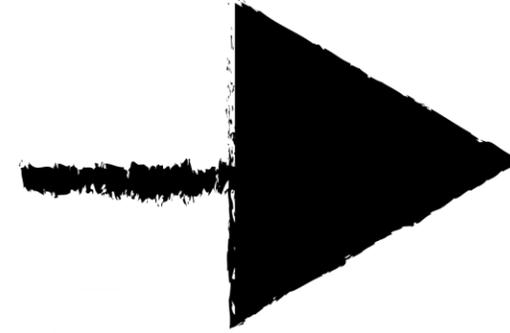


MASA's
Great



Start



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MUNICIPAL ADVISORS

Leading for Equity

Dr. Joe Gothard, Superintendent
Saint Paul Public Schools

December 16, 2020

About Me

- Madison La Follette High School Graduate

MMSD

- Educational Assistant, Lincoln Elementary
- Biology Teacher, La Follette
- Head Football Coach, La Follette
- Assistant Principal, La Follette
- Principal, Toki Middle School
- Principal, La Follette
- Assistant Superintendent - Secondary Schools

Edgewood College (Madison, WI)

- Biology/Secondary Education (BA)
- Education Leadership (MA)
- District Leadership K-12 (Ed.D.)

Superintendent

- Burnsville-Eagan-Savage (MN) 2013-2017
- St. Paul Public Schools 2017-present

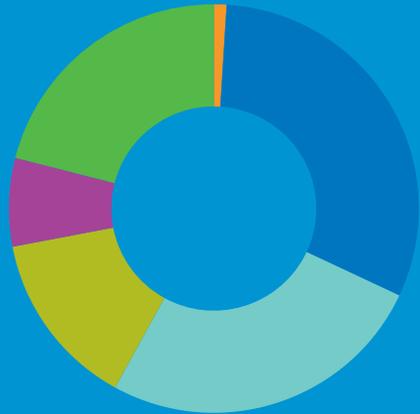
Saint Paul Public Schools

7/1/2017 - Present

- Currently in first year of my second three-year contract
- 7 at large elected board members
- Strategic Plan – SPPS Achieves 2018
- \$500M Facilities Master Plan
- Nearly 6,000 staff
- 2020-2021 Budget \$822 Million

About Saint Paul Public Schools

Student Demographics



- American Indian (1%)
- Asian (31%)
- Black/African American (26%)
- Hispanic/Latino (14%)
- Native Hawaiian/Pacific Islander (<1%)
- Two or More Races (7%)
- White (21%)

- 16% of students require **special education services**
- 29% of students are **English Language Learners (ELL)**
- 66% of students are eligible for **free or reduced-price lunch**

Student Enrollment

	Actual 2019-20	Projected 2020-21
Early Childhood Special Ed.	919	919
Voluntary Pre-K (State Funded)	363	290
Kindergarten through Grade 5	16,554	16,124
Grades 6-8	7,404	7,336
Secondary (9-12) and Area Learning Centers	10,766	10,789
Total Reported to State	36,004	35,458
Pre-K (No State Funding)	1,006	1,320
Total Enrolment	37,010	36,778

Total Number of FTE Staff (2019-20):

6,140

Total Number of Schools:

68

- Elementary Schools: 39
- PreK-8 Schools: 3
- Middle Schools: 8
- Secondary (6-12): 4
- High Schools: 5
- Non-Traditional High Schools: 5
- Special Education Schools: 4

Regional and District Magnets:

20

These pathways are available from kindergarten through grade 12. Examples of these specialized learning programs includes language immersion, aerospace and the arts.

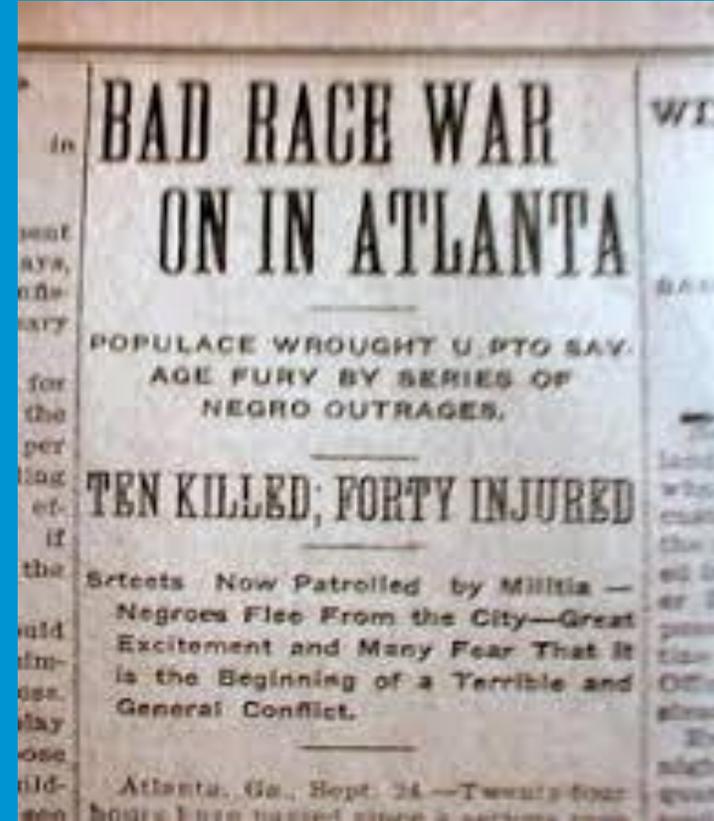
Equity

My journey – Madison, WI to Saint Paul, MN



Equity

My journey – Madison, WI to Saint Paul, MN









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PUBLIC EDUCATION

Public education is thought to be the great equalizer in America: regardless of where children live, their race or economic status, a sound education is essential to giving everyone a chance to achieve their potential.

Every state in America guarantees, by law, access to a K-12 education. Yet both within and across states there are significant disparities in the quality of schools, stemming in large part from the way schools are funded.

Government budgets are one factor, and schools across the country have faced both federal and state funding cuts since the economic crisis of 2008.

Public education is also funded by local property taxes. As a result, schools in wealthy neighborhoods have greater resources than schools in poorer neighborhoods, which are often overcrowded, lack basic materials, and are less able to attract experienced teachers.

Funding issues, among other concerns, have contributed to a racial achievement gap. The average African American or Latino student scores well below the average white student on standardized tests of math and reading skills. One out of three African American students leaves school before getting a high school diploma.

In addition, suspensions and expulsions are used excessively with African American and Latino students, who are often punished more harshly than white peers for the same behavior. Federal officials have recognized this as part of the "push out" crisis or the "school to prison pipeline," which describes how schools attended by minority students often have metal detectors, more police officers than counselors, and a well-documented practice of student arrests. All of these measures contribute to exceptionally low graduation rates among minority students.

In reviewing the state of education in America, it is clear that the United States has not fulfilled its own aspirations or the mandate of the Universal Declaration of Human Rights, which requires that everyone has a right to an education "directed to the full development of the human personality."

Cathy Albisa is the Executive Director of the National Economic & Social Rights Initiative

"The United States is committed to providing equal educational opportunities to all children, regardless of their individual circumstances, race, national origin, ethnicity, gender, or disability. Consistent with this commitment, the federal government uses educational programs to ensure that federal dollars assist underserved students and develop strategies that will help such students succeed."

U.S. GOVERNMENT REPORT ON HUMAN RIGHTS TO THE UNITED NATIONS

"The United States is committed to providing equal educational opportunities to all children, regardless of their individual circumstances, race, national origin, ethnicity, gender, or disability. Consistent with this commitment, the federal government uses educational programs to ensure that federal dollars assist underserved students and develop strategies that will help such students succeed."

U.S. GOVERNMENT REPORT ON HUMAN RIGHTS TO THE UNITED NATIONS



Values

Core values guide the behaviors within an organization

Two important questions to consider:

- 1) Are we who we say we are?
- 2) What evidence/data do we have to demonstrate that we are who we say we are?

Arriaga & Lindsey. 2016. opening doors. Thousand Oaks, CA. Corwin.

Are we (SPPS) who we say we are? How do we know?

We will inspire all students to excel academically.

- Have we employed grading practices that do not accept late work?
- Have we disallowed students to G/T, Honors or AP classes?
- Have we supported referrals to special education assessment before all alternatives have been explored?

Arriaga & Lindsey. 2016. opening doors. Thousand Oaks, CA. Corwin.

Are we (SPPS) who we say we are? How do we know?

We will honor the unique qualities and diverse backgrounds of all students.

- Have our students have to have personal funds to participate in many school activities (athletics, music, clubs, field trips)?
- Have we given extra credit for students attending a theatrical performance on the weekend?
- Have we allowed others to change the names of students or staff members?

Arriaga & Lindsey. 2016. opening doors. Thousand Oaks, CA. Corwin.

Are we (SPPS) who we say we are? How do we know?

Value and celebrate diversity and treat all people with dignity and respect.

- Have we referred to difficult parents in derogatory terms and held their children accountable?
- Have we only allowed students to go to the prom with students of the opposite sex?
- Have we had students make Mother's Day, Father's Day or religious holiday gifts?

Arriaga & Lindsey. 2016. opening doors. Thousand Oaks, CA. Corwin.

Are we (SPPS) who we say we are? How do we know?

Embrace families and communities as partners.

- Have we only conducted parent meetings in English?
- Have we turned a parent away if he or she arrives 45 minutes late to their parent conference?
- Have we held picture days, assemblies, dances on religious holidays?

Arriaga & Lindsey. 2016. opening doors. Thousand Oaks, CA. Corwin.

Disrupting the educational system



Are you leading for equity?

Lee's Summit R7 School District – Kansas City Metro Former Superintendent – Dr. Dennis Carpenter

“Every piece that I’ve put forward in this district to try and ensure greater equity, it was met with opposition,” Carpenter said. “If you don’t believe that of all inequities in the district, the greatest one isn’t racial, I don’t know what rock you’re living under ... Folks, we’ve got work to do.”

<https://www.kcur.org/post/lees-summit-superintendent-could-leave-after-board-rejects-racial-equity-training-plan#stream/0>

Lee's Summit R7 School District Former Superintendent – Dr. Dennis Carpenter

Think critically about professional practices and personal beliefs

"To make sure that all students are reflected in the curriculum (and) all students see themselves reflected in the classroom space," Carpenter says, educators should examine their own way of doing things, "whether they be around hiring, whether they be around the purchase of curriculum resources, whether it be around things as simple as what books are in our libraries."

<https://www.kcur.org/post/what-lees-summit-school-superintendent-hopes-his-staff-learn-diversity-training#stream/0>

Following months of planning and the presentation to begin equity training with Pacific Education Group (PEG) the board delayed action, then voted against it, then reconsidered. Dr. Carpenter sought a mutual separation after 2-years leading Lee's Summit.

Said one parent:

“You will be missed!” Alicia Miguel tweeted. “ Sad that a push for equity was seen as a threat by those who never experienced discrimination or low expectations. What message are we sending to those we are supposed to be educating?”

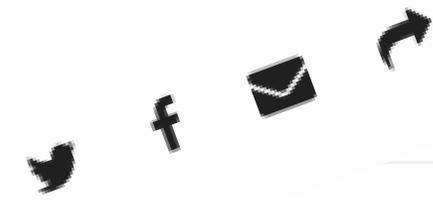
And another:

“I’m so sorry that we couldn’t go with your plan to punish the majority of students for the minority,” Brian Cooper tweeted. “Good luck screwing up someone else’s district.”

School district teacher sent home Oregon City School District investigates Instagram Parents' lawyer calls for teacher who said N-word to be fired

by Joe Douglass, KATU News

High



11:42am | Updated

Grade goes viral



BY MARK RICE

OCTOBER 06, 2017 05:08 PM, UPDATED OCTOBER 07, 2017 03:44 AM

May 8, 2019 - Highland Park Middle School

Dear Colleagues,

I am writing to address a disturbing video taken at Highland Park Middle that was shared on social media. No matter the situation, the racist and foul language used in the video by a staff member has no place in Saint Paul Public Schools.

The staff member is currently on administrative leave – which is standard practice – pending the outcome of a district review.

The words and actions recorded in this video have caused harm to our Black students, their families and our entire school community. These actions go against Saint Paul Public Schools core values and its commitment to serving all families.

We will not be silent in the face of racist language in our schools, we will not perpetuate it, and we will not make excuses. As educators, we must be held to the highest possible standard.

We have a lot of work to do to repair harm and rebuild trust with our students and our community. We take that responsibility seriously.

We offer a sincere apology for the actions that took place in our building on Wednesday.

In partnership,

[Follow up video message sent to all staff, families and shown in schools](#)



Our Mission

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

December 18, 2018

SPPS Achieves

Each student.

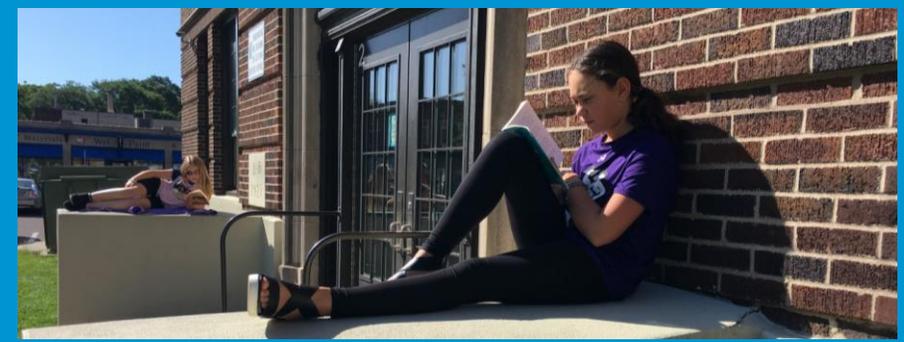
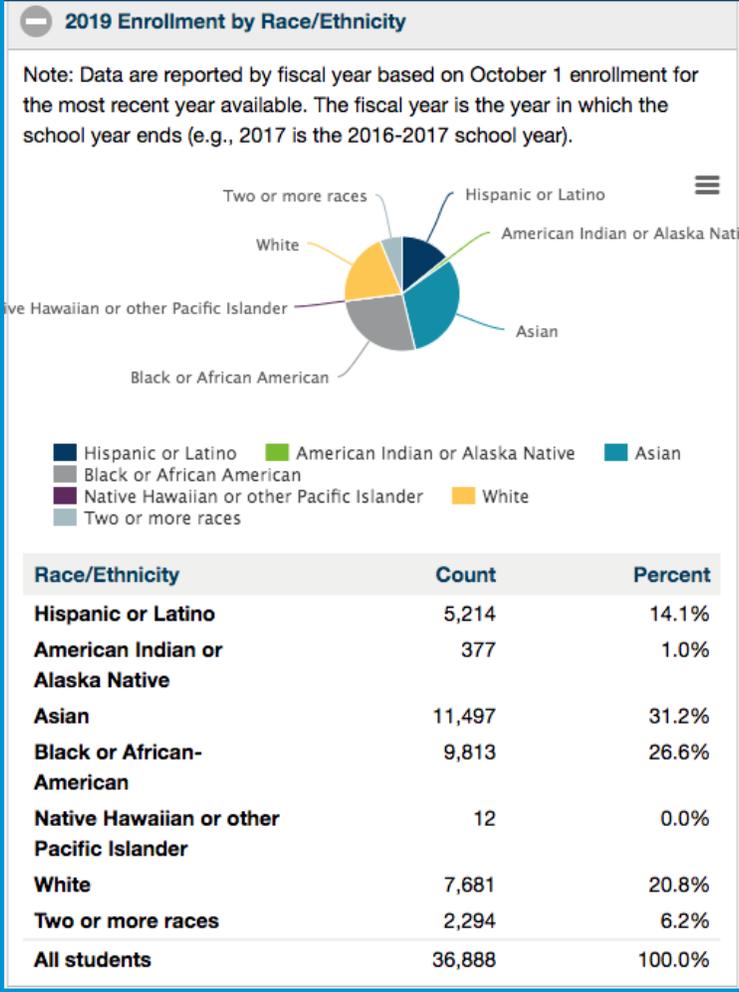
One community.

Endless opportunities.

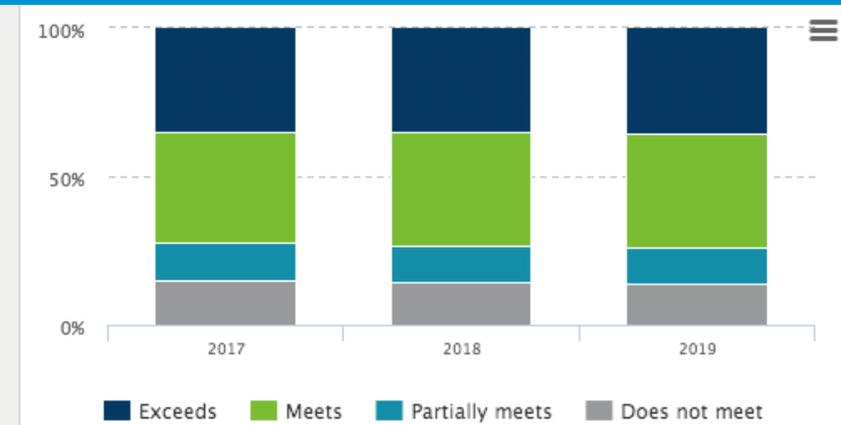
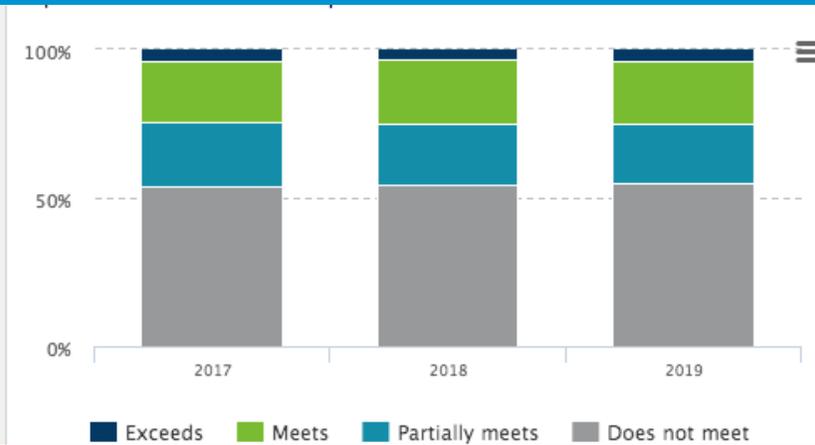
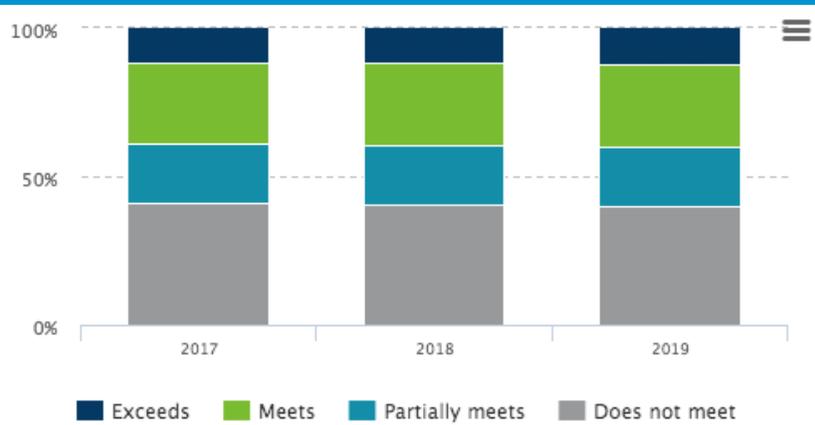
Positive School and District Culture	Effective and Culturally Relevant Instruction	Program Evaluation and Resource Allocation	College and Career Paths	Family and Community Engagement
Create a shared sense of community to build trust and collaboration within and outside our schools.	Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.	Evaluate effectiveness of current programs and make informed adjustments and investments.	Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships.	Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

Strategic Focus Areas

Who are we? SPPS Students



Achievement – MCA Reading



Ethnic Studies in SPPS

Ethnic studies scholarship by and about racial minority groups presents a different narrative that is shaped partially by histories of oppression in the U.S. as well as by the intellectual and cultural resources and traditions of those communities. In an analysis of ethnic studies scholarship, I identified the following consistent themes that differentiate it from Euro-American mainstream school knowledge: (Sleeter, 2011)

- 1) explicit identification of the point of view from which knowledge emanates, and the relationship between social location and perspective;
- 2) examination of U.S. colonialism historically, as well as how relations of colonialism continue to play out;
- 3) examination of the historical construction of race and institutional racism, how people navigate racism, and struggles for liberation;
- 4) probing meanings of collective or communal identities that people hold; and
- 5) studying one's community's creative and intellectual products, both historic and contemporary (Sleeter 2002).

SPPS Racial Equity Policy – 101.00

Approved – July 16, 2013

- One of the first policies of its kind for K-12 School Districts
 - Continues to be referenced nationally
- Investment of resources for professional development
 - Collaboration with City of St. Paul/Ramsey County
- Led to the closure of the district learning centers (self-contained) classrooms
- Instituted Courageous Conversations and Beyond Diversity training from Pacific Education Group (PEG)
- Currently, reestablishing SPPS equity practices within SPPS Achieves and Board Equity Committee

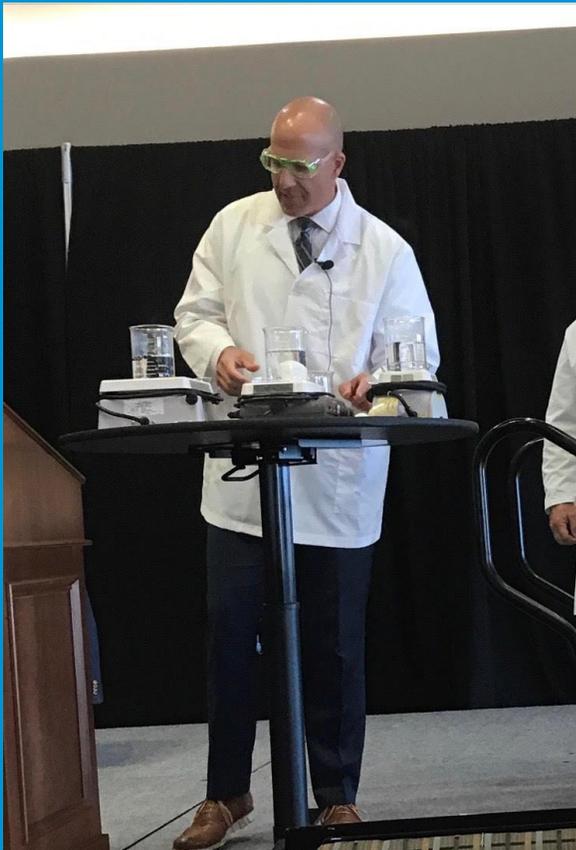
Board of Education resolution to form an equity committee – August 20, 2019

- Need to include the BOE in Equity *learning and governance*
- Tri-Chair Leadership
- Selection process
- Communication
- Framework
- Recommendations brought to BOE for approval

Everyday – Leadership Matters!

“Someone else does not have to be wrong for you to be right.”

-Coach George Raveling



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