitute teacher.
7. Provide the College/University with copies of all policies and regulations applicable to student teachers.
8. Provide emergency medical care to the student teacher or College/University faculty member, at the District (if available) in case of injury or illness, or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness will be the sole responsibility of the College/University faculty member or student teacher who received the treatment and not the District.
9. Reserve the right to deny a student teaching opportunity to an applicant and to terminate a student teaching assignment at any time, due to a lack of funding or for any other reason.
10. Recognize that it is the policy of both the District and the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The District agrees to adhere to this policy in implementing this agreement.

**Liability:**

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and will not be responsible for the acts of the other party and the results thereof. The College/University's liability will be governed by the Minnesota Tort Claims Act, Minnesota Statutes Section 3.736, as amended, and by this Agreement or any other laws applicable to the College/University. The District's liability will be governed by Minnesota Statutes Section 466.04, as amended.

**Term of Agreement:**

This agreement will commence on October 5, 2020 and end on June 30, 2021. This Agreement may be terminated by either party at any time upon 60 days' written notice to the other party. Termination by the District will not automatically become effective with respect to student teachers then participating in the learning experience program, and said student teachers may be allowed to continue at the sole option of the District.

**General Provisions:**

1. Neither the District nor the College/University will assign or transfer any rights or obligations under this agreement without the prior written consent of the other party.
2. Any amendments to this agreement will be in writing and signed by authorized representatives from each party.
3. The parties agree that in fulfilling the duties of this agreement, they are responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated by the Act.
4. Student teachers are participants in an educational program, and for purposes of this agreement, shall not be considered employees of either the College/University or the District, except as provided for in Minnesota Statutes Section 122A.69. Student teachers shall not be entitled or eligible to participate in any benefits or privileges given or extended to employees of the College/University or the District, except as provided by Minnesota Statutes Section 122A.69.
5. The State of Minnesota has laws (the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 (the "MGDPA")) that classify the College/University's written and electronic information as public, private, or confidential. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the District receives a request from a third party for any data provided to the District by the College/University, the District agrees to immediately notify the College/University. The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and 34 C.F.R. § 99, apply to the use and disclosure of education records that are created or maintained under this agreement.
6. Student teachers assigned to the learning experience program at the District under this agreement will be required to sign a Student Teaching Program Agreement before the student teacher begins the Student Teaching Program at the District.

**Approved:**

Signed For: St. Mary's University  
Name: Lynn G. Albee  
Title: Dean, School of Education

Signature: 

Date: October 5, 2020

Signed For: South St. Paul Public Schools

Signature: \_\_\_\_\_  
School Board Chair

Date: \_\_\_\_\_



# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** Monday, October 12, 2020

**Place on Agenda:** Committee-of-the-Whole and Regular Agenda

**Action Requested:** Approval

**Attachment:** Memorandum of Agreement – Insurance Eligibility

<b>Topic:</b> Memorandum of Agreement – Insurance Eligibility
<b>Presenter(s):</b> Cathy Miller, Human Resource Director and Aaron Bushberger, Finance Director
<p><b>Background:</b>  Due to staffing, enrollment and funding uncertainties associated with the pandemic, Kids Choice Assistants were laid off in April 2020 and Early Learning Assistants were laid off in June 2020. Because of increased staffing needs, employees in both areas were recalled the end of September/early October.</p> <p>The 2019-21 Educational Support Professionals Collective Bargaining Agreement states employees must be employed at least 1,044 hours per year to be eligible for medical insurance and 1,044 hours or 30 hours per week and at least 9 months per year for dental, life, and long-term disability insurances. Based on the recall dates and 2020-21 assignment calendar, it is not possible to work 1,044 hours per year and meet insurance eligibility requirements as stated in the collective bargaining agreement.</p> <p>A Memorandum of Agreement between the District and Educational Support Professionals is proposed stating medical, dental, life, and long-term disability insurance eligibility for the 2020-21 school year applies to employees regularly employed for at least thirty (30) hours per week. The proposed Memorandum of Agreement expires June 30, 2021.</p> <p>Administration recommends approval of the proposed Memorandum of Agreement on insurance eligibility.</p>
<p><b>Recommendation:</b>  Approval of Memorandum of Agreement on insurance eligibility.</p>
<p><b>Alternatives:</b>  Do not approve the Memorandum of Agreement and direct administration with next steps.</p>

**Memorandum of Agreement  
Insurance Eligibility**

The South St. Paul Public Schools and South St. Paul Educational Support Professionals agree to the following, effective September 1, 2020, through June 30, 2021:

Eligibility for medical insurance in the 2019-21 Educational Support Professionals collective bargaining agreement indicates employees must be regularly employed at least 1,044 hours per year. Eligibility for dental insurance, life insurance and long-term disability insurance in the agreement indicates only employees who are regularly employed at least nine (9) months per year and thirty (30) hours per week, or a minimum of 1,044 hours per year.

For the 2020-21 school year, eligibility for medical, dental, life, and long-term disability insurance applies to employees regularly employed for at least thirty (30) hours per week.

This Memorandum of Agreement is entered into as part of the Agreement between the South St. Paul Schools, Special School District #6, and the South St. Paul Educational Supports Professionals, Local #7312.

This Memorandum of Agreement will expire on June 30, 2021.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

For \_\_\_\_\_  
South St. Paul Public Schools  
Special School District No. 6  
South St. Paul, MN 55075

For \_\_\_\_\_  
Education Minnesota  
South St. Paul Educational Support  
Professionals  
Local No. 7312

\_\_\_\_\_  
School Board Chair

\_\_\_\_\_  
President

\_\_\_\_\_  
School Board Secretary-Clerk

\_\_\_\_\_  
Negotiations Representative

\_\_\_\_\_  
Director of Human Resources

\_\_\_\_\_  
Negotiations Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** Monday, October 12, 2020

**Place on Agenda:** Regular Agenda/Business Items

**Action Requested:** Approval

**Attachment:** Acceptance of Gifts Resolution

<b>Topic:</b> Acceptance of Gifts
<b>Presenter(s):</b> Superintendent Dave Webb
<p><b>Background:</b></p> <p>Per school board policy, the School Board may receive and accept, for the benefit of the school district, bequests, donations or gifts for any proper purpose. All gifts received by the District must comply with applicable fire codes, health guidelines, and safety regulations (i.e. furniture, technology, and appliances). Gifts may only be accepted by the adoption of a resolution approved by two-thirds of its members.</p>
<p><b>Recommendation:</b></p> <p>Administration recommends the approval of. the Acceptance of Gifts Resolution</p>
<p><b>Alternatives:</b></p> <p>Do not approve the Acceptance of Gifts Resolution and direct administration with next steps.</p>



Special School District No. 6  
**(South St. Paul Public Schools)**  
 State of Minnesota

**ACCEPTANCE OF GIFTS  
 RESOLUTION**

Board Meeting Date: **October 12, 2020**

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

Be it Resolved, that the School Board of South St. Paul Public Schools, Special School District No 6, accept the following donations as indicated in the detailed background listed below:

**MONETARY**

<b>Donation Amount</b>	<b>Designated To</b>	<b>Donation From</b>	<b>Purpose</b>
\$4,000	Kaposia & Lincoln	SSP Lion's Club	Student Planners
\$2,000	Secondary Building	Kopp Family Foundation	Random Acts of Kindness Program

**VALUE IN KIND**

<b>Donation Item</b>	<b>Designated To</b>	<b>Donation From</b>	<b>Purpose</b>
2 guitars	Secondary Music	John Winslow	Program Support

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted