

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

August 22, 2023
5:30 PM

A G E N D A

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#BoldSubject#

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. Welcoming new leaders to the 2023-24 school year.

Tom Sager, Executive Chief of Financial Services
Kirk Morris, Assistant Superintendent, Division of Schools
Heidi Nistler, Assistant Superintendent, Specialized Services
Mario McHenry, Executive Director, Technology Services
Jodi Danielson, Director of Schools and Learning, Division of Schools and Learning
Pang Yang, Assistant Director, Research, Evaluation and Assessment
Sue Braithwaite, Interim Assistant Director, Office of Teaching and Learning
Kerry Suzuki, Process Improvement Officer, Human Resources
Brian Cihacek, Purchasing Manager, Office of Business and Financial Affairs
Kevin Larson, Distribution Manager, Facilities/Nutrition Services
Nevonia Rainwater, Accounts Payable Manager, Office of Business and Financial Affairs
Karen Huiett, Capital Project Delivery Manager, Facilities
Jude Vales, Principal, Adams Spanish Immersion
Jamell Tidwell, Principal, Farnsworth Aerospace Upper Campus
Shandyn Benson, Principal, Gordon Parks and AGAPE High Schools
Abdisalam Adam, Principal, East African Elementary School
Anthony Chlebeczek, Interim Principal, Harding Senior High
Melissa Ehlers, Principal, Frost Lake Elementary
Kelly Dietrich, Principal, Focus Beyond Transition Services
Julie Hutcheson-Downwind, Interim Principal, American Indian Magnet
Diana Brown, Principal, Como Park Senior High
Jennifer Ewald, Principal, Como Park Elementary
Phil Hutcheson, Assistant Principal, Farnsworth Aerospace Upper
Geoff Freeman, Assistant Principal, Adams Spanish Immersion
Danielle Hughes, Assistant Principal, Frost Lake Elementary
Alecia Sanders, Assistant Principal, Wellstone Elementary
Constance Anderson, Assistant Principal, Humboldt High School
Kehinde Olafeso, Assistant Principal, Humboldt High School
Laura Ramsborg, Assistant Principal, Highland Park Senior High
Meera Patel, Assistant Principal, Como Park Elementary
Terri Steen, Assistant Principal, Journeys Secondary and Downtown High School
Devon Smith, Assistant Principal, American Indian Magnet School
Peirre Conwell, Assistant Principal, Washington Technology Magnet School 6-8
Carlottia Ruff, Assistant Principal, Battle Creek Middle
DeOnta El-Shabazz, Assistant Principal, Highland Park Senior High

Jimmy Nyembwe, Assistant Principal, Harding Senior High
David Mrozek, Assistant Principal, Bruce Vento Elementary
Anthony Minus, Assistant Principal, Como Park Senior High
Sara Johnson, Assistant Principal, Battle Creek Elementary
Kathryn Garvey, Assistant Principal, Washington Technology Magnet School 6-8
Talisha Jackson, Assistant Principal, Como Park Senior High

2. This item is submitted by Andrew Collins, Chief of Schools and Jackie Turner, Executive Chief of Operations and Administration

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

July 18, 2023
5:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m. by Jim Vue, Chair.

2. ROLL CALL

Board of Education: Z. Ellis, J. Foster, U. Ward, J. Vue, C. Allen, J. Kopp
Superintendent Gothard

H. Henderson was absent.

C. Long, General Counsel; S. Dahlke, Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved approval of the order of the main agenda. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

4. RECOGNITIONS

5. PUBLIC COMMENT

1. Peter Hendrick High School Athletics Coaching Salaries Budget
2. Leo Jackson Permit/Facility Rates
3. Jen Hartman Permit/Facility Rates

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Vue moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of June 20, 2023
- B. Minutes of the Special Meeting of the Board of Education of June 21, 2023

MOTION: Director Vue moved approval of the Minutes of the Regular Meeting of the Board of Education of June 20, 2023 and the Minutes of the Special Meeting of the Board of Education of June 21, 2023. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

8. COMMITTEE REPORTS

There was not a Committee of the Board Meeting in July 2023.

9. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 p.m. unless otherwise noted)

- January 3, 2023 | Annual Meeting: 4:30 p.m.
- January 17
- February 21
- March 21
- April 18
- May 23
- June 6 | Special - Non-Renewals: 4:00 p.m.
- July 18
- August 22
- September 19

- October 24
- November 14
- December 19

B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

- January 3, 2023
- February 7
- March 7
- April 11
- May 9
- June 6
- August 9 - Wednesday
- September 5
- October 10
- November 8 - Wednesday
- December 5

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard began his report by providing a brief update on the end of the first Summer Session, and it went well for thousands of SPPS students. He noted that there were concerns about employment and the work force, but the staff has been great at overcoming those and getting ahead of the challenges, and students are having a great summer in a variety of programs, and he looks forward to sharing more in a Summer Session presentation towards the end of the season.

He also noted that members of the Leadership Team have attended Council of the Great City Schools conferences, in areas such as curriculum, communications, and his time at the Summer Executive Committee meeting. Meetings such as these are invaluable, with the opportunity to meet and learn from others in district like ours from around the country in similar situations. One takeaway from the Executive Committee meeting was the uncertainty around continued federal funding and the federal Title I allotment formula. It has been discussed in the past and one we need to continue to look for to ensure we advocate for the current formula, which focuses on the concentration of poverty in cities like Saint Paul. This has a considerable impact to us and many districts if it were to change, and we will stay close with our staff, lobbyist, and the staff at the Council. He also noted a reminder for the CGCS Fall Conference October 25-29 in San Diego, with the agenda to be published in August.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Vue moved approval of all items within the consent agenda withholding no items for separate consideration. Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes

Director Allen	Yes
Director Kopp	Yes

1. Gifts

BF 33277 Acceptance of Donation from Trust Point Inc. to Maxfield Elementary School

That the Board approve the funds from Trust Point Inc., in the amount of \$17,978, half of which are to be used by Maxfield Elementary School to purchase a book vending machine and books to fill it and that those funds are to be put to code; 19-524-291-000-5096-G501.

BF 33278 Acceptance of Gift from Rev. Dr. Darcel Hill

The Board of Education approve the funds from Rev. Dr. Darcel Hill for Youth Workers Program, in the amount of \$20,000, and that those funds are to be deposited into code 04-005-505-321-5040-8503

BF 33279 Open World Learning Community Parent Teacher Organization Donation

That the Board of Education authorize the Superintendent to allow Open World Learning Community School to accept a monetary gift from Open World Learning Community Parent Teacher Organization of \$12,000.00. The money will be deposited into the account, 19-250-291-000-6430-U001.

2. Grants

BF 33280 Request for Permission to Accept three Grants from the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept three grants from the French-American Cultural Exchange (FACE) Foundation for funds to support French language programs at Central High School, Hidden River, & L'Etoile du Nord French Immersion; to accept funds; and to implement the projects as specified in the awarding documents.

BF 33281 Request for Permission to Submit Grant Applications to Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Project Lead the Way for the funds to implement PLTW programming across the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

3. Contracts

BF 33282 Contract between SPPS and Achieve Twin Cities

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And Achieve Twin Cities for the 2023-24 school year.

BF 33283 Contract between Saint Paul Public Schools and Junior Achievement North pertaining to JA BizTown, JA Entrepreneurship Pathway and JA Launch Lessons/Career Speakers Series

That the Board of Education authorize the Superintendent (designee) to sign the Contract of between Saint Paul Public Schools and Junior Achievement North for the 2023-24 school year.

BF 33284 Request For Proposal (RFP) extension No. 23-3660-JG Student Transportation for 2023-2024 School Year

That the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. 23-3660-JG for Type III Student Transportation for School Years 2023-2024 and 2024-2025, with the ability to extend the contracts for two additional years.

4. Agreements

BF 33285 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2023 through June 30, 2026

BF 33286 Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

BF 33287 Request to Enter into the Saint Paul Children's Collaborative Agreement

That the Board of Education authorize the Superintendent (designee) to enter into the Saint Paul Children's Collaborative Agreement for the purpose of coordinating the Representatives in the activities of the family services collaborative and for meeting the requirements of Minnesota Statute 124D.23.

BF 33288 Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start

That the Board of Education authorize the execution of the Lease Agreement between the District and Head Start at the Belvidere building, located at 271 Belvidere Street East.

BF 33289 Partnership and Regrant Agreement between Saint Paul Public Schools and The Trust for Public Land

That the Board of Education authorize the execution of the Partnership and Regrant Agreement between the District and The Trust for Public Land for outdoor capital improvements at Eastern Heights Elementary School.

BF 33290 Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding.

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

5. Administrative Items

BF 33291 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period May 1, 2023 – May 31, 2023

(a) General Account	#760829-762037	\$66,896,437.93
	#0004888-0004914	
	#7004784-7004821	
	#7004784-7004821	
(b) Construction Payments	- 0 -	\$3,601,643.43
(c) Debt Service	- 0 -	0.00
		\$70,498,081.36

Included in the above disbursements are two payrolls in the amount of \$44,531,745.46 and overtime of \$216,071.56 or 0.49% of payroll.

(d) Collateral Changes
Released: None

Additions: None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending November 30, 2023.

Human Resources Transactions

BF 33292 Transactions for June 1 – June 30, 2023

BF 33293 Phase Gate Approval of the Highland Park Middle School Addition and Renovation Project (Project #3081-23-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

That the Board of Education approve the Highland Park Middle School Addition and Renovation project (Project # 3081-23-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a – Finance Plan Update, setting the final project budget at \$49,500,000 and indicating direction to proceed with construction bidding.

BF 33294 Qwest Corporation Proposal to Purchase Rights to District Property

That the Board of Education approve Qwest Corporation's proposal to purchase rights to District property located at 1863 Clear Avenue East in the amount of \$350.00 for the placement of a fiber cabinet.

BF 33295 Approval of Pay Equity Implementation Report

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report and Request for Reconsideration of Pay Equity Non-Compliance submitted to The Office of Minnesota Management and Budget.

6. Bids

BF 33296 Phase Gate Approval of the Hidden River Middle School Renovation WS 02-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3703-A for the Hidden River Middle School project (Project #3140-20-02) to Envirobate, Inc. for a lump sum base bid plus Alternates #3, 4, and W1 of \$1,366,480.

BF 33297 Phase Gate Approval of the Hidden River Middle School Renovation WS 03-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3704-A for the Hidden River Middle School project (Project #3140-20-02) to B&D Associates, LLC for a lump sum base bid plus Alternate #7 of \$1,959,500.

BF 33298 Phase Gate Approval of the Hidden River Middle School Renovation WS 04-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3705 for the Hidden River Middle School project (Project #3140-20-02) to B&D Associates for a lump sum base bid of \$1,608,000.

BF 33299 Phase Gate Approval of the Hidden River Middle School Renovation WS 05-B (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3707-A for the Hidden River Middle School project (Project #3140-20-02) to High Five Erectors, Inc. for a lump sum base bid of \$658,470.

BF 33300 Phase Gate Approval of the Hidden River Middle School Renovation WS 06-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3708 for the Hidden River Middle School project (Project #3140-20-02) to Reiling Construction Co., Inc. for a lump sum base bid plus Alternate #W1 of \$1,478,843.

BF 33301 Phase Gate Approval of the Hidden River Middle School Renovation WS 07-H (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3710-A for the Hidden River Middle School project (Project #3140-20-02) to Berwald Roofing, Inc. for a lump sum base bid of \$1,022,900.

BF 33302 Phase Gate Approval of the Hidden River Middle School Renovation WS 08-F (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3713-A for the Hidden River Middle School project (Project #3140-20-02) to CapitalCity Glass, Inc. for a lump sum base bid of \$3,059,300.

BF 33303 Phase Gate Approval of the Hidden River Middle School Renovation WS 09-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3714-A for the Hidden River Middle School project (Project #3140-20-02) to Pinnacle Wall Systems for a lump sum base bid of \$1,670,822.

BF 33304 Phase Gate Approval of the Hidden River Middle School Renovation WS 09-C (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3716-A for the Hidden River Middle School project (Project #3140-20-02) to Sonus Interiors, Inc. for a lump sum base bid of \$1,069,005.

BF 33305 Phase Gate Approval of the Hidden River Middle School Renovation WS 09-G (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3719-A for the Hidden River Middle School project (Project #3140-20-02) to WTG Terrazzo & Tile, Inc. for a lump sum base bid of \$903,200

BF 33306 Phase Gate Approval of the Hidden River Middle School Renovation WS 09-K (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3720-A for the Hidden River Middle School project (Project #3140-20-02) to Mulcahy Nickolaus, LLC for a lump sum base bid plus Alternate #W1 of \$348,565.

BF 33307 Phase Gate Approval of the Hidden River Middle School Renovation WS 11-F (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3722-A for the Hidden River Middle School project (Project #3140-20-02) to Culinox, LLC for a lump sum base bid of \$681,269.

BF 33308 Phase Gate Approval of the Hidden River Middle School Renovation WS 21-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3724-A for the Hidden River Middle School project (Project #3140-20-02) to Nova Fire Protection, Inc. for a lump sum base bid plus Alternate #8 of \$820,928..

BF 33309 Phase Gate Approval of the Hidden River Middle School Renovation WS 22-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3725-A for the Hidden River Middle School project (Project #3140-20-02) to Weidner Plumbing and Heating for a lump sum base bid plus Alternate #W1 of \$1,570,000.

BF 33310 Phase Gate Approval of the Hidden River Middle School Renovation WS 23-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3726-A for the Hidden River Middle School project (Project #3140-20-02) to Pioneer Power, Inc. for a lump sum base bid plus Alternate #2 of \$9,304,500.

BF 33311 Phase Gate Approval of the Hidden River Middle School Renovation WS 26-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3727-A for the Hidden River Middle School project (Project #3140-20-02) to O'Neill Electric, Inc. for a lump sum base bid plus Alternates #2, 8 & W1 of \$2,814,465.

BF 33312 Phase Gate Approval of the Hidden River Middle School Renovation WS 32-F (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3731-A for the Hidden River Middle School project (Project #3140-20-02) to Peterson Companies, Inc. for a lump sum base bid of \$558,725

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION - None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. SPPS Builds: 5 Year Plan - 2024-2028
 - a. Resolution for SPPS Builds: FY 2024 – 2028 Five-Year Facilities Maintenance and Capital Implementation Plan
 - b. SPPS Builds: FY2024-2028 Five Year Facilities Maintenance and Capital Plan
 - c. Bi-Annual Use and Utilization Report: SY2022-2023

Superintendent Gothard then welcomed Tom Parent, Executive Director of Facilities and Operations, and Kathy Wallace, Manager of Facility Planning, to present this topic. The purpose of the presentation included a summary of SPPS Builds, the FY24-28 five-year implementation plan for improvements to SPPS facilities, for adoption by the Board of Education. SPPS Builds projects were then reviewed, with photos, including Frost Lake, Johnson HS, Jie Ming, AIMS, and the upcoming projects of Hidden River, Obama, Vento, and Highland Park Middle. The five-year plan influences this year were also reviewed, and included the integration of Envision SPPS and ARP-funded projects, staffing considerations, supply chain and inflation, and new programs and opportunities. The criteria for prioritization was also shared, and included conditions of existing buildings, use and utilization, and educational alignment. Within the SPPS Builds: Five-Year Plan FY24-28, there are 190 projects with one new construction, and five major renovation projects. Details were also shared on the recommendations and timeline for major projects and major infrastructure projects. More information was also shared on the updating of conceptual visions, as well as funding, with more information to be shared at an upcoming Committee of the Board meeting.

Ms. Wallace also reviewed the gate checks and their definitions and scope.

QUESTIONS/DISCUSSION:

- Director Ward requested an update on the progress to install solar on the roofs of our buildings. Response: In previous conversations it was mentioned that the District has a RFP for solar energy that was posted last spring, and shortly after that, the Inflation Reduction Act was enacted with significant and structural changes to how public entities can engage, which put an unfortunate pause on the RFP to include language reflecting that. It has been put on pause, but the commitment still remains, and hope in the next few months to be able to give the green light to the RFP. We are looking at opportunities on roofs that can hold the weight of the panels in conjunction with snow, and it may not

be as expansive as we'd like, but will look at a re-occurring program as opportunities become available and often coincide with roofing.

- Washington and Harding were slated for roofing – will those buildings be able to handle solar installations? Response: We do expect Washington because of the type of structure. We are less confident about Harding because of the age of the building.
- It was noted that on the piece about inclusive toilets, the planning will start in 2028, so it may be later, but for the projects happening right now, several will have inclusive toilets, such as Bruce Vento and Obama
- Director Allen requested information about the HVAC systems in our buildings. Response: We do use natural gas in creating heat that is then sent to classrooms, but the air that is getting to classrooms isn't from the burning source – there is a natural gas source, and then the heat from that heats the water that is sent to classrooms. Further information was also provided on the different systems, including a unit on the roof that pumps air throughout the building and provides recirculated air with outdoor air and filters in the system, and there are also systems where the unit provides heated air to a unit in the classroom with filters. Geothermal energy was also discussed, and used where it makes sense economically, and investigations for all major projects where we are changing out the entire mechanical system.
 - It was also noted that the federal government will cover up to 60% reimbursement for replacements to geothermal systems, and we are looking into that opportunity.
- Director Foster requested more information on the “transformational” projects that were mentioned in the presentation. Response: Those projects are AIMS, Jie Ming, Hidden River, Bruce Vento, Obama and projects at Highland Park Middle School, as well as Farnsworth Lower and BridgeView. These are projects that will transform learning for a different time and different modes of education for current learning, including suites for learning spaces, breakout classrooms, and space for hand-on work and audio/visual. We are also looking at dining spaces that are respectful and support students. It also includes space to suppose all staff, and space for outside agencies that are in our buildings to serve our students as well.
- Director Ellis requested information on the alignment of ARP funds with the projects.
- She also requested further information around furniture, athletics, and fire suppression, and if those are updates, or included in new construction. Response: It depends on the case and project. We are looking at a reasonable furniture replacement cycle.
- Director Ellis requested further details on the Highland project, and the new configuration. More details were provided including the expansion of the link and management of the middle school and high school areas.
 - Where will students eat lunch during construction? Response: The plan is to have as much work as possible occur over the summer.
- Director Kopp thanked the team for the presentation, and thanked Facilities staff for the monthly updates, which have been helpful to see the progress. She also thanked them for updating the conceptual visions and changes about what spaces might be going forward.
- She noted questions on the criteria for prioritization. The utilization study was noted.
- With the use and utilization of joint use sites, is the joint space included? Response: It is limited to the school-specific space, even if it is shared.
- She also requested information about HVAC improvements – specifically air conditioning. Response: This is another area that is determined if enough conditions are met, and if it is large enough and the system is being replaced, cooling is added. We are increasingly trying to do that at a number of sites.
- Director Kopp also noted in the criteria items such as “ease of opening windows” or “outside noise” to keep in mind.

- She also requested information on the process for the plan. Response: It is a five-year plan, and when one year is done, another is added. It will still cover five years, only not the same five years.
- Director Foster noted questions about the plan and if something happens, and how the plan is adjusted. Response: The plan is a target and goals and way to proceed. We do understand that things change, and there are emergency issues or programs change, and there is a certain amount of discretionary activity to respond to those emergency or urgent needs. One of the larger shifts was due to Envision.
- Director Vue requested information on the community engagement, especially for schools such as JJ Hill and Bruce Vento, for current families. Response: We believe that when we engage in talking about the design of facilities, and the project is likely to carry through, that this project will impact at this time, and the activities are supporting the legacy of the school. The dashboard on the website is also helpful in finding information. The principal is also integral with communications with families, including the project status.
- Chief Turner also noted that Bruce Vento will continue the community school and Achievement Plus programming that was previously at John A. Johnson, and that was intentional for families to continue that programming as the schools merged.
- Director Vue also requested information on the structural design for Obama, as the JJ Hill Montessori program is moving to that space.
- Director Vue also noted questions on the timeline of projects.
- Superintendent Gothard noted the history of the facilities master plans, and about this work. Five years ago, there were tough conversations, an expansive external review which included best practices in facilities master planning, and we are seeing the results of those in SPPS Builds. There are monthly updates, and a level of transparency. Many projects are on time and under budget because we are able to project out and work together. The structure and framework of the program is beyond the vision for what was asked five years ago, and he is proud of the incredible and hard work. He also thanked the Facilities and Operations team for their great work.

BF 33313 Resolution for SPPS Builds: FY 2024 – 2028 Five-Year Facilities Maintenance and Capital Implementation Plan

MOTION: Director Vue moved to approve that the Board of Education approve Resolution for SPPS Builds: FY 2024 – 2028 Five-Year Facilities Maintenance and Capital Implementation Plan. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

2. FY 25 Long-Term Facilities Maintenance

- FY25 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)
- Resolution Adopting the School District's Fiscal Year (FY) 25 Long-Term Facilities Maintenance Ten-Year Plan
- Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM)

- d. FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection
- e. Notice Relating To General Obligation Facilities Maintenance Bonds, Series 2024 of Independent School District No. 625 (Saint Paul), Minnesota
- f. Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of \$44,900,000 General Obligation Facilities Maintenance Bonds, Series 2024; Approving The Revised Ten-Year Facility Plan, Authorizing The Superintendent, Executive Chief Of Financial Services Or Executive Chief Of Administration And Operations To Award The Sale Thereof And To Take Such Action And Execute All Documents Necessary To Accomplish Said Award And Sale

Superintendent Gothard welcomed Executive Chief of Financial Services, Tom Sager, to present the Fiscal Year 25 Long-Term Facilities Maintenance items. Chief Sager noted there are five documents provided in the board packet, and reviewed each. This is the first action in the planning for the FY25. As part of the FY25 LTFM plan, the District does intend to issue \$44.9M of General Obligation bonds to be used for LTFM revenue to pay the debt service incurred from the bond sale. The broader financing structure will be presented at the August Committee of the Board meeting.

BF 33314 Resolution Adopting the School District's Fiscal Year (FY) 25 Long-Term Facilities Maintenance Ten-Year Plan

MOTION: Director Vue moved to approve that the Board of Education approve the FY25 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education, including the Resolution Adopting The School District's Fiscal Year (FY) 25 Long-Term Facilities Maintenance Ten-Year Plan. Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

QUESTIONS/DISCUSSION:

- Director Vue requested information on the exact amount of the resolution and how the funds will be utilized within the LTFM plan. Response: When a school district sells bonds as part of the LTFM approval, the district will then use those proceeds as resources for the ongoing SPPS Builds projects. This is one mechanism to fund those projects. The relation to LTFM revenue was also reviewed, in using the LTFM revenue to pay on the debt of the bond sale. Michael Hart from PMA, also provided more details. In LTFM, there are two pieces of the revenue component – one is also funded via the tax levy. The remainder of LTFM is through General Obligation bonds, will allow for projects, and through analysis of past projects, we have ensured we are borrowing the correct amount to complete the work. The \$44.9M is for the projects scheduled for actual expenses now through June 30, 2025.

BF 33315 Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of \$44,900,000 General Obligation Facilities Maintenance Bonds, Series 2024; Approving The Revised Ten-Year Facility Plan, Authorizing The Superintendent, Executive Chief Of Financial Services Or Executive Chief Of Administration And Operations To Award The

Sale Thereof And To Take Such Action And Execute All Documents Necessary To Accomplish Said Award And Sale

MOTION: Director Vue moved to approve the Resolution Stating Official Intent To Proceed With And Authorizing The Issuance Of \$44,900,000 General Obligation Facilities Maintenance Bonds, Series 2024; Approving The Revised Ten-Year Facility Plan, Authorizing The Superintendent, Executive Chief Of Financial Services Or Executive Chief Of Administration And Operations To Award The Sale Thereof And To Take Such Action And Execute All Documents Necessary To Accomplish Said Award And Sale. Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

3. Policy Update

Superintendent Gothard then introduced Executive Chief Pat Pratt-Cook to present the third, and final readings for the below policies.

a. THIRD READING: Updates to Policies 204.01, 205.00, 206.00 and 210.00

Background details were provided, including the rationale for the proposed changes to these policies, overview of the proposed changes to these policies, and links to the policies with the proposed changes.

BF 33316 THIRD READING: Updates to Policies 204.01, 205.00, 206.00 and 210.00

MOTION: Director Vue moved to approve the proposed revisions to Policy 204.01, 205.00, 206.00 and 210.00. Director Ward seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

b. THIRD READING: Rescission of Policy 213.00

BF 33317 THIRD READING: Rescission of Policy 213.00

Next, the rationale for the proposed rescission of this policy was presented, including that it is redundant to Policy 211.00 – Board Member Development, and that the two paragraphs that comprise Policy 213.00 are included in Policy 211.00.

MOTION: Director Vue moved to approve the rescission of Policy 213.00. Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

c. THIRD READING: Adoption of New Policy 214.00

BF 33318 THIRD READING: Adoption of New Policy 214.00

Details were shared, including that this is a new policy, and it is required by statute to have a policy on out-of-state travel for board members.

MOTION: Director moved approval of the adoption of the new Policy 214.00. Director Ward seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

10. INFORMATIONAL AGENDA ITEMS

A. Policy Update

1. SECOND READING: Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Superintendent Gothard then welcomed Laurie Olson, Director of Security and Emergency Management, to present the second reading of this policy. The rationale for this proposed policy was reviewed, including that the District does not have an official Board policy as required by statute, and that while this is a new policy, the adherence is not new. An overview of the proposed policy was shared, including the purpose, definition of “contraband”, and violations. Further details were also provided on searched of lockers and personal possessions within a locker, desks, and personal possessions and Student's person.

QUESTIONS/DISCUSSION:

- Director Ellis requested information if families would be contacted if a search occurred. Response: Yes.
- What does that process look like? Response: It would depend on the seriousness of the searched item and timing. A search for liquor will look different than a search for a firearm, and the notice to family is contingent on that, and would be immediate after the item was found.
- Director Vue noted that school property can be searched for any reason at any time, but do personal possessions require prior notice? Response: Personal possessions can be searched with reasonable suspicion without prior notice.
- A hypothetical situation was then reviewed, which included receiving information that a firearm was seen in a backpack. Staff would then go to the locker, search the locker, and if they believe the firearm could be in the backpack, they will then search the backpack. Even if they don't find anything, the student will still be informed that their personal possessions were searched. School property will be searched first, and then personal possessions after is the order of searched.

B. Summary of the Annual Performance Evaluation of the Superintendent

Chair Vue then read aloud the below summary:

BF 33319 Summary of the Annual Performance Evaluation of the Superintendent

**2023 Summary of the Annual Performance Evaluation of the Superintendent
Saint Paul Public Schools Board of Education, July 2023**

At the Closed Meeting of the Board of Education on June 21st, 2023, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Please note that what follows is a high-level summary.

Overall, the Board is encouraged by Superintendent Gothard's sustained excellence in leadership in the areas of Community Engagement, School District Operations and Ethical and Inclusive Leadership. However, the Board also acknowledges continuing work in the areas of Implementation of Strategic Plan, Communications, and Teaching and Learning.

The Board used Minnesota School Board Association's Superintendent Standards-Based Evaluation this year, choosing to focus on standards evaluated last year (with minor adjustments) to identify progress over time. These standards are related to Implementation of the Strategic Plan, Communications, Community Engagement, Operations, Teaching and Learning, and Ethical Leadership and Equity with a rating scale ranging from ineffective, to developing, to effective, to highly effective. The ratings of participating Board Members have been averaged meaning individual board members rating may be higher or lower than stated average.

The Board would like to offer the following observations as it considers the overall performance of the Superintendent.

Considering the key area for growth focused on monitoring reports on student outcomes, the Board rates the Superintendent as highly effective. The Board gratefully acknowledges the Superintendent's strong understanding of the value of high-quality monitoring reports on student outcomes and appreciates his participation, alongside his Senior Leadership Team and board members, in training related to this topic. The Board looks forward to working with the Superintendent and his team in the coming year to develop and deliver monitoring reports that track progress towards positive student outcomes and will retain this as a Key Area for Growth.

Considering the key area for growth: evaluate impact of implementation of culturally relevant instruction on students, the Board rates the Superintendent as effective. The Board acknowledges the efforts to continue to refine and improve the practice of culturally relevant instruction districtwide, including the annual Culturally Relevant Instruction Expo. As this has been a key area of investment, the Board wishes to retain this as a Key Area for Growth for the coming year. It is the expectations of the Board that the Superintendent demonstrates further the impact that culturally relevant instruction has on student outcomes, identifies any obstacles that prevent full and effective implementation, and creates strategies for overcoming those obstacles.

Considering the key area for growth: explore and implement tools on community engagement that are culturally relevant, the Board rates the Superintendent as effective. The Board appreciates the diversity and complexity of community engagement work and notes the success of the Marnita's Table event, and others, related to school safety. The Board wishes to see continued development of approaches to engagement that allow for greater comfort and participation for SPPS' many cultural communities and look forward to seeing examples of this. The Board will retain this as a Key Area for Growth in the coming year.

Considering the standard focused on Standard One Implementation of the Strategic Plan, the Board rates the Superintendent as effective. The Board appreciates Superintendent Gothard's thoughtful attention to student needs following a pandemic and his continued efforts to adapt and implement the district's strategic plan, SPPS Achieves, to meet those needs. One example is Superintendent Gothard's investment in WINN (What I Need Now) teachers, a strategy that appears to show promising results. The Board would like to see continued improvement in the areas of developing monitoring reports that integrate SMART goals to better track continuous improvement.

Considering the standard focused on Communications, the Board rates the Superintendent as effective. The Board values Superintendent Gothard's work in proactively partnering with local media outlets and SPPS Communications to highlight the good work happening in SPPS and the incredible people who make it happen. The Board expects to see continued improvement in effectively communicating district processes and decision-making as well as bringing forth plans for more effective surveys.

Considering the standard focused on Community Engagement, which includes Relationships with the Community, Engagement, Advocacy, and Visibility and Approachability, the Board rates the Superintendent as highly effective. The Board values Superintendent Gothard's work in the areas of Maxfield Collaboration with St. Thomas University and his attendance at numerous community events. The Board gratefully acknowledges his advocacy at the state legislature and his presence and voice in local and national conversations about education and related topics, including with U.S. Department of Education Miguel Cardona, advocating for real solutions on youth community and school safety. The Board sees a need for continued improvement in the development of casting a wider net on student engagement to include middle schools, establishing structures for more consistent building level engagement with their communities as well as community engagement around the budget process.

Considering the standard focused on Operations, which includes Facilities, Transportation, Food Service, Technology, Maintenance, and Personnel, the Board rates Superintendent Gothard as highly effective. The Board values Superintendent Gothard's continued work to build effective and high quality district operations and notes in particular the ongoing work of SPPS Builds and the work of the Human Resources and Finance departments. The Board acknowledges the lingering challenges of providing yellow buses to all comprehensive high schools and looks forward to continued progress in this area.

Considering the standard focused on Teaching and Learning, which includes Staff Development, School Improvement, and Curriculum and Instruction, the Board rates Superintendent Gothard as effective.

The Board values Superintendent Gothard's work in the areas of continuous improvement in the areas of Job Embedded Professional Development and the first math curriculum adoption in 20 years. The Board wishes to see a plan for creating greater awareness of the services the Equity Department can provide to support educators and students as well as a survey of current and expected professional development related to instruction.

Considering the standard focused on Ethical and Inclusive Leadership, which includes Ethics and Professional Behavior, Interactions with Students, Staff, and the Community, Professional Practice, and Diverse Cultural Competency, the Board rates Superintendent Gothard as highly effective. The Board congratulates Superintendent Gothard on being honored as a Junior Achievement Hall of Fame Laureate and becoming the President of the Minnesota Association of School Administrators this year. They are reflections of how his work and leadership is being recognized and celebrated in the community. The Board appreciates the many student convenings Superintendent Gothard held this spring. The Board encourages him to continue to find ways to meet with students for meaningful conversations in the coming year. The Board also wishes to see continued improvement in the area of increasing diverse cultural competency representative of student demographics in SPPS by the development of relationships between Superintendent Gothard and staff and community members with relevant cultural expertise.

Considering the standard focused on Ethical and Inclusive Leadership, which includes Equity Plan Implementation, the Board rates Superintendent Gothard as developing. The Board appreciates Superintendent Gothard's candid reflections about the challenges of implementing the Equity Plan and what may be necessary to see more success. As a result of Superintendent Gothard's own rating of himself as developing and the Board rating his performance as developing, the Board has added Equity Plan Implementation as a Key Area of Growth in the coming year. The Board looks forward to working with Superintendent Gothard to make progress in this area.

The Board thanks Superintendent Gothard for his time throughout this process which included completing a self-evaluation that included a 27-page executive summary backed by 200+pages of documentation and additional reflection, and two hours of conversation on June 21, 2023, where he responded to board members' questions related to his self-evaluation. The board notes overall growth in **Community Engagement, School District Operations and Ethical and Inclusive Leadership**. Overall, the Board finds Superintendent effective in his role and acknowledges more growth is both necessary and possible and has identified the following as Key Areas for Growth:

1. Develop monitoring reports for student outcomes
2. Explore and implement tools for culturally responsive community engagement
3. Evaluate impact of Culturally Relevant Curriculum
4. Equity Plan Implementation

QUESTIONS/DISCUSSION:

- Director Foster thanked Dr. Gothard – for his work in staying on focus, on target and knowing that our students' success and outcomes are the focal point in this work. In a time with considerable and consistent change and challenges, he has persevered. He has a team that is committed to the work, and that is significant in the picture of a reflection of a leader who has the capacity and the capacity to create a change agent. She was a part of the group who hired him and she stands by that decision, as he is the best person at the time, and the best person at this time to lead this district. There is trust, passion, and purpose and his intention is real for students, families, and staff. She thanked him for the work. She encouraged him to be seen and heard, especially by our young people.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Ellis requested information as a follow-up from the Public Comment speakers regarding athletic field permit costs, and if ARP funding is available as a resource for community partners, or grant opportunities. She noted her concerns about our young people incurring the cost, or creating a hardship for their families. She also requested a usage report of summer programs in our facilities.
 - Superintendent Gothard noted he will provide a summary of the fee rental policy set by the Board, and certain circumstances and room for negotiation with partners.
 - Chief Turner reminded the Board about the policy around permits, and provided a recap of the ARP funding and nearly \$4.5M that was allocated to community-based agencies. She will reach out to the organization of the Public Comment speakers for more information. She also noted the cost for permits is a real cost to the district, including personnel, custodial services, or athletics staff to be on the premises and those costs are aligned to our labor agreements agreed upon by the Board. She also reviewed the implications of waiving those costs. She also noted other opportunities for permits that may be less in terms of permit costs.
- Director Ellis requested further information on the data from Marnita's Table.
- She also requested information on a school safety update, and wondering how it may look different in the fall with the start of a new school year, as well as communications. Director Vue reiterated the request around school safety and would like to see it as an agenda item in a future meeting.

B. Board of Education Reports/Communications

- Director Allen provided an update on the Ignite Your Heart Scholarship and working with allies and churches to donate funds to create and expand a scholarship for SUTR candidates. She also provided her experience at the Our Collective Power Conference with School Board Partners, and her fellowship with the organization. She noted there were two school board members who are 18-years old and elected officials. She also provided information on the filming of a TV show that will premiere on the CW on August 5 of hosting a youth talk show. It was also the 10-year anniversary of Black Lives matter, and she and ten other young people traveled to Los Angeles.
- Director Ellis noted she was able to read at CDF Freedom Schools, and also attended the Our Collective Power Conference, and she had never been in a space with that amount of school board members of color, and how she was felt, heard, and seen, welcomed, and shared tears in that space, as well as the heaviness and feelings of being looked after and cared for. She spoke of her experience in a session with Dr. Howard Fuller regarding "The Issues of The Current Generation: How Will We Wage Struggle?"
- Director Vue provided his experience at the Our Collective Power Conference, and that one takeaway was that a strong board cannot be strong without the adoption of goals around student outcomes, and it needs to be the core of this work, and the compass that guides us. He also noted the feeling of being "in a room of onlys" and was one of the only Asian male school board members in the space. One of the sessions he attended was "First Generation Politicians: Politicking Instead of Being Politicked", and a power mapping tool and navigating systems of power. It was a great conference and also read an excerpt from the welcome package.

14. ADJOURNMENT

Director Vue moved to adjourn the meeting; Director Foster seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Absent
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

The meeting adjourned at 7:56 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**July 18, 2023
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 8:06 p.m. by Chair Vue.

II. ROLL CALL

Board of Education: J. Vue, J. Kopp, Z. Ellis, J. Foster, C. Allen, U. Ward
H. Henderson was absent

Administration: Superintendent Gothard, P. Pratt-Cook, A. Collins, T. Sager, D. Wells, C.
Long, S. Dahlke, J. Turner, S. Gray-Akyea

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Vue, and seconded by Director Foster, to approve the order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Allen that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps., as is provided for by Minnesota Statutes Section 13D.03. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of strategy for labor negotiations for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps., as is provided for by Minnesota Statutes Section 13D.03.

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Vue to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Allen. It passed by acclaim.

VIII. ADJOURNMENT

MOTION: It was moved by Director Vue, and seconded by Director Foster, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 9:44 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**August 9, 2023
4:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:32 p.m. by Vice Chair Kopp.

2. ROLL CALL

Board of Education: J. Kopp, J. Vue, J. Foster, Z. Ellis, C. Allen, H. Henderson, U. Ward
Superintendent Gothard

Staff: K. Thao, C. Long, A. Collins, N. Páez, Y. Vang, S. Schmidt de Carranza,
S. Dahlke, T. Sager, J. Turner, S. Gray Akyea, J. Danielson, A. Kunz, E.
Wacker, C. Green, S. Dahlke, P. Pratt-Cook, J. Grathwol, C. Anderson, M.
Sullivan, K. Kimani, K. Morris, K. Wallace, L. Boehlke, J. Pettigrew, L.
Corey, D. Payne, A. Anderson, J. Larson, K. Huiett, D. Abrams, P.
Matamoros

Community: T. Lonetree, S. Pumper, M. Hart, M. Schrul, A. Schilling, C. Mahaney, R.
Davis

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard began the meeting by welcoming everyone. He provided a recap of his time at the MDE Back to School Conference, which he attended with members of his Senior Executive Leadership Team. Updates included information from the legislative session, including the historic and transformational work, as well as mandates as part of session. He also provided an update on work of reading in SPPS and WINN teachers, as well as other sessions at the conference that included CTE, mental health, Special Education, and school meals, non-exclusionary discipline, family and community engagement, and American Indian Education updates. He also noted that Commissioner Jett spoke at the conference, and his previous experience in SPPS and connections.

QUESTIONS/DISCUSSION:

- Director Vue requested further information on the training of the Science of Reading, as well as funding, and statewide curriculum options, as well as the universal screener - one of which is FastBridge which SPPS currently uses.
- Director Allen also noted the importance of training on the Science of Reading in higher education, so future leaders and teachers will be prepared, and the onus of training will not be on the school district.

5. FY2024-2026 FINANCING PLAN

Superintendent Gothard welcomed Steve Pumper and Michael Hart from PMA Securities, as well as Chief Sager, to present the FY2024-2026 Financing Plan for facilities maintenance and improvement. Included in the presentation were details on the process and timeline, finance plan goal of “Meet SPPS Builds plan needs with a responsible and sustainable finance strategy,” financing tools, funding tools, projected expenditures and funding source details. Information was also shared on the proposed issues of upcoming bonds and certificates of participation, COP funding needs, COP project, LTFM funding needs, LTFM revenue strategy, capital project portion of levy details, financing plan tax impact, finance and plan assumptions. Further information was also provided on the 2013B bond refunding, and timeline.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Foster requested more information on the certificates of participation and their alignment to achievement and integration plan, and those projects tied to that work. Information was then reviewed on projects, such as the rebuild of Bruce Vento Elementary.
- More information was also requested on the levels of funding. Response: The next few years are the largest in funding, and the intentionality in the five-year facilities plan and the three-year finance plan.
- Director Allen requested information on the \$44M of extras and those funding sources. Information was then provided on the expenditures of \$151M, and \$60M of bond-funded money on hand, with \$45M in tax levies, and the leftover of \$44.9M to be funded with bonds. The resolution on the agenda at the July Regular Meeting and August Regular Meeting is related to these funds, and to fund maintenance, improvement, health and safety in the LTFM program through the end of June 2025.
- Director Foster noted the factoring of the interest rates, and how to prepare for that. Response: There is a balancing that occurs, and to represent a fair representation for the tax impact with the best information we have today.

7. SCHOOL SAFETY

Superintendent Gothard then welcomed Marcus Sullivan, Assistant Director of Security and Emergency Management, and Kathy Kimani, Director of the Office of School Support, to present on School Safety. Superintendent Gothard began the presentation with a review of the work of the department, including changes and overall work of the team and their 24/7 schedule. Staff then shared details on Safer SPPS, and the safety engagement plan, data collection, and areas of focus in this work. It was noted that the culture and climate of the school community is so important - and bigger than a work of a single person or a single team. He also noted the themes heard from students during his convenings, including the need for more mental health supports, yellow buses and not feeling safe on Metro Transit, issues in bathrooms, stronger relationships with teachers and staff, and a better balance of staff and teachers of color. Most feedback is not about safety - but about culture and climate. The data around lockdown and lockout

scenarios was reviewed, as well as the work of the Superintendent's Safety Team and their cross-departmental team and work. He also went on to share details about the violence prevention grants, and work with the City. A review of the School Support Liaison training academy was provided, as well as supports from the Office of School Support. Details were also shared on the new technology to be introduced as a way to identify visitors to a building across the district.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ellis requested information on the expectations for the building clerk in greeting visitors, as well as scenarios where a non-custodial parent may be at the building.
- The timeline of the new technology was also shared, including a roll-out at four high schools and two elementary schools, with it to be distributed district wide by early fall of 2024. The different features of the program were also shared, with many to remain off in the early stages of implementation. It is called SingleWire, and the program is Visual Aware.
- The tracking and reporting of the system was also discussed, including that the data would only be sent to the ECC. Concerns about immigration status for families was noted, and ways to ensure we are protecting our families and students, and board action to ensure that feature is not turned on within the program.
- Further discussion also centered on the features of the system and policies directing Administration on their use. It is more in the contract agreement and procedures of how it is implemented, and the initial purpose of the system is a universal check-in for all schools. Superintendent Gothard noted that future conversations could include the menu options for additional features, but currently, it is only for a consistent way of tracking visitors.
- Director Foster also noted concerns about privacy and the legality of the system features. She also requested information on the information and access to information. It will also be helpful system for students to see identification of visitors to the building.
- Chief Turner also reviewed the procedure for visitors with an alert and members of the school administration to talk with them.
- It was noted that Madison, WI school district, as well as ISD 196, currently use this system. This is one tool as we attempt to collectively help our physical schools to be safer, both socially-emotionally and physically. This also related to data security and cyber security, and an authentication process for visitors.
- Director Kopp noted this is a pilot program, to help schools with visitor identification, and if other features are to be turned on, that will be another discussion in the future. She noted hearing from board members that if those features to come online and when, they would like to be informed and involved. The young people will also see those badges in their schools and be supported, and will also be helpful for community partners in our schools. Chief Turner noted that if other features are to be turned on, that will come to the Board for a decision.
- Director Ellis noted practices for checking-in at all schools and buildings for the upcoming school year.
- Director Foster requested information on the SSL training academy, and ongoing training and additional professional development. Response: On non-student contact days, there is reiteration of training and scenario-based training. For social-emotional training, there are intervention specialists that collaborate and do training together with SSLs and other staff in the building as well.
- Information was also requested on the reporting structure of SSLs. They report to both the assistant SEM manager assigned to their school, as well as the administration of the building.
- Director Foster requested information on the communication to families. There is back to school information sent to families on changes and practices in efforts to keep students safe for the upcoming

school year which will be sent the week prior to the start of the school year, and will also include information about the Visitor Aware software.

- It was also noted that through the survey results, we are learning that students have found electronic passes to be helpful.
- Director Allen requested information on how to establish a great sense of community values for families and staff. Superintendent Gothard noted that we are taking stock in what we have been doing or are planning, and school-based level activities which may look different. Director Allen noted that what we have been doing has not been working, and what we're doing differently to establish a greater sense of community for students, families, and staff to feel valued.
 - Ms. Kimani noted an example of the elementary school morning meeting or connect time, including lessons and prompts, and opportunity to come together in a circle at the beginning of the day. She also noted examples in elementary with the RP coordinators, as well as Foundations classes.
 - Director Allen noted concerns about Foundations at the middle and high school levels. Adam Kunz, Assistant Superintendent, provided details on advisory classes, such as Foundations, and the AVID-like investment in middle school and support for students throughout the day for meaningful engagement within all areas, and connection with the teacher. There is also an investment in intervention specialists, and links between administration, teachers, SSLs and supports for students in buildings. There is also automated communication about students and grades, to ensure families have information regarding grades throughout the quarter.
- Director Allen pushed that many students do not feel seen and part of the academic community of SPPS. There are Karen language courses, but what about our Black student population, or other SE Asian students? She noted that this is at the core of safety, and when students feel like they don't belong, they turn to destroy or disrupt, since they don't feel they belong in the academic space, which leads to not successful academic outcomes. She is disappointed that we have had time to think about this and apply ourselves, but we are rolling into another year with the same culture and expectations. Superintendent Gothard noted the purpose of the report is to share school safety, where we have been, and where we are going. There is also a Back to School Report on an upcoming agenda with a more comprehensive approach in gaps. There is also other professional development occurring and will make sure there is information provided to the Board.
- Director Ellis noted that families are also so important in the success of our students, and as a District, we have sometimes missed that family component.
- Director Foster also noted the adult behaviors that need to change in order for student outcomes, and the accountability from one another to each other. A culture shift requires us to be real and relevant and support or move where it needs to go. It takes intentionality and courage to be real. The Board needs to know how to support, for expectations and accountability and supports to show change. Kids are kids, and our job is to teach and guide students. Director Kopp echoed this, and a sense of belonging for safety and how adults do the work to make changes in their own behaviors, and a model for young people.
- Director Henderson noted that every student needs a trusted adult in the building, and knowing that the burden of that falls on our Black and Brown staff who hold and continue to hold the emotional work of working with our students, and how we are supporting them. Ms. Kimani noted that is a recurring theme and topic in PLCs, and offering different times for staff to attend, and engage more folks, and listening and honoring the space to be together.
- Director Allen requested information on Stop the Bleed training. All SSLs are trained in this, as well as nurses. Director Allen noted her work in community and Narcan training, and tools such as this to help teachers and staff to feel safe and help in a crisis situation.
- It was noted that the Executive Committee will discuss next steps for comments in this discussion.

8. FY25 BUDGET ENGAGEMENT FRAMEWORK

Superintendent Gothard then welcomed Tom Sager, Executive Chief of Financial Services, and Jackie Turner, Executive Chief of Administration and Operations, to present the FY25 Budget Engagement Framework. Included in the presentation was the engagement objectives, and the community's values and priorities, a review of the IAP2 Spectrum of Public Participation, information on the FY25 budget timeline, preparation of leadership, stakeholder mapping, potential engagement strategies, and engagement timeline.

Discussion centered around the questions of success in this budget engagement process, non-negotiables within the FY25 engagement process, and the goals of engagement and expectations on this process.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ellis noted her past experience with BFAC, the timeline for information around budgets, and decision-making process. If provided options on the budget, the rationale and why of the budget is important. If we want the community to be engaged and involved, the design of the process needs to change. Families also need to see the alignment of both their school as well as across the district of budget decisions, as well as communication of impacts to their specific school. She also noted building upon the process from year to year. Chief Turner notes that the goal in this process is to have a multi-year engagement process, and with this unprecedented amount of funding, the intense engagement is expected to last three years and the work will continue. While there will not be this level of budget engagement every year, there will be different iterations and additional information. Director Ellis also noted the decision-making timeline, and to make those decisions around winter. Chief Turner also noted examples in budget decisions that come before the Board, and that they are based on the values and needs of the strategic plan.
- Director Allen noted that the budget engagement process needs to be sustainable, and we can learn and modify it. With the timeline presented, and information available in winter around projected enrollment, and allocations to schools in March/April, it will be important to see the combined budgets at the same time as schools. It was frustrating to receive the budget a week before the vote this year, especially with such a large amount of funding.
- It was also noted that different scenarios of budget will be helpful in order to understand investments, and for there to be a few options and make decisions from there.
- Flexibility in the budget and being able to adjust based on student population is also important to ensure all students are engaged in the curriculum. While there is not a large amount of flexibility given the contract agreements, there is some at sites to shift. The scenarios were also noted and to talk to colleagues to see what it could look like and themes or focus areas.
- Chief Turner noted that the process did occur late this year, and we are building a new process to learn, and a way to inform earlier. A budget primer or overview is possible, to explain the formula upfront for internal and external stakeholders. Folks would then be able to compute the budget based on data provided and the formula.
- Director Allen also noted the poverty level and achievement in the budget process, and different samples from different districts for format. She would also like to receive the priorities and options, and to know the budget allocations sooner.
- Director Ward noted the amount of flexibility that exists and how much is not predetermined by contracts or mandates, and how much of the budgeting process would potentially affect the end result. He also thanked the team for working on this and the plan for the budget advisory committee and appreciates the work thus far.

- He also noted that success in this process involves opportunities to change the outcome and affect it. A lot of folks are concerned that they will give feedback, and it will not be taken and used. The DFAC as described could be beneficial, but also means that the vast majority of those served will not be strong applicants for the committee without a background knowledge of financial expertise.
- He also noted questions on the pathways for affecting shifts, and the timeline of the budget to the Board in order to look it over in detail and potentially make changes based on feedback from the community, and accountability. In talking about IAP2, the power is with the Board, but if they are not given enough time to review the budget or make a change, the Board is not making the decision, and there needs to be time built-in and time to evaluate the information. He would like to see different spending options and work with Administration on them. He would like the Board to be empowered and make decisions and give the community an opportunity to tell the Board of changes they would like to see. The Board needs time and information to evaluate the budget for themselves and for the community to evaluate it to make changes if needed, for accountability in this process. Chief Turner noted that there are a number of items in contract language, and those pieces may also need to shift. She also noted the values of the governance board and the impacts on the budget. Discretionary funding was also discussed.
- The values and commitments we share are crucial to the budget process, including transportation. The Board requested as much detail and information on the Budget as Administration.
- A conversation on discretionary funds may also be helpful, and to quantify that and how to define discretionary funds. Clarity was also requested on the budget scenario options, and the parameters of a budget, including enrollment, inflationary increases, state aid, etc. There needs to be a process and understanding, and also a way to measure class size into the budget and allocate funding.
- Chief Sager noted examples of yellow buses and the new East African Magnet School within the budget process and scenario examples.
- Director Ellis also noted the changes from the legislative session and the impacts on the budget.
- Director Henderson noted that it will be important for year-over-year budget cycles, and to project enrollment so there is not a shock and that we are providing as much information as possible. She likes the idea of a DFAC, and stressed the importance of including women and folks of color and providing opportunities for them. Chief Turner noted that is one of our values in this process and for the Board, of a value of the DFAC to be reflective of our student population.
- Director Henderson also noted to be intentional in the budget process, and to provide space for things that are important in buildings, and to be clear about the budget and its impact to life within these spaces.
- She also noted student engagement in this process, and to know the District values their opinions and needs in the classroom. Chief Turner noted the student convenings held by Dr. Gothard and hearing what students value and being able to responsibly incorporate that into the budget.
- Director Kopp noted the importance of clarity in the budget process, and to draw themes of budget priorities – safety, belonging, relationships. It will also be important to provide guidance year after year, and a predictable process. The goal of engagement also relates to Student Outcomes Focused Governance, and goal-setting and the values of the community from those goals. When community input is frontloaded, what matters and is important are those feelings and experiences, and how students, staff and families feel in a school and a budget that makes that possible. We need to be grounded in the values of the community, because when we begin to pull individual pieces is a domino effect – we need to be interconnected and strong in our process.
- Director Foster noted that there needs to be template for success, and an annual, predictable process, with messaging that is concise and applicable across buildings. The messaging is so important and one way to engage students and families, in a District is how we treat people, and to be a premier destination for folks, we need to communicate and allow others to be aware. We need to talk about culture shifts and adults in spaces and our role in change of behaviors, because

not all of our families are hyper-vigilant of the budget. As a Board, we need to talk about expectations and hold ourselves and each other accountable in order for the community to receive less mixed messages, and to have accurate and relevant information.

- Director Vue noted the work of DFAC, as well as engagement with our program leaders, principals, and our PACs. Success will be defined if we have met our goals, and they need to be smart and aligned to the strategic plan. A non-negotiable is to not break the values of the Board and District. The goal is to approve the budget, and a budget that doesn't break the values in June.
- It was noted that this information will be used to formalize a project plan and assign a project manager, and an internal team will be formed to implement what was heard and report back. Administration will report back to the Board and in a format that was discussed, and a communication plan for the community, as well as a timeline, website and publications dedicated to this work in order to be externally transparent.
- It was discussed that the Board does not need to vote on this topic at a Regular Meeting.

9. BOARD MEETING STREAMING

Superintendent Gothard then welcomed Erica Wacker, Director of Communications, to present on Board Meeting Streaming. Items reviewed included requirements of law, current state of streaming, requested state, live viewership data, and three options for future state, including format and costs. Constraints and realities were also discussed, as well as information on streaming in comparable districts across the Metro and nation. Discussion and next steps included a board vote on the preferred option at the upcoming August Regular Meeting, and timeline for additional streaming services.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ward noted the different options, but that Option B – holding Committee of the Board meetings in 5A with audio recording – involves the most questions, including for audio equipment, and the capturing of the conversation and to be intentional about introducing each member when speaking. It was noted that in podcasts and radio broadcasts, a speaker may join at any point and folks are accustomed to that. For the audio, it would essentially be a computer without the camera on, and several microphones throughout the room. It would not be a perfect audio capture, but Osseo does have a good example of how it could look and to listen to their recordings. It was noted on the less formal nature of the meeting in 5A, and there may need to be a more formalized order for speaking in terms of lining up near the microphone for the audio to be as clear as possible.
- Ms. Wacker also noted that in listening to the audio vs. video, at Board meetings, the Board is speaking as a collective, and what is heard should be the main points, and not necessarily who said it. When conducted at the dais, a meeting is naturally more formal and more on display with folks watching. With the audio stream from 5A and at the table, it allows the meeting to be different from a Regular meeting.
- Director Ward requested information on passing microphones to those who would like to speak, which would require additional coordination, and it will be important to speak close to the microphone, which may require a change in behavior.
- Director Ward also appreciates the ways to adjust the stipend for special meetings. Those meetings do require more work, with overflow rooms, and hiring additional staff for cameras.
- Director Kopp noted that for the audio recording, it will be important to be organized and clear to formally call on the speaker to be clear for listeners on who is speaking.

- Director Ellis requested information on the equipment upgrades included in Option A, which include updates to the microphones, and the time to set up the space and check the equipment and troubleshoot it if necessary. The robotic cameras were also noted and the usage of them in doubling the meetings.
- Director Allen requested further details on the full-time staff members in Communications who do video streaming work, as well as the number of years that the current stipend has been in effect.
- Chief Turner noted this would fall under discretionary funding, and the streaming stipends are paid by the Board budget, but there is also the contract with Eduvision and SPNN that is from the district budget.
- Could new equipment be included in the ARP budget? Response: It may not meet the qualifications to address post-pandemic recovery, and the ARP budget and application would need to be revised, and special permission may be needed.
- Director Foster requested more information on the cost increase, and how it compares to others in the district and in the field. One reason for the increase is to increase our own pool of staff, and to hire an external vendor would be more market rate.
- Director Ward noted the inflationary measures of the stipend from 2000 to present date.
- Director Foster thanked the staff for their work.
- Director Vue requested details on the livestream statistics and data, and it is important to note how many community members are accessing this content. More folks view the content on their phones.
- It was noted this will come before the Board again for a vote at the August 22 Regular Meeting, and the three options will be presented. Chair and Vice Chair will be contacting each board member for their thoughts and consensus on an option.

10. ADJOURNMENT

Director Kopp moved to adjourn the meeting. Other directors seconded the motion. It passed by acclamation.

The meeting adjourned at 8:50 p.m.

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

Prepared and submitted by:

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

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

TOPIC: Future Meeting Schedule

2023 Regular Meeting Schedule

Time: 5:30 p.m. (unless noted otherwise)

Location: Conference Rooms A and B – 360 Colborne Street, Saint Paul, MN 55102
(unless noted otherwise)

- January 3, 2023 (Annual Organizational Meeting)
- January 17, 2023
- February 21, 2023
- March 21, 2023
- April 18, 2023
- May 23, 2023
- June 6, 2023 (Special Meeting – Non-Renewals) | 4:00 p.m. | Conference Room 5A
- June 20, 2023
- July 18, 2023
- August 22, 2023
- September 19, 2023
- October 24, 2023
- November 14, 2023
- December 19, 2023

2023 Committee of the Board Meeting Schedule

Time: 4:30 p.m.

Location: Conference Room 5A – 360 Colborne Street, Saint Paul, MN 55102

- January 3, 2023
- February 7, 2023
- March 7, 2023
- April 11, 2023
- May 9, 2023
- June 6, 2023
- August 9, 2023 – Wednesday
- September 5, 2023
- October 10, 2023
- November 8, 2023 – Wednesday
- December 5, 2023

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

TOPIC: Future Meeting Schedule

2024 Regular Meeting Schedule

Time: 5:30 p.m. (unless noted otherwise)

Location: Conference Rooms A and B – 360 Colborne Street, Saint Paul, MN 55102
(unless noted otherwise)

- January 9, 2024 (Annual Organizational Meeting)
- January 23, 2024
- February 20, 2024
- March 19, 2024
- April 23, 2024
- May 21, 2023
- June 11, 2024 (Special Meeting – Non-Renewals) | 4:00 p.m. | Conference Room 5A
- June 18, 2024
- July 16, 2024
- August 20, 2024
- September 17, 2024
- October 22, 2024
- November 19, 2024
- December 17, 2024

2024 Committee of the Board Meeting Schedule

Time: 4:30 p.m.

Location: Conference Room 5A – 360 Colborne Street, Saint Paul, MN 55102

- January 9, 2024
- February 6, 2024
- March 6, 2024 - Wednesday
- April 2, 2024
- May 7, 2024
- June 11, 2024
- August 7, 2024 – Wednesday
- September 10, 2024
- October 8, 2024
- November 6, 2024 – Wednesday
- December 3, 2024

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Acceptance of Gift from Start Proud!®

A. PERTINENT FACTS:

1. Start Proud!® is an Education Key Focus Area for Customers and Community. Start Proud!® was created to help foster brighter beginnings for schools in low-income communities nationwide to give students and teachers the supplies they need to start the year confident, prepared, and proud! Start Proud!® hosts 18 back-to-school assemblies at Title I Public Elementary Schools where 18,000 backpacks filled with critical school supplies are distributed to students, one teacher and Principal.
2. Hazel Park Preparatory Academy PreK-8 and Mississippi Creative Arts School PreK-5 were chosen for this gift to support students, one teacher and Principal with supplies needed for the school year.
3. This request is for a one-time gift.
4. The value of this gift is \$142,000.00
 - Backpacks and school supplies: \$120,000
 - All Star Teacher Award: \$2,000
 - Principal Award in Office Depot OfficeMax merchandise cards: \$20,000
5. This gift will meet the District strategic plan goals for student achievement, sustainability and to create a shared sense of community to build trust and collaboration to build trust within and outside our schools.
4. This item is submitted by Dana Abrams, Director of Family Engagement and Community Partnerships; Aquanetta Anderson, Assistant Director of Family Engagement and Community Partnerships; Duane Dutrieuille, Principal of Hazel Park Preparatory Academy PreK-8; Lydia Kabaka, Principal of Mississippi Creative Arts School; Andrew Collins, Executive Chief of Schools & Learning and Jackie Turner, Executive Chief of Administrations & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to accept this gift from Start Proud!® on behalf of Hazel Park Preparatory Academy and Mississippi Creative Arts School.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Highland Park Senior High School Gift Acceptance of \$5,391.22

A. PERTINENT FACTS:

1. Friends of Highland Arts has donated \$5391.22 towards the Highland Park Senior High instrumental music account.
2. Funds will be spent from Highland Park Senior High School budget 19-220-291-000-5096-B001.
3. This project will meet the District strategic plan goal/goals of Achievement.
4. This item is submitted by Dr. Winston H. Tucker, Principal, Highland Park Senior High School; and Dr. Kirk Morris, Assistant Superintendent of High Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$5,391.22 for the use in the instrumental music department at Highland Park Senior High School and that the Superintendent (designee) send a letter of appreciation to Friends of Highland Arts.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Gift Acceptance from McGough for Student Store

A. PERTINENT FACTS:

1. McGough wishes to donate \$31,698 in labor and materials to construct and outfit a 95 square foot student store at Highland Park Senior High School.
2. The student store is valued at approximately \$60,000. The remainder of the cost of the student store will be funded through a grant that the school received.
3. The gift imposes no undue financial burden or obligation to the school district. McGough will engage the facilities department and school administration to determine the location of the student store.
4. This donation meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is submitted by Tom Parent, Executive Director of Operations and Administration and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the acceptance of a gift of labor and materials to construct and outfit a student store at Highland Park Senior High School.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Acceptance of Donation of Electric-Powered Landscape Equipment from
The Toro Company and MTI Distributing

A. PERTINENT FACTS:

1. Facilities would like to accept a donation of electric powered landscape equipment from The Toro Company.
2. This donation supports the District Energy Action Plan strategy E4: Identify and convert gas-powered landscaping equipment to battery-powered. There are many reasons for updating our current gas-powered equipment fleet, the most notable being to stop the releases of exhaust from gas-powered equipment.
3. The value of the donation is approximately \$12,577.81. The donation will allow Facilities to launch a pilot project to test electric-powered landscape equipment at 2-4 schools.
4. This donation will meet the District Strategic Plan goals of program evaluation and resource allocation.
5. This item is presented by Tom Parent, Executive Director of Operations and Administration and Jackie Turner, Executive Chief Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the acceptance of a gift of electric-powered landscape equipment from The Toro Company and MTI Distributing.

INDEPENDENT SCHOOL DISTRICT (ISD) 625
RESOLUTION FOR SAFE ROUTES TO SCHOOL (SRTS) BOOST GRANT

WHEREAS, the Minnesota Department of Transportation (MnDOT) Safe Routes to School Program assists schools and communities by making it safer for children to walk, bike, and roll to school; and

WHEREAS, MnDOT Safe Routes to School Program solicits applications to enable schools and communities to implement Safe Route to School non-infrastructure activities; and

WHEREAS, if ISD 625 is awarded a SRTS Boost Grant, these funds would be used to provide non-infrastructure activities to local communities to develop Safe Routes to School initiatives that increase safety and encourage more children to walk and bicycle to school , including installing a traffic garden at the Txuj Ci HMong Studies Lower Campus; and

WHEREAS, no local match funding is required; and

WHEREAS, SRTS Boost grant activities will commence after the grant agreement is fully executed.

THEREFORE, BE IT RESOLVED:

1. That ISD 625 authorizes the Superintendent to enter into a grant agreement with the Minnesota Department of Transportation for financial assistance to fund a Safe Routes to School Boost Grant and eligible expenses.
2. That the **Superintendent** is authorized to execute such Agreement and any amendment(s).

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: August 22, 2023

TOPIC: Purchase of Districtwide 9-12 APEX License

A. PERTINENT FACTS:

1. Student need for credit recovery opportunities has never been greater. The Department of Alternative Education (DAE) has increased opportunities for students beyond Evening High School (EHS). In addition to Evening High School (12th Grade) and Summer Learning Programs (9-12), the DAE office has restored Extended Learning Day (EDL) and created the Credit Recovery Network (CRN) to assist students that are struggling to earn credits.

The CRN has made significant use of the APEX curriculum. The APEX curriculum allows students to complete coursework at a student pace when EHS/EDL/CRN programs are in session.

Credit recovery options have made an impact over the years:

SY 21-22: 800 Credits (EHS Only)

SY 22-22: 3000 Credits EHS, EDL, CRN

SY 23-24: 4700 Credits EHS, EDL, CRN

2. Benefits of an APEX 9-12 District-wide license include:
 - License cap will be eliminated for students participating in credit recovery through the Credit Recovery Network (CRN).
 - High Schools could use the APEX curriculum to create credit recovery opportunities during the day.
 - High Schools could use the APEX curriculum for whole course needs when a teacher vacancy exists.

The goal is to provide an alternative to earning credits by providing unlimited access to a curriculum that is monitored by SPPS teaching staff.

3. This contract with Edmentum will be in place for one year.
4. The cost of a District-wide APEX license for one year is \$209,000. It includes:
 - APEX course – Grades 9-12
 - District Site License for all Students in grades 9-12

- APEX Tutorials
 - Customer Success Services
5. This project will meet the District strategic plan focus area of College and Career Paths by increasing graduation rates.
 6. This item is submitted by Adam Kunz, Assistant Superintendent; and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to approve a purchase in the amount of \$209,000 for a district-wide APEX license.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: TMA Contract Renewal

A. PERTINENT FACTS:

1. The District needs to renew the contract for a computerized maintenance management system (CMMS) that assists with the operations, maintenance, and management of our facilities and services.
2. In 2020, staff reviewed and evaluated several CMMS systems. After extensive evaluation, the decision was made to enter into an agreement with TMA to provide the necessary tools and supports.
3. The District will enter into a new three-year contract with TMA for a value of \$63,337 for the first year, \$66,502 for the second, and \$69,827 for the third.
4. Cost of the subscription for the next three years is:

Service/Software Proposed to Meet SPPS Business Requirements	FY24 Cost	FY25 Cost	FY26 Cost
WebTMA Plus	\$6,615	\$6,946	\$7,292
WebTMA Users	\$30,114	\$31,620	\$33,201
Auto Attendant	\$793	\$832	\$874
Executive Dashboard	\$2,153	\$2,260	\$2,373
Key Management	\$793	\$832	\$874
Service Request	\$3,108	\$3,263	\$3,427
mobileTMA GO	\$19,026	\$19,977	\$20,976
WebTMA GO	\$735	\$772	\$810
TOTAL COST	\$63,337	\$66,502	\$69,827

5. The proposal will be reviewed by Purchasing.
6. Funding will be provided from the Facilities General Fund.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is submitted by Tom Parent, Executive Director of Operations and Administration; and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of the three-year contract renewal to TMA at a cost of \$199,666 in FY24, FY25, and FY26.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Memorandum of Agreement for Recruitment and Retention of Special Education Teaching Assistants between St. Paul Public Schools (District) and Teamsters Local 320

A. PERTINENT FACTS:

1. The District is continually identifying ways to actively recruit and retain Teaching Assistants, particularly in Special Education. The recruitment and retention bonuses is one of the strategies the district is implementing to recruit top talent in a tight labor market.
2. The District and Teamsters Local 320 have agreed to the following enhanced recruiting and retention efforts to work toward fulfilling special education teaching assistant positions for the 2023-2024 school year.
 - a. First 50 special education teaching assistants (TA's) will receive a \$4000 hiring and retention bonus to be paid in two installments:
 1. \$2500 first paycheck of the 2023-2024 school year.
 2. \$1500 paid at the end of the 2024-2025 school year.
 - b. TA's currently employed with the District and obtain their teaching license in a designated high need area and meet the eligibility criteria (based on District stated guidelines) will be eligible for the appropriate hiring and retention bonus.
 - c. TA's currently employed and move into a special education EA position are eligible for the hiring and retention bonus indicated in A above.
4. This item is submitted by Danaya Franke, Assistant Director of Talent Acquisition and Retention and Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approves the Memorandum of Agreement between Saint Paul Public Schools and Teamsters Local 320.

MEMORANDUM OF AGREEMENT

Recruitment for Special Education Teaching Assistants

Teamsters Local 320 and Saint Paul Public Schools agree to the following with regard to Teamsters Local 320 (Teaching Assistants) recruitment:

Whereas, the District has been actively recruiting Teaching Assistants to fill vacant positions, and;

Whereas, the Districts traditional methods of recruitment have not produced the desired outcomes to hire the quantity of Teaching Assistants necessary to fill all positions; and

Whereas, the District finds that special education Teaching Assistant positions are particularly difficult to fill; and

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Whereas, the District is now taking additional measures to recruit new Special Education Teaching Assistants; and

Therefore, the District and the Teamsters Local 320 have agreed to the following in an effort to enhance the recruitment of special education Teaching Assistants for the 2023-2024 school year:

1. The first 50 Special Education TAs hired shall receive a hiring and retention bonus of **\$2500** upon initial hire to be received with the first paycheck received by special education Teaching Assistants in the 2023-2024 school year. Special Education Teaching Assistants hired under this provision who received the initial **\$2500** shall receive an additional **\$1500** at the end of the second semester of the 2024-2025 school year.
2. Teaching Assistants who are currently employed with the district and obtain their teaching license in a designated high need area and meet the eligibility criteria (based on district stated guidelines) will be eligible for the appropriate hiring and retention bonus.
3. Teaching Assistants who are currently employed and move into a Special Education EA position shall be eligible for the hiring and retention bonus indicated in number one (1) above.

This MOU is non-precedent setting and is governed by the underlying terms and conditions of the current collective bargaining agreement ("CBA") between the Parties. Nothing in this Agreement shall constitute a waiver or modification of any provision of

the CBA unless expressly identified as such. This agreement will terminate December 30, 2024 or sooner upon mutual consent of both parties.

[Signatures]

INDEPENDENT SCHOOL DISTRICT
NO. 625

MINNESOTA TEAMSTERS PUBLIC AND
LAW ENFORCEMENT EMPLOYEES
UNION, LOCAL NO. 320



Executive Chief of Human Resources

Business Agent

Date 4/3/23

Date 4.3.23

INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: August 22, 2023

TOPIC: Memorandum of Understanding for Hiring and Retention Bonuses
between St. Paul Public Schools (District) and Saint Paul Federation of
Educators (Federation)

A. PERTINENT FACTS:

1. The District is continually identifying ways to actively recruit and retain Licensed Educators in a variety of high need licensure areas, particularly in the area of Special Education. The recruitment and retention bonuses are one of the strategies the district is implementing to recruit top talent in a tight labor market. Traditional methods of recruitment have been unsuccessful to identify the number of teachers required to fill all positions.
2. The District and the Federation have agreed to the following enhanced recruiting efforts for special education and various other teaching positions that are difficult to fill for the 2023-2024 school year. Staff are only eligible for one of the bonuses outlined and if they meet criteria for more than one, they will receive the higher of the two bonuses.
 - a. First 70 special education Tier 3 or 4 licensed educators and school social workers with a Tier 3 or 4 licensure receive a hiring and retention bonus paid in three installments:
 1. \$2500 first paycheck of 2023-2024 school year.
 2. \$5000 at the end of 2023-2024 school year.
 3. \$2500 at the end of 2024-2025 school year.

Applicants must be newly contracted licensed educators or separated from the district for at least one year to be eligible.

- b. First 60 licensed Tier 2, 3, or 4 educators hired for specific hard to fill positions receive \$4000 hiring and retention bonus and paid in two installments:
 1. \$2500 first paycheck of the 2023-2024 school year.
 2. \$1500 paid at the end of the 2024-2025 school year.

Applicants must be newly contracted licensed educators or separated from the district for at least one year to be eligible.

Staff hired by the District under a Tier 2 license for special education begin work 2 weeks prior to the normal start date for new teachers to receive additional training in special education.

- c. First 50 special education assistants (EA's), behavior intervention specialists, and mental health practitioners AND the first 50 special education teaching assistant (TA's) will receive a \$4000 hiring and retention bonus to be paid in two installments:

- 1. \$2500 first paycheck of the 2023-2024 school year.
- 2. \$1500 paid at the end of the 2024-2025 school year.

Applicants must be newly contracted licensed educators or separated from the district for at least one year to be eligible.

- d. SCSP's and TA's currently employed in the District who obtain Tier 3 or Tier 4 special education license and hired as special education licensed educators within the District are eligible for the hiring and retention bonus outlined in A above.
 - e. SCSP's, EA's, TA's and currently employed in the District who obtain Tier 3 or Tier 4 license in a hard to fill position are eligible for bonus outlined in B above.
 - f. Current Tier 2 special education teachers who obtain Tier 3 or Tier 4 license will receive a retention bonus of \$2000 and must submit Tier 3 or Tier 4 license to Human Resources by November 15, 2023.
 - g. Staff who voluntarily moved into special education teacher and EL positions from other licensed positions for 2022-2023 school year received bonus of \$3000 paid at the end of the 2022-2023 school year and \$1000 to be paid at the end of first semester of the 2023-2024 school year.
- 3. This project will meet the District strategic plan goal of Positive School and District Culture by fulfilling the staffing needs within District school facilities.
 - 4. This item is submitted by Danaya Franke, Assistant Director of Talent Acquisition and Retention and Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approves the Memorandum of Understanding between Saint Paul Public Schools and the Saint Paul Federation of Educators.

Memorandum of Understanding

Between

Saint Paul Public Schools

AND

**Saint Paul Federation of Educators
representing**

Teachers, Educational Assistants and School and Community Service Professionals

This Memorandum of Agreement is entered into by and between the Board of Education, Independent School District No. 625 (hereinafter "District") and the Saint Paul Federation of Educators, Local No. 28 (hereinafter "Federation") exclusive representative of members of the bargaining unit.

Whereas, the District has been actively recruiting teachers to fill vacant positions since June of 2022, and;

Whereas, the District's traditional methods of recruitment have not produced the desired outcomes to hire the quantity of teachers necessary to fill all positions; and

Whereas, the District finds that special education positions are particularly difficult to fill; and

Whereas, the District also finds that various other teaching positions can, from time to time, also be difficult to fill;

Therefore, the District and the Federation have agreed to the following in an effort to enhance the recruitment of special education licensed teachers and teachers in other areas that are difficult to hire for the 2023-2024 school year.

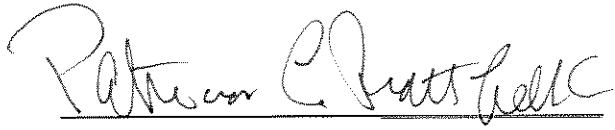
1. The first 70 special education Tier 3 or 4 licensed educators and School Social Workers who hold a Tier 3 or Tier 4 licensure shall receive a hiring and retention bonus of \$2500 upon initial hire to be received with the first paycheck received by teachers in the 2023-2024 school year. Teachers hired under this provision shall receive an additional \$5000 to be paid at the end of the 2023-2024 school year. Teachers hired under this provision shall receive a final amount of \$2500 to be received at the end of the second semester of the 2024-25 school year. Individuals eligible for this language must be new contracted teacher hires or have been separated from the district for at least one year.
2. The District shall provide notification to SPFE of other non-special education licensed classifications which are representing difficulties in the recruitment and hiring process. The first 60 licensed educators shall receive a hiring and retention

bonus for Tier 2, 3 or 4 teachers in the agreed upon hard to fill licensure areas of \$2500 upon initial hire to be received with the first paycheck received by teachers in the 2023-2024 school year. Teachers hired under this provision who received the initial \$2500 shall receive an additional \$1500 at the end of the second semester of the 2024-25 school year. Individuals eligible for this language must be new contracted teacher hires or have been separated from the district for at least one year.

3. SCSPs, EAs, who are currently employed throughout the District, who obtain their Tier 3 or Tier 4 Special Education license and are hired as special education teachers or School Social Workers within Saint Paul Public Schools shall be eligible for the hiring and retention bonus indicated in number one (1) above. SCSPs and EAs who are currently employed throughout the district who obtain their Tier 3 or Tier 4 non-special education license and are hired as teachers within Saint Paul Public Schools shall be eligible for the hiring and retention bonus indicated in number two (2) above.
4. Current Tier 2 Special Education Teachers who obtain a Tier 3 or 4 license will receive a retention bonus of \$2000. In order to receive the bonus employees must submit their Tier 3 or 4 license to Human Resources by November 15, 2023.
5. Employees hired by the District who are hired under a Tier 2 license for special education shall begin work two (2) weeks prior to the normal start date for new teachers to receive additional training in special education. These new hires shall be paid for such additional training at their daily rate per the September 9, 2022 grievance resolution MOU. Upon completion of the entire training, teachers hired under this provision shall be eligible to receive the hiring and retention bonus as outlined in paragraph 2 above.
6. The first 50 employees who are hired into Special Education EA positions, SCSP Behavior Intervention Specialist positions, or SCSP Mental Health Practitioner Positions shall be eligible for the hiring bonus as indicated in paragraph number two (2) above.
7. Staff who voluntarily moved into Special Education teacher and EL positions from other licensed positions in the district for the 2022-23 school year shall receive a bonus of \$3000 to be paid at the end of the 2022-23 school year and \$1000 to be paid at the end of the first semester of the 2023-24 school year.
8. Staff are only eligible for one of the above bonuses. If an employee meets the criteria for more than one bonus, they will receive the highest bonus.

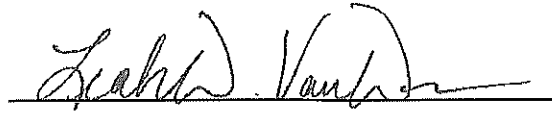
This MOU is non-precedent setting and is governed by the underlying terms and conditions of the current collective bargaining agreement ("CBA") between the Parties. Nothing in this Agreement shall constitute a waiver or modification of any provision of the

CBA unless expressly identified as such. This agreement will terminate at the end of Semester 2 of the 2024-25 school year or sooner upon mutual consent of both parties.

Handwritten signature of Patricia C. Pratt in cursive, written over a horizontal line.

For the District

3/7/23
Date

Handwritten signature of Leah W. Vanden in cursive, written over a horizontal line.

For the Union

3/7/23
Date

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and University of Saint Thomas

A. PERTINENT FACTS:

1. The Memorandum of Understanding details the relationship between the University of St. Thomas and Saint Paul Public Schools to support the Collaborative Learning School partnership at Maxfield Elementary school.
2. Saint Paul Public Schools sees an opportunity to build upon the existing partnership efforts with the University of St. Thomas by designing a district-operated school that incorporates promising practices for addressing the needs of all students while also prioritizing a focus on preparing and developing effective teachers. The partnership will prioritize establishing and maintaining a joyful learning environment, rigorous academics, educator supports, emerging teacher supports, equitable and inclusive practices and family and community partnerships.
3. This partnership is funded through funds raised by University of St. Thomas. There is no cost to SPPS.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Responsive Instruction.
5. This is a new agreement. The agreement period is 48 months.
6. This item is submitted by Leah Corey, Innovation Office Director; Stacey Gray Akyea, Executive Chief of Equity, Strategy and Innovation; and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and University of St. Thomas.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign School Psychology Practicum/Internship Agreement
with the Minnesota State University

A. PERTINENT FACTS:

1. Request to sign School Psychology Practicum/Internship Agreement with Minnesota State University.
2. There is a shortage of school psychologists across the county, including SPPS. We work to hire school psychologists who are trained in school psychology according to the National Association of School Psychologists practice model, are representative of our SPPS students and larger community, and share a commitment to equity. Formal partnerships with school psychology graduate programs are an important part of this process.
3. This is an on-going collaboration to be reviewed annually in collaboration with Minnesota State University faculty.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction.
6. This item is submitted by Kimberly Adams, Special Education Supervisor; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to agree to the proposed partnership with Minnesota State University - Mankato.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign School Psychology Practicum/Internship Agreement
with the University of Minnesota

A. PERTINENT FACTS:

1. Request to sign School Psychology Practicum/Internship Agreement with the University of Minnesota.
2. There is a shortage of school psychologists across the county, including SPPS. We work to hire school psychologists who are trained in school psychology according to the National Association of School Psychologists practice model, are representative of our SPPS students and larger community, and share a commitment to equity. Formal partnerships with school psychology graduate programs are an important part of this process.
3. There is no cost to SPPS for this partnership. The partnership will be reviewed annually in collaboration with University of Minnesota faculty.
4. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction.
5. This item is submitted by Kimberly Adams, Special Education Supervisor; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to agree to the proposed partnership with the University of Minnesota, Twin Cities.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August, 22, 2023

TOPIC: Request to Sign School Psychology Practicum/Internship Agreement
with the University of Wisconsin River Falls

A. PERTINENT FACTS:

1. Request to sign School Psychology Practicum/Internship Agreement with the University of Wisconsin River Falls.
2. There is a shortage of school psychologists across the county, including SPPS. We work to hire school psychologists who are trained in school psychology according to the National Association of School Psychologists practice model, are representative of our SPPS students and larger community, and share a commitment to equity. Formal partnerships with school psychology graduate programs are an important part of this process.
3. This is an on-going collaboration to be reviewed annually in collaboration with University of Wisconsin River Falls faculty.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area(s) of Effective and Culturally Relevant Instruction.
6. This item is submitted by Kimberly Adams, Special Education Supervisor; Heidi Nistler, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to agree to the proposed partnership with University of Wisconsin, River Falls.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign School Social Work Internship Agreement with the University of Minnesota, Duluth

A. PERTINENT FACTS:

1. Request to sign the School Social Work Internship agreement with the University of Minnesota, Duluth.
2. SPPS has one of the most extensive school social work programs in Minnesota. SPPS strives to continue to hire school social workers to work with our diverse student population. Formal partnerships with social work programs that share our commitment to equity are essential to this process.
3. We hope to extend this partnership into the future. This new partnership will be reviewed annually in collaboration with UMD faculty.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Michelle Viera Keleny, Social Work Coordinator; Heidi Nistler, Assistant Superintendent of Specialized Services; Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

The Board of Education authorizes the Superintendent (designee) to sign the School Social Work Internship Agreement between Saint Paul Public Schools and The University of Minnesota Duluth.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with Augsburg University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Augsburg University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Augsburg University.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with Bethel University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Bethel University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Bethel University.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with College of St. Scholastica

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with College of St. Scholastica. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and College of St. Scholastica.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with Gustavus Adolphus College

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Gustavus Adolphus College. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Gustavus Adolphus College.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with Hamline University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Hamline University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Hamline University.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with Metropolitan State University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Metropolitan State University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and Metropolitan State University.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with St. Mary's University of Minnesota.

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with St. Mary's University of Minnesota. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke Assistant Director , Talent Acquisition and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and St. Mary's University of Minnesota.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with St Olaf College

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with St Olaf College. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and St. Olaf College.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Request to Sign Student Teaching Agreement with University of Minnesota Twin Cities

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with University of Minnesota Twin Cities. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2028.
5. This item is submitted by Danaya Lamker-Franke, Assistant Director, Talent Acquisition; and Patricia Pratt-Cook, Executive Chief Human Resources.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Student Teaching Agreement between Saint Paul Public Schools and University of Minnesota Twin Cities.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

BOARD AGENDA INFORMATION

DATE: August 22, 2023

TOPIC: Approval of Terms and Conditions of Professional Employment Between Independent School District No. 625, St. Paul Public Schools, and Unrepresented Members of Independent School District No. 625, Saint Paul Public Schools ("Agreement").

A. PERTINENT FACTS:

1. The recommendation is for a three-year period from July 1, 2023 to June 30, 2026.
2. Moving forward, the name Superintendency will be changed to Unrepresented.
3. The Division of Human Resources recommends that members of the Unrepresented group and the additional individuals whose employment contracts with the School District incorporate the terms and conditions of the Unrepresented Agreement receive salary increases as follows:
 - a. Based on the compensation study and the market analysis results members of this group will receive a 6% increase effective July 1, 2023. For more than eight years the ranges within the Unrepresented group remained the same while ranges continued to change in the other professional groups. In addition, other professional groups have steps and/or lanes as a method for employees to progress on the salary schedule, thus keeping them more abreast with market trends.
 - b. Based on the compensation study and the market analysis results, effective July 1, 2024 and moving forward, members of this group will receive annual salary increases utilizing the average COLA provided to professional employee units. In addition, annual salary adjustments shall reflect the average step increases of the same professional employee units used to calculate the average COLA.
4. The Division of Human Resources recommends that members of the Unrepresented group and the additional individuals whose employment contracts with the School District incorporate the terms and conditions of the Unrepresented Agreement:
 - a. Effective July 1, 2023 will receive two (2) floating holidays.
 - b. Effective January 1, 2024, all members of the Unrepresented Plan are eligible to participate in a School District matched Minnesota Deferred Compensation Plan or approved 403(b) plans. When the matching funds request has been completed, the School District will match up to \$3,000 per year during active service.
 - c. Effective July 1, 2023 a 5-year longevity payment will be added. Longevity payments will be as follows: 5 years - \$2,000, 10 years - \$5,000 and 15 years \$8,000.
5. The District Currently has twenty-six (26) regular employees who are part of the Unrepresented group and there are nine (9) other employees (Assistant Director

of Employee and Labor Relations; Labor Relations Manager; Assistant General Counsels, General Counsel and the Executive Chiefs) whose contracts incorporate the terms and conditions of the Unrepresented Agreement.

6. This request is submitted by: Patricia Pratt-Cook, Executive Chief of Human Resources, Tom Sager, Executive Chief of Financial Services; and Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625, Saint Paul Public Schools, approve the recommended salary and benefits increases for members of the Unrepresented group and additional individuals whose employment contracts with the School District incorporate the terms and conditions of the Unrepresented Agreement: duration of said recommendation is for the period of July 1, 2023 through June 30, 2026.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Facility Use Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Saint Paul College and Saint Paul Public Schools desire to enter into a Facility Use Agreement at Saint Paul College, located at 235 Marshall Avenue.
2. Terms and conditions of the Facility Use Agreement include the following:
 - a. The facility use term will be fiscal years 2024, 2025, and 2026, commencing August 14, 2023 and terminating June 19, 2026. The District can terminate this use agreement at any time, and both organizations understand that an active decision will be made at the end of each school year to continue with the agreement through the end of the term.
 - b. The District will have thirteen (13) dedicated spaces, to be used as classrooms and offices, at Saint Paul College, located at 235 Marshall Avenue.
 - c. The cost of the agreement shall be \$140,412.00 for fiscal year 2024, \$141,138.25 for fiscal year 2025, and \$140,412.00 for fiscal year 2026, totaling for the entire term Four Hundred Twenty-One Thousand Nine Hundred Sixty-Two and 25/100 Dollars (\$421,962.25). Funding will be provided from lease levies.
3. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
4. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports, Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Executive Chief Administration and Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Facility Use Agreement between the District and Saint Paul College, located at 235 Marshall Avenue.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Assignment and Novation Agreement with JLG Architects, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural services to implement various design and construction projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District uses this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. One of the selected firms, 292 Design Group, Inc. has merged with JLG Architects, Inc. and is now operating solely as JLG Architects, Inc. Under Section 10.12 of the Agreement, the Agreement may be assigned with written consent of both parties.
4. The District intends to transfer the rights, obligations, and benefits in and to the Agreement to JLG Architects, Inc.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Executive Director of Operations and Administration; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to transfer the rights, obligations, and benefits in the Agreement with 292 Design Group, Inc. to JLG Architects, Inc.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Partners in Energy Memorandum of Understanding – Implementation Phase 2 (2023-2025)

A. PERTINENT FACTS:

1. In July 2020, the Board of Education approved the First Implementation MOU for SPPS Facilities to work with Xcel Energy as part of their “Partners in Energy” (PiE) program.
2. The MOU outlines how the District and Xcel Energy will continue to work together to implement the District Energy Action Plan. The purpose of this Memorandum of Understanding (MOU) is to recognize the refinement and update of strategies for the next phase of the Energy Action Plan. The MOU is a voluntary agreement and is not intended to be legally binding for either party.
3. The term of this joint support will cover at a minimum September 1, 2023 through June 30, 2025.
4. Xcel Energy will support the District in achieving the goals of its Energy Action Plan by supporting the implementation of facilities & operations strategies and community strategies.
5. Xcel Energy will provide up to \$1,000 for reimbursed expenses related to printing and distribution of co-branded marketing materials and other related needs associated with outreach and education.
5. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is presented by Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to implement the Partners in Energy program.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: 08/22/2023

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period June 1, 2023 – June 30, 2023

(a) General Account	#762038-763237	\$95,435,682.54
	#0004915-0004959	
	#7004822-7004860	
	#0008568-0008724	
(b) Construction Payments	- 0 -	\$5,125,610.22
(c) Debt Service	- 0 -	<u>6,350.00</u>
		\$100,567,642.76

Included in the above disbursements are three payrolls in the amount of \$65,063,576.47 and overtime of \$345,357.52 or 0.53% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending December 31, 2023

HUMAN RESOURCE TRANSACTIONS
July 1, 2023 – July 31, 2023
August 22, 2023

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Conwell, P. D.	Assistant Principal	07/01/2023	\$53.31	Washington Tech Middle
Nyembwe, N. M.	Assistant Principal	07/08/2023	\$54.83	Harding Senior High
Barr, D.	Classroom Teacher	08/05/2023	\$40.19	Four Seasons A+
Benitez, A.	Classroom Teacher	08/05/2023	\$31.25	Highwood Hills Elem
Cannady, R.	Classroom Teacher	08/12/2023	\$31.75	Four Seasons A+
Chadwick, M. M	Classroom Teacher	08/12/2023	\$36.56	Eastern Heights Elem
Choquette, M. A.	Classroom Teacher	08/12/2023	\$40.17	E-STEM Middle
Corcoran, T.	Classroom Teacher	08/12/2023	\$42.80	Johnson Senior High
D'Amore, N. A.	Classroom Teacher	08/12/2023	\$55.89	Como Park Senior High
Doucette, R.	Classroom Teacher	08/12/2023	\$51.29	Highland Park Middle
Falcon, S.	Classroom Teacher	08/12/2023	\$52.10	Focus Beyond
Fernandez, R.	Classroom Teacher	08/12/2023	\$37.34	Riverview Dual Immrsn
Fuller, A.	Classroom Teacher	08/12/2023	\$38.17	Johnson Senior High
Grabko, J. A.	Classroom Teacher	08/12/2023	\$30.30	Chelsea Heights Elem
Graf, J.	Classroom Teacher	08/12/2023	\$34.01	Hidden River Middle
Hammes, A.	Classroom Teacher	08/12/2023	\$31.75	Hidden River Middle
Her, K.	Classroom Teacher	08/12/2023	\$55.58	Farnsworth Aerospace Lwr
Hubbard, C.	Classroom Teacher	08/12/2023	\$29.27	Washington Tech High
Johnson, E. E.	Classroom Teacher	08/12/2023	\$47.59	Four Seasons A+
Kortum, T.	Classroom Teacher	07/29/2023	\$46.19	271 Belvidere Bldg
Krueger, S.	Classroom Teacher	08/12/2023	\$51.29	Cherokee Heights
LaVanier, J. L.	Classroom Teacher	08/12/2023	\$35.19	Battle Creek Middle
Langenburg, E.	Classroom Teacher	08/12/2023	\$38.45	Farnsworth Aerospace Up
Liebelt, N.	Classroom Teacher	08/12/2023	\$38.67	Washington Tech High
Mally, A.	Classroom Teacher	08/12/2023	\$35.46	Open World Learning
McPherson, M.	Classroom Teacher	08/12/2023	\$55.58	American Indian Mgnt
Mickschl, R. C.	Classroom Teacher	08/12/2023	\$53.16	271 Belvidere Bldg
Mohamuud, M.	Classroom Teacher	08/12/2023	\$38.47	Battle Creek Middle

HUMAN RESOURCE TRANSACTIONS
July 1, 2023 – July 31, 2023
August 22, 2023

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nelson, E.	Classroom Teacher	08/12/2023	\$34.01	Global Arts Plus Lwr
Nerau, M.	Classroom Teacher	08/12/2023	\$54.52	Washington Tech High
Nosich, M. D.	Classroom Teacher	08/12/2023	\$38.67	Four Seasons A+
Peterhans, D.	Classroom Teacher	08/12/2023	\$38.26	Farnsworth Aerospace Lwr
Prasad, E.	Classroom Teacher	08/12/2023	\$32.61	Horace Mann
Praska, J. B.	Classroom Teacher	08/12/2023	\$47.59	Global Arts Plus Lwr
Ramerth, T.	Classroom Teacher	08/12/2023	\$54.72	Farnsworth Aerospace Upr
Riera, S.	Classroom Teacher	08/12/2023	\$31.25	Phalen Lake Hmong Studies Mgnt
Samuelson, A. R.	Classroom Teacher	08/12/2023	\$38.67	Four Seasons A+
Scheele, A. E.	Classroom Teacher	08/12/2023	\$34.01	American Indian Mgnt
Siddiqui, S.	Classroom Teacher	08/12/2023	\$47.39	Highwood Hills Elem
Stiggers, K. N.	Classroom Teacher	08/12/2023	\$28.64	Crossroads Science
Stinson, T. L.	Classroom Teacher	08/12/2023	\$31.25	Bruce F Vento Elem
Strafelda, E. C.	Classroom Teacher	08/12/2023	\$53.16	Nokomis Montessori South
Sutton, E.	Classroom Teacher	08/12/2023	\$58.26	RiverEast Elem/Secondary
Toegel, A.	Classroom Teacher	08/12/2023	\$43.48	Battle Creek Middle
Vaillant, M. A.	Classroom Teacher	08/12/2023	\$56.11	RiverEast Elem/Secondary
Vang, O.	Classroom Teacher	08/12/2023	\$31.25	Farnsworth Aerospace Lwr
Whitegon, M.	Classroom Teacher	07/29/2023	\$41.43	271 Belvidere Bldg
Xiong, C.	Classroom Teacher	08/12/2023	\$51.29	Phalen Lake Hmong Studies Mgnt
Miller, K. B.	Classroom Teacher	08/12/2023	\$51.45	Gordon Parks High ALC
Nortwen, O. A.	Classroom Teacher	08/12/2023	\$34.42	Farnsworth Aerospace Lwr
Zhang, D.	Classroom Teacher	08/12/2023	\$58.26	Battle Creek Middle
Jones, O. C.	Classroom Teacher	08/12/2023	\$32.61	Highwood Hills Elem
Poncelet, J.	Classroom Teacher	08/12/2023	\$31.75	Early Learning Hub - West
Vang, C.	Classroom Teacher	08/12/2023	\$53.90	Early Learning Hub - East
Von Wald, N. M.	Classroom Teacher	08/12/2023	\$29.27	Cherokee Heights

HUMAN RESOURCE TRANSACTIONS

July 1, 2023 – July 31, 2023

August 22, 2023

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hardman, R.	Classroom Teacher	08/12/2023	\$45.65	Colborne Admin Offices
Reckas-Jackson, D.	Classroom Teacher	08/12/2023	\$39.92	Colborne Admin Offices
Borth, M.	Classroom Teacher	08/12/2023	\$47.35	Global Arts Plus - Lwr
Deavan, G.	Classroom Teacher	08/12/2023	\$31.25	Highwood Hills Elem
McGinn, K.	Classroom Teacher	08/12/2023	\$35.46	Bruce F Vento Elem
Uecker, E. C.	Classroom Teacher	08/12/2023	\$42.22	Bruce F Vento Elem
Demgen, S.	Classroom Teacher	08/12/2023	\$35.33	Early Learning Hub - East
Jalao, P.	Classroom Teacher	08/05/2023	\$55.58	Hazel Park Preparatory Academy
Lemke, A.	Classroom Teacher	08/12/2023	\$57.18	Early Learning Hub - West
Liebelt, S.	Classroom Teacher	08/12/2023	\$38.67	Como Park Senior High
Muller, A. B.	Classroom Teacher	08/12/2023	\$31.75	Eastern Heights Elem
Ortiz-Crespin, J.	Classroom Teacher	08/12/2023	\$48.16	Global Arts Plus Lwr
Schrankler, J.	Classroom Teacher	08/12/2023	\$33.09	Washington Tech Middle
Smith, L. D.	Classroom Teacher	08/12/2023	\$35.19	Early Learning Hub - East
DeHaven, M.	Classroom Teacher	08/12/2023	\$37.63	Cherokee Heights
Haberman, H.	Classroom Teacher	08/12/2023	\$55.58	Highwood Hills Elem
Konikoff, N.	Classroom Teacher	07/01/2023	\$58.26	Rondo Education Center
Lencowski, R. E.	Classroom Teacher	08/12/2023	\$45.41	Nokomis Montessori North
Pan, J.	Classroom Teacher	08/12/2023	\$39.12	Farnsworth Aerospace Lwr
Salas, V. A.	Classroom Teacher	08/12/2023	\$31.25	Global Arts Plus Lwr
Wolf, L.	Classroom Teacher	08/12/2023	\$29.27	Horace Mann
French, S. D.	Education Assistant	08/26/2023	\$21.55	Focus Beyond
Krey, M.	Education Assistant	08/26/2023	\$28.03	Focus Beyond
Lor, C.	Education Assistant	08/12/2023	\$29.07	Colborne Admin Offices
Rogers, P.	Education Assistant	08/12/2023	\$21.55	Farnsworth Aerospace Lwr
Yang, M.	Education Assistant	08/12/2023	\$34.00	Colborne Admin Offices
Yang, V.	Education Assistant	08/12/2023	\$26.79	Colborne Admin Offices
Bernet, S.	Teaching Assistant	08/26/2023	\$19.50	Highwood Hills Elem
Cannon, E.	Teaching Assistant	08/26/2023	\$20.89	Chelsea Heights Elem

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fierro, T.	Teaching Assistant	08/26/2023	\$22.67	American Indian Mgnt
Gunn, N.	Teaching Assistant	08/26/2023	\$22.67	St Anthony Park Elem
Harris, K.	Teaching Assistant	08/26/2023	\$22.67	RiverEast Elem/Secondary
Jackson, G.	Teaching Assistant	08/26/2023	\$19.50	Four Seasons A+
Johnson, M. D.	Teaching Assistant	08/26/2023	\$19.50	Early Learning Hub - West
McGuiness, S.	Teaching Assistant	08/12/2023	\$22.07	Nokomis Montessori South
Murray, A.	Teaching Assistant	08/12/2023	\$20.89	Bridge View
Nestrud, H.	Teaching Assistant	08/26/2023	\$20.44	Global Arts Plus Lwr
Nicholas, C. R.	Teaching Assistant	08/12/2023	\$20.89	Chelsea Heights Elem
Oliveraz, B.	Teaching Assistant	08/12/2023	\$22.67	Battle Creek Elem
Phipps, S. R.	Teaching Assistant	08/12/2023	\$20.23	Eastern Heights Elem
Thomas, A. M.	Teaching Assistant	08/12/2023	\$17.06	Hazel Park Preparatory Academy
Yang, T.	Teaching Assistant	08/26/2023	\$20.89	Battle Creek Elem
Gold-Gandhi, T.	Clerical	07/11/2023	\$26.44	Colborne Admin Offices
Hull, K. M.	Clerical	07/24/2023	\$18.90	Como Service Center
Jett, M. L.	Clerical	08/05/2023	\$28.65	Colborne Admin Offices
Milks, A.	Clerical	08/05/2023	\$23.92	Hazel Park Preparatory Academy
Mohamed, A.	Clerical	07/29/2023	\$30.88	Colborne Admin Offices
Araud, A.	Custodian	07/10/2023	\$18.35	Humboldt Secondary
Gonzales, A. J.	Custodian	07/10/2023	\$18.35	Johnson Achievement Plus Elem
Nasir, A.	Custodian	07/15/2023	\$18.35	Eastern Heights Elem
Thomas, D.	Custodian	07/29/2023	\$18.35	East African Elem Mgnt
Clark, A.	Professional Employee	07/08/2023	\$31.16	Colborne Admin Offices
Larson, P.	Professional Employee	07/19/2023	\$31.16	Colborne Admin Offices
Zisla, H.	Professional Employee	07/22/2023	\$39.94	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hutcheson-Downwind, J. A.	Principal From: Classroom Teacher	07/01/2023	\$73.11	American Indian Mgnt

HUMAN RESOURCE TRANSACTIONS
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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cordahl, D.	Classroom Teacher From: Temporary Employee	08/12/2023	\$29.27	Expo for Excellence Elem
Harper, D. J.	Classroom Teacher From: Temporary Employee	08/05/2023	\$33.18	Battle Creek Elem
LaFromboise, P.F.	Classroom Teacher From: Classroom Teacher	08/12/2023	\$52.10	271 Belvidere Bldg
Le, S.	Classroom Teacher From: Classroom Teacher	08/12/2023	\$58.26	1780 W. 7th Street
Rakestraw, D. I.	Classroom Teacher From: School/Community Professional	08/12/2023	\$36.56	Battle Creek Middle
Sagos, S.	Classroom Teacher From: Teaching Assistant	08/05/2023	\$31.25	Hazel Park Preparatory Academy
Weber, C. J.	Classroom Teacher From: Temporary Employee	08/12/2023	\$33.09	Farnsworth Aerospace Lwr
Saenz, M.	Classroom Teacher From: Education Assistant	08/12/2023	\$38.47	Frost Lake Elem
Brookins, D.	Classroom Teacher From: School/Community Professional	08/12/2023	\$49.55	Hazel Park Preparatory Academy
Albers, M. C.	Classroom Teacher From: Teaching Assistant	08/12/2023	\$38.52	Hidden River Middle
Fletcher, K. N.	Classroom Teacher From: Temporary Employee	08/12/2023	\$35.19	Mississippi Creative Arts
Hanson, J. G.	Classroom Teacher From: Temporary Employee	08/05/2023	\$33.18	Central Senior High
Kinney-Sprunger, E.	Classroom Teacher From: Education Assistant	08/12/2023	\$35.19	Chelsea Heights
Leebrick-Stryker, N.H.	Classroom Teacher From: Temporary Employee	08/12/2023	\$33.18	Washington Tech Middle
Lopez, T. J.	Classroom Teacher From: Temporary Employee	08/12/2023	\$31.25	Farnsworth Aerospace Up
Antoncich, L. M.	School/Community Professional From: Education Assistant	08/26/2023	\$30.44	Battle Creek Elem
Ellington, E.	School/Community Professional From: Education Assistant	08/26/2023	\$26.25	Bruce F Vento Elem

HUMAN RESOURCE TRANSACTIONS

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August 22, 2023

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bynum, P.	Education Assistant From: Teaching Assistant	08/26/2023	\$28.14	Chelsea Heights Elem
Krehely, B. D.	Education Assistant From: Teaching Assistant	08/26/2023	\$26.64	Colborne Admin Offices
Nooh, Z.	Education Assistant Career Progression	08/12/2023	\$27.91	Colborne Admin Offices
Ohs, L. A.	Education Assistant From: Teaching Assistant	08/12/2023	\$20.13	Early Learning Hub - West
Steensels, S.	Education Assistant Career Progression	05/06/2023	\$28.14	Adams Spanish Immrsn Mgmt
De Leeuw, A.	Teaching Assistant Career Progression	08/26/2023	\$24.83	Horace Mann
Kussmaul, G.	Clerical Career Progression	08/12/2023	\$18.90	Harding Senior High
Walker, L. L.	Clerical Career Progression	08/12/2023	\$21.42	Highland Park Senior
Jones, P. E.	Custodian Career Progression	07/08/2023	\$28.52	Bruce F Vento Elem
Vang, X. C.	Professional Employee From: Clerical	06/24/2023	\$28.11	Student Placement Center
Yang, M. M.	Professional Employee Career Progression	07/31/2023	\$34.97	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brooks, P.	Classroom Teacher	08/12/2023	\$34.01	Farnsworth Aerospace Upr
Xiong, T. H.	Classroom Teacher	08/12/2023	\$57.82	Farnsworth Aerospace Upr
Murphy, W. D.	School/Community Professional	08/12/2023	\$27.96	Capitol Hill Mgmt

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Duffney, E. S. R.	Classroom Teacher	08/28/2023	Central Senior High
Vasquez-Hansen, B.	Classroom Teacher	08/28/2023	E-STEM Middle
Obed, D. J.	Custodian	07/01/2023	Highland Park Senior High
Sullivan, R. L.	Clerical	06/07/2023	Colborne Admin Offices

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Minus, A. R.	Assistant Principal	07/29/2023	\$62.45	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bierma, J.	Classroom Teacher	08/12/2023	\$58.58	Global Arts Plus Lwr
Biros, J.	Classroom Teacher	08/12/2023	\$30.30	Highwood Hills Elem
Boone, E. L.	Classroom Teacher	08/12/2023	\$36.96	American Indian Mgmt
Cappelen, L.	Classroom Teacher	08/12/2023	\$58.26	Benjamin Mays/Museum
Cerkvenik, S. M.	Classroom Teacher	08/12/2023	\$35.86	Highland Park Middle
Cochran, A.	Classroom Teacher	08/12/2023	\$31.25	E-STEM Middle
Cook, L. C.	Classroom Teacher	08/12/2023	\$55.58	271 Belvidere Bldg
Johnson, L. L.	Classroom Teacher	08/12/2023	\$42.20	Humboldt Secondary
Kaluza, E. P.	Classroom Teacher	08/12/2023	\$60.53	Frost Lake Elem
Kohorst, K.	Classroom Teacher	08/12/2023	\$55.58	Bridge View
Kopp-Reddy, S.	Classroom Teacher	08/12/2023	\$33.69	Four Seasons A+
Lee, C. K.	Classroom Teacher	08/05/2023	\$30.30	Hidden River Middle
Lien, A. R.	Classroom Teacher	08/12/2023	\$55.58	Mississippi Creative Arts Elem
Olson, S. A.	Classroom Teacher	08/12/2023	\$39.30	E-STEM Middle
Shwe, P. L.	Classroom Teacher	08/12/2023	\$30.30	Hazel Park Preparatory Academy
Tesar, S. L.	Classroom Teacher	08/12/2023	\$58.26	Cherokee Heights
Timmer, A. J.	Classroom Teacher	08/12/2023	\$55.58	Juvenile Service Center
Will, T. L.	Classroom Teacher	08/12/2023	\$58.26	Eastern Heights Elem
Troien, J. A.	Classroom Teacher	08/12/2023	\$55.58	Four Seasons A+
Venne, A. M.	Classroom Teacher	08/12/2023	\$38.04	Early Learning Hub - East
Yang, H.	Classroom Teacher	08/12/2023	\$31.75	Early Learning Hub - West
Jewett, C.	Education Assistant	08/12/2023	\$28.54	Early Learning Hub - West
Blakely, P.	Teaching Assistant	08/26/2023	\$22.11	Hazel Park Preparatory Academy
Hollinger, J.	Teaching Assistant	08/26/2023	\$19.50	Hazel Park Preparatory Academy

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Feske, L. A.	School/Community Professional	07/24/2023	1780 W. 7th Street

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ismael, L.	Teaching Assistant	06/16/2023	\$17.08	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
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REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Wingate, D.	Custodian	07/15/2023	\$28.35	271 Belvidere Bldg

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bonds, S. A.	Education Assistant	08/26/2023	\$22.82	Highland Park Senior High
Soe, H. A.	Education Assistant	08/26/2023	\$22.82	Washington Tech High

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Magill, B. D.	Classroom Teacher From: Principal	07/01/2023	\$58.25	Washington Tech High
Sannie-Ariyibi, A. L.	Classroom Teacher From: Assistant Principal	07/15/2023	\$51.45	Humboldt Secondary
Turnbull, C.	Classroom Teacher From: Central Administrator	08/12/2023	\$55.80	Battle Creek Middle
Schmitt, C. D.	Classroom Teacher From: Central Administrator	07/01/2023	\$58.26	Como Park Senior High
Hill, W. C.	Classroom Teacher From: Central Administrator	08/12/2023	\$52.10	Capitol Hill Mgnt
Proper, Kathryn L.	Classroom Teacher From: Teaching Assistant	08/12/2023	\$34.52	Como Park Elem
Yeboah-Sampong, S.	Classroom Teacher From: Temporary Employee	08/12/2023	\$33.18	Como Park Senior High
Kjesbo-Johnson, E.K.	Teacher on Special Assignment From: Classroom Teacher	08/12/2023	\$55.63	Como Service Center
Jones, A. M.	Teaching Assistant From: Nutrition Services	08/26/2023	\$22.07	Wellstone Elem

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bittner, S. C.	Classroom Teacher	06/23/2023	Como Service Center
Driesen, A. M.	Classroom Teacher	06/17/2023	Global Arts Plus Up
Fore, S. R.	Classroom Teacher	07/01/2023	Crossroads Science
Garrido Hernandez, V.	Classroom Teacher	06/17/2023	Highland Park Middle
Gualtieri, B. V.	Classroom Teacher	06/17/2023	Creative Arts Secondary
Heller, M. M.	Classroom Teacher	06/17/2023	Bridge View
Janssen, J. T.	Classroom Teacher	06/17/2023	Harding Senior High
Klein, C. M.	Classroom Teacher	06/17/2023	L Etoile du Nord French Immrsn

HUMAN RESOURCE TRANSACTIONS
July 1, 2023 – July 31, 2023
August 22, 2023

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Krings, N.	Classroom Teacher	06/17/2023	Open World Learning
O'Neal, S.	Classroom Teacher	06/18/2023	Capitol Hill Mgnt
Rumpza, A. K.	Classroom Teacher	06/17/2023	Washington Tech High
Ruth, G. J.	Classroom Teacher	06/17/2023	Wellstone Elem
Smith, O. J.	Classroom Teacher	06/18/2023	Washington Tech High
Suarez, C. M.	Classroom Teacher	06/18/2023	Riverview Dual Immrsn
Tallen-Shewach, K.M.	Classroom Teacher	06/18/2023	Global Arts Plus Lwr
Springborg, H.	Classroom Teacher	06/18/2023	E-STEM Middle
Schmelzer, M. F.	Classroom Teacher	06/18/2023	Virtual Learning Elem
Good Borja, S.	Classroom Teacher	06/17/2023	Virtual Learning Elem
Brennan, L. L.	Classroom Teacher	06/17/2023	Mississippi Creative Arts Elem
Hakseth, A.	Classroom Teacher	06/17/2023	Farnsworth Aerospace Lwr
Joyce, S. M.	Classroom Teacher	06/17/2023	Farnsworth Aerospace Up
Drier, K. E.	Classroom Teacher	06/17/2023	271 Belvidere Bldg
Logan, M.	School/Community Professional	07/13/2023	Como Service Center
McCoy, M. J.	School/Community Professional	06/17/2023	RiverEast Elem/Secondary
Murray, J. E.	School/Community Professional	06/16/2023	Open World Learning
Draeger, J.	Education Assistant	06/13/2023	1780 West 7th St
Hkit, E. P.	Education Assistant	06/15/2023	Wellstone Elem
Ambriz, N. M.	Teaching Assistant	06/02/2023	1780 West 7th St
Brackin, G.	Teaching Assistant	08/04/2023	Crossroads Montessori
Hassan, S. A.	Teaching Assistant	07/15/2023	St Anthony Park Elem
Thao, T.	Teaching Assistant	06/16/2023	Benjamin Mays/Museum
Vollum, C. A.	Teaching Assistant	08/03/2023	Crossroads Science
Whyte, T.	Teaching Assistant	06/15/2023	RiverEast Elem/Secondary
Daniels, K. L.	Custodian	10/19/2023	Horace Mann
Lundgren, C. R.	Custodian	07/18/2023	Bruce F Vento Elem

HUMAN RESOURCE TRANSACTIONS
July 1, 2023 – July 31, 2023
August 22, 2023

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Menne, T.	Custodian	07/22/2023	Como Service Center
Willits, R. E.	Custodian	07/29/2023	Bruce F Vento Elem
Von, V.	Nutrition Services	06/17/2023	Highland Park Senior High
Davila-Day, R.	Professional Employee	07/26/2023	Colborne Admin Offices
Harris, A.	Professional Employee	08/16/2023	Colborne Admin Offices
Moore, K. D.	Professional Employee	07/15/2023	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., R.	School/Community Professional	06/15/2023
B., A.	Clerical	07/14/2023
G., J.	Clerical	07/15/2023
M., J.	Custodian	07/25/2023

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Revision to Policy 505.00 Bullying Prohibition and Policy 415.00
Discrimination, Harassment, Violence and Retaliation

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 Development, Adoption, Implementation and Monitoring of Policies, “revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through a consent agenda rather than through the three-reading process.” And, “minor editorial updates that do not affect the title or substance of the policy do not need to go through the formal approvals process.”
2. Policy 505.00 Bullying Prohibition and Policy 415.00 Discrimination, Harassment, Violence and Retaliation will be updated through the consent agenda and not through the three-reading process because the revisions made are due to a change in Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct).
3. The change to both policies reflect this additional language:
“Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.”
And, “Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.”
4. This project will meet the District strategic plan goals of Positive School and District Culture.
5. This item is submitted by Jada Wollenzien, Program Manager; Charles Long, General Counsel; Pat Pratt-Cook, Executive Chief of Human Resources

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the revisions to Policy 505.00 Bullying Prohibition and Policy 415.00 Discrimination, Harassment, Violence and Retaliation.

505.00 BULLYING PROHIBITION**I. PURPOSE**

A safe and supportive environment is vital for Saint Paul Public Schools (“the District”) to support academic and social success for all of its students. Students attending school in the District are expected to respect themselves, the learning environment, other students, their parents/guardians, families and all staff. Bullying is strictly prohibited in the District. This policy addresses bullying of students; other policies apply to treatment of employees.

In an effort to provide a safe and positive school culture for all students, it is the District’s intent to:

- Teach, model, and reinforce positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

II. DEFINITIONS

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - a. there is an actual or perceive imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR
 - b. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
- B. “Cyberbullying” means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site forum, transmitted through a computer, cell phone, or other electronic device.
- C. “Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- D. “Prohibited conduct” means bullying, cyberbullying, and malicious and sadistic conduct as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- E. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.
- F. “Intimidating, threatening, abusive or harming conduct” includes, but is not limited to, conduct that:
 - a. causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 - b. violates a student’s reasonable expectation of privacy;
 - c. defames a student;

- d. constitutes intentional infliction of emotional distress against a student;
or
 - e. is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A.
 - f. creates a hostile educational environment for a student, or
 - g. subjects a student to intimidation, ridicule, embarrassment or social isolation.
- G. "Reprisal" means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

III. PROHIBITION

- A. Bullying or cyberbullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools.
- B. Reprisals or retaliation by any student or District employee against any person who in good faith asserts, alleges, or reports prohibited conduct or provides information about such conduct are prohibited.
- C. Knowingly making a false report of bullying is prohibited.
- D. Prohibited conduct is prohibited:
 - a. On school property, school district-provided transportation, or at designated locations for students to wait for school district-provided transportation.
 - b. During any school-sponsored or school-sanctioned program, activity, event or trip.
 - c. Using school computers, electronic technology, networks, forums, or mailing lists.
 - d. Using electronic technology off the school premises that materially and substantially disrupts a student's learning or school environment.
- E. This policy applies to individuals who directly engage in an act of bullying, as well as to those individuals who, by their behavior, indirectly support another's act of bullying.
 - a. Employees, volunteers, and contractors of the District shall not allow bullying. Any school employee who witnesses prohibited conduct, or possesses reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct, must make reasonable efforts to address and resolve the prohibited conduct.
 - b. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- F. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.
- G. Malicious and sadistic conduct by a school district or school staff member,

independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article III.D above is prohibited.

IV. INVESTIGATIONS

- A. The responsible administrator for implementation of, and questions regarding, this policy in any school building is the building principal, site administrator, or principal's or site administrator's designee.
- B. Any person who believes they have been the victim of bullying or any person with knowledge or belief of conduct, which may constitute bullying, should report the alleged acts immediately, or as soon after the incident as possible.
- C. The responsible administrator shall initiate an investigation into all reports of prohibited conduct within three school days of the report.
- D. Pending the completion of the investigation, the District shall take immediate steps to protect the target, reporter, students, bystanders, and others as necessary and consistent with applicable law.
- E. During the investigation, the individual alleged to have engaged in prohibited conduct will be allowed to present a defense.
- F. Complaints and investigations of bullying shall be documented using Form 415.00.1: Report of Discrimination, Harassment, Violence, Bullying and Other Offensive Behavior. The responsible administrator shall maintain all documentation regarding the complaint and investigation in accordance with procedures created by the Superintendent.
- G. The investigation shall be conducted in accordance with this policy and the procedures created by the Superintendent.
- H. A report of prohibited conduct may be made anonymously. However, the responsible administrator may not rely solely on an anonymous report to determine discipline.
- I. In determining whether a reported incident constitutes bullying, and the appropriate response, the District may take into account all relevant circumstances including, but not limited to, the following factors:
 - a. The age, maturity, and understanding levels of the parties involved;
 - b. The levels of harm, surrounding circumstances, and nature of the behavior;
 - c. Past incidents or past or continuing patterns of behavior;
 - d. The relationship between the parties involved; and
 - e. The context in which the alleged incidents occurred.
- J. Data collected by the District during an investigation is subject to the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act.

V. RESPONSES

- A. When a complaint of prohibited conduct is substantiated, the responsible administrator will consider all available remedial responses and take appropriate action and/or intervention in accordance with the Student Behavior Handbook: Rights and Responsibilities and the procedures created by the Superintendent.
- B. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, the child's individualized education program or section 504 plan will address the skills and proficiencies the child needs to respond to or not engage in prohibited conduct.

VI. PUBLICATION, INFORMATION, AND TRAINING

- A. This policy will be publicized through: (1) new employee materials; (2) inclusion in the Student Behavior Handbook: Rights and Responsibilities for Students, Parents, Guardians and Staff; (3) posting on the District's website; (4) provision to each school employee and independent contractor, if a contractor regularly interacts with students, at the time of employment with the District; and (5) conspicuous posting in summary form in administrative offices throughout the District.
- B. The District will require ongoing professional development, consistent with the law, to ensure implementation of this policy.
- C. The District will provide information about available community resources to the target of prohibited conduct, the actor, and other affected individuals, as appropriate.

LEGAL REFERENCES:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
[Minn. Stat. § 121A.0312 \(Malicious and Sadistic Conduct\)](#)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

CROSS REFERENCES:

102.00 Equal Opportunity/Non-Discrimination
415.00 Harassment, Violence and Other Offensive Behavior
501.00 Hazing Prohibition
506.00 Student Discipline
Student Behavior Handbook: Rights and Responsibilities
520.00 Technology Usage and Safety

415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION POLICY

I. PURPOSE

Saint Paul Public Schools (“the District”) believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District’s core mission to educate and promote growth.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. The District prohibits any form of malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- H. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- I. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

- A. District personnel, solely for the purposes of this policy, includes Board of Education

members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

- B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:
- has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - otherwise adversely affects an individual's employment or academic opportunities.
- C. Immediately means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.
- D. Protected Classifications; Definitions
- "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - has a record of such an impairment; or
 - is regarded as having such an impairment.
 - "Familial status" means the condition of one or more minors being domiciled with:
 - their parent or parents or the minor's legal guardian; or
 - the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 - "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
 - "Gender Expression" means the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
 - "Gender Identity" means a person's deeply held sense or knowledge of their own gender.
 - "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 - "National origin" means the place of birth of an individual or of any of the

- individual's lineal ancestors.
- h. "Race" is inclusive of traits associated with race, including but not limited to hair texture and hair styles such as braids, locs, and twists.
 - i. "Sex" refers to a person's biology and is generally categorized as male, female, or intersex. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 - j. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.
 - k. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.
- F. Sexual Harassment: Definition
- a. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - i. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - ii. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - iii. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
 - b. Sexual harassment may include, but is not limited to:
 - i. unwelcome verbal harassment or abuse;
 - ii. unwelcome pressure for sexual activity;
 - iii. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - iv. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

- v. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- vi. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence: Definition

- a. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- b. Sexual violence may include, but is not limited to:
 - i. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - ii. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - iii. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - iv. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Malicious and Sadistic Conduct: Definition

Malicious and sadistic conduct means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

I. Responsible Administrator

- a. In a school building, the Responsible Administrator is the principal or the principal's designee.
- b. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

J. Materially Adverse Action

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good faith report of misconduct.

K. District Human Rights Officer

- a. The District Human Rights Officer is the Director of Equal Employment Opportunity.

- b. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
- c. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. REPORTING PROCEDURES

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include

acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.
- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to

- comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
 - N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.
 - O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

V. INVESTIGATION

- A. By authority of the District, the Responsible Administrator, within three (3) business days of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of

whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual: ‘

- a. For an investigation involving allegations against a student, to the area assistant superintendent; or
- b. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources Division or the Executive Director’s designee.

VI. DISTRICT CORRECTIVE ACTION

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 - a. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 - b. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 - c. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or

retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.

VII. RETALIATION

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
 - a. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 - b. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 - c. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 - d. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 - e. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, **but is not limited to**, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.
- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972) 29
U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
Policy 501.00: Hazing Prohibition
Policy 505.00: Bullying Prohibition
Policy 506.00: Student Discipline
Policy 506.02: Student Discipline: Expulsion & Exclusion
Policy 506.03: Student Discipline: Suspension
Policy 520.00: Technology Usage & Safety
Policy 609.00: Religion

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Revision to Policy 506.00 Student Discipline

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 Development, Adoption, Implementation and Monitoring of Policies, "revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through a consent agenda rather than through the three-reading process." And, "minor editorial updates that do not affect the title or substance of the policy do not need to go through the formal approvals process."
2. Policy 506.00 Student Discipline will be updated through the consent agenda and not through the three-reading process because the revisions made are due to a change in Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act).
3. The change to the policy reflects additional language:

"Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. The Discipline Complaint Procedure must, at a minimum:

 - a. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
 - b. provide an opportunity for involved parties to submit additional information related to the complaint;
 - c. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
 - d. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
 - e. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation."
4. This project will meet the District strategic plan goals of Positive School and District Culture.
5. This item is submitted by Jada Wollenzien, Program Manager; Charles Long, General Counsel; Pat Pratt-Cook, Executive Chief of Human Resources

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the revisions to Policy 506.00 Student Discipline.

506.00 STUDENT DISCIPLINE

1. It shall be the responsibility of each principal and staff to encourage and maintain an atmosphere of discipline and mutual respect. Discipline is defined as controlled behavior, designed to develop within an individual responsibility for their own actions in accordance with socially accepted conduct. It is the development of a mature individual capable of self-control and direction and a creation of academic conduct and environment.
2. Staff members shall observe the procedural requirements of the district's elementary and secondary student behavior handbooks and state and federal law when serving disruptive students.
3. The current *Student Behavior Handbook: Rights and Responsibilities* shall govern student behavior and discipline in the elementary and secondary schools of the District.
4. Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied. The Discipline Complaint Procedure must, at a minimum:
 - a. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
 - b. provide an opportunity for involved parties to submit additional information related to the complaint;
 - c. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
 - d. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
 - e. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
 - f. prohibit reprisals or retaliation against any person who asserts,

alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

CROSS REFERENCES:

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Saint Paul Public Schools 2022-23 Wellness Policy Annual Report

A. PERTINENT FACTS:

1. Participation in the USDA's National School Lunch Program carries the requirement that participating schools have a district wellness policy. Saint Paul Public Schools Wellness Policy 533.00 was revised in 2017 and approved by the Saint Paul Board of Education (BOE) in December of that year.
2. The policy focuses on creating a culture of wellness for Saint Paul Public Schools students and staff, with an emphasis on physical activity, healthy eating and mental well-being.
3. The District Wellness Team (DWT), consisting of SPPS staff, students, families, and community partners, is required by the policy to submit an annual report to the Superintendent and/or the Saint Paul Board of Education as an update on implementation efforts.
4. There are no costs associated with this report.
5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture, Effective and Culturally Relevant Instruction, and Family and Community Engagement.
6. This item is submitted by Mary Langworthy, Director, Health & Wellness.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this report and continue to support wellness promotion to Saint Paul Public Schools students, staff, and families through physical activity, healthy eating, and mental well-being.

SPPS Wellness Policy, 533.00

The SPPS District Wellness Policy is a requirement of United States Department of Agriculture (USDA) National School Lunch Program. SPPS' policy:

- promotes student and employee wellness
- seeks to reduce childhood obesity through physical activity
- provides assurance that school meals and other food made available during the school day adhere to USDA standards
- requires an annual report on implementation of the policy

District Wellness Team Members

Regina Carlson, SPPS Benefits

Carol Grady, SPPS Health & Wellness

Mary Langworthy, SPPS Health & Wellness

Chelsea Moody, SPPS Facilities

Heather Peterson, Allina Health

Sarah Stewart, SPPS Safe Routes to School

Jennifer Vigil, SPPS Office of School Support

Cole Wellhaven, SPPS Nutrition Services

Jill Westlund, SPPS Nutrition Services

Why this is important

The CDC's Whole School, Whole Community, Whole Child (WSCC) Model stresses the strong link between wellness and academic achievement. Children spend on average 6-7 hours of their waking hours at school. The WSCC Model recognizes that schools are the ideal place to teach and instill healthy habits that can last a lifetime.

What we've accomplished:

Expansion of Unified Schools in SPPS

- Expansion of Special Olympics' Unified Schools program into SPPS' 7 comprehensive high schools
- 11th and 12th graders can self-select to enroll in Physical Education courses alongside peers with learning disabilities, creating partnerships where students work together in various physical activities
- Unified PE can function as a part of the Education Career Pathway



What we've accomplished:

Cross-Country Ski Partnership

- With the advent of snow-making capabilities at Battle Creek Regional Park, Ramsey County Parks teamed up with SPPS to teach a mini cross-country skiing unit to Battle Creek Elementary students
- Approximately 225 3rd, 4th, and 5th graders got the chance to sample a sport new to many of them
- Cross-country skiing is an activity that can be done throughout the lifespan, as well as being a MSHL sanctioned sport
- By taking place outside, this physical activity provides an opportunity to improve mental well-being during a time of year when many residents retreat into their homes
- Plans are to continue this partnership next school year



What we've accomplished:

Desktop Gardens

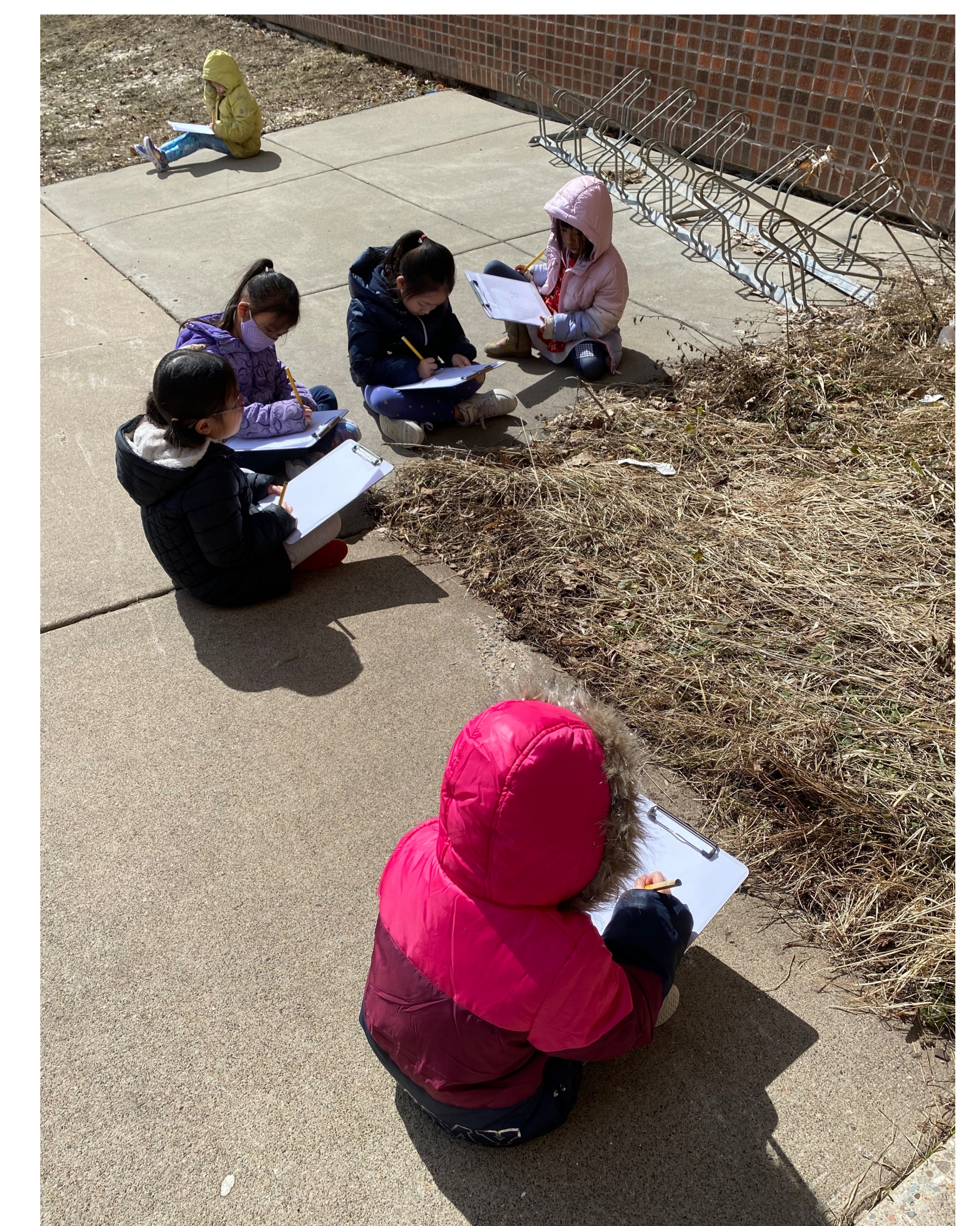
- Pilot project expanded to more staff, with 300 kits distributed
- Research into workplace settings show measurable associations between having indoor plants and:
 - increased productivity and reduced mental fatigue
 - Reduced stress and anxiety
 - Reduced time off with illness
 - Improved air quality
- Brightened up classrooms on grey winter days
- Their presence has been linked to improved concentration and memory
- Students in some cases were able to partner with teachers to re-plant the succulents and then provide for their ongoing care.
- Teacher feedback:
 - *"I got my garden!!! I am so excited!!!! Thank you for doing this project!"*
 - *"Thank you so much for the plants and kit. I look forward to the joys of having green plants in the classroom. Merci beaucoup!"*



What we've accomplished:

Expansion of Naturethon

- Naturethon is a program designed to encourage and support teachers taking elementary students outside for classroom learning.
- Classrooms earned a star for every 10 minutes of outdoor learning, with a goal of earning 30 stars.
- Research shows that time in nature supports increased physical activity and improved social and emotional wellbeing.
- Outdoor learning also supports improved academic outcomes, better behavior, and increased attention and engagement in learning.
- For SY2022-23, Naturethon expanded from 7 to 19 schools
 - ~2,800 students and 110+ teachers participated
- Teacher feedback included the following:
 - *"It is vital to get outside time in daily for adults and kids. Doing additional things outside besides playing gives kids ideas. Being outside is fun. It sparks imagination..."*
 - *"It was an excellent 'excuse-for lack of better word' to get us outside and learn. My students absolutely loved it! "*



What we've accomplished:

Expanded Bike Parking

- 140+ bike parking spaces added at 8 schools, enabling more SPPS students and staff to engage in active transit to and from their school.
- For some sites, this is the first bike parking they've had; for others, it meets a growing demand.
- Bike parking for staff sites only, such as Student Placement Center and 1930 Como, were included
- Access to bike safety and education continues to expand throughout SPPS, including implementation of programming at Focus Beyond Transition Services

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Settlement of Claim

A. PERTINENT FACTS:

1. The School District has been engaged in a dispute with a Claimant.
2. The Claimant is willing to settle that dispute for a nominal monetary amount on the terms set forth in a Settlement Agreement.
3. This settlement supports the District's target area goal of resource allocation.
4. This item is submitted by Kiel Walker, Assistant General Counsel; and Dr. Joseph Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the Settlement Agreement in the above-referenced matter; authorize its Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment and otherwise perform the Settlement Agreement.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Proposed Discharge of Tenured Teacher

A. PERTINENT FACTS:

1. Charges were filed with the Clerk of the Board against Tenured Teacher on August 17, 2023.
2. The Charges propose that Tenured Teacher be discharged pursuant to the Teacher Tenure Act.
3. This item will meet the District target area goal of resource allocation.
4. This item is submitted by Kiel Walker, Assistant General Counsel; Andrew Collins, Executive Chief of Schools & Learning; and Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education:

1. Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges.
2. Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on August 17, 2023, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act.
3. Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: City of Saint Paul Public Sidewalk Easement

A. PERTINENT FACTS:

1. The new Bruce Vento site would benefit having a sidewalk set back off of Arkwright, which would provide a safety buffer between the road and the sidewalk.
2. The property is located at 409 Case Avenue, St. Paul, MN.
3. As part of the Bruce Vento construction project, the Saint Paul Public Schools facilities department will locate, construct, operate, maintain, alter and repair a public sidewalk located within a described Easement area.
4. The Easement is for public sidewalk and general pedestrian purposes only.
5. This item is submitted by Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Executive Chief of Operations and Administration.

B. RECOMMENDATION:

That the Board of Education approve the City of Saint Paul public sidewalk easement at the new Bruce Vento site.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Cherokee Heights Elementary System Replacements Project (Project #2070-23-01): Gate #2 – Project Charter; Gate #2A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Cherokee Heights Elementary System Replacements project at the following phase gate(s):
 - a. Gate #2 – Project Charter
 - b. Gate #2a: Finance Plan Update
2. Phase Gate #2 is the establishment of the scope and intent of the project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter #2A – Finance Update	August 22, 2023 (current)
#3 – Project Budget #3A – Finance Update	December 2023 (anticipated)
#4 – Contract Award #4A – Finance Update	December 2024 (anticipated)
#5.1 – Project Close-Out #5.1A – Finance Update	April 2027 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	April 2028 (anticipated)

4. A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$16,000,000-18,000,000	\$4,830	\$4,830	0.03%

5. A summary of funding for preliminary design expense:

Funding Source	Amount
Capital Bonds FY24-28	\$3,400,000
LTFM FY24-28*	\$13,600,000

*LTFM FY24-28 funding is subject to FY24-28 Long Term Facility Maintenance (LTFM) Plan approval by the Board of Education and the Minnesota Department of Education.

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Cherokee Heights Elementary System Replacements project (Project #2070-23-01) at Phase Gate Check #2 – Project Charter; Gate Check #2a – Finance Plan Update.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Como Park Senior Athletics (Project # 4110-23-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Como Park Senior Athletics project at the following phase gate(s):
 - a. Gate #3 – Project Budget / Proceed to Bidding
 - b. Gate #3a - Finance Plan Update
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	Not Applicable
#3 – Project Budget #3A – Finance Update	August 22, 2023 (current)
#4 – Contract Award #4A – Finance Update	October 2023 (anticipated)
#5.1 – Project Close-Out #5.1A – Finance Update	Fall 2024 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	Fall 2025 (anticipated)

3. A summary of the current project budget is as follows:

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,008,000	\$68,690	\$41,800	4.15%

4. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY24-25*	\$277,740
Capital Bonds FY24-25	\$342,260
Site Gift	\$350,000

*LTFM FY23-24 funding is subject to FY23-24 Long Term Facility Maintenance (LTFM) Plan approval by the Board of Education and the Minnesota Department of Education.

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Como Park Senior Athletics project (Project #4110-23-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a –Finance Plan Update, setting the final project budget at \$1,008,000 and indicating direction to proceed with construction bidding.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: FY2024 Indoor Air Quality Management Plan

A. PERTINENT FACTS:

1. Per MN. Stat. § 123B.595, Dubs. 4., to qualify for revenue under this section, a school district or intermediate district, not including a charter school, must have a ten-year facility plan adopted by the school board and approved by the commissioner. The plan must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices, including indoor air quality management.
2. The Facilities Department has an Indoor Air Quality (IAQ) Management Plan that is in accordance with the Minnesota Department of Health 'Model Indoor Air Quality Plan.'
3. The IAQ Management Plan shall be adopted by the Board of Education.
4. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is presented by John Elling, Environmental Services Manager, and Tom Parent, Executive Director of Operations and Administration.

B. RECOMMENDATION:

The District is required by law to have an IAQ Management Plan that is adopted by the Board of Education. This agenda item fulfills that requirement.

Saint Paul Public Schools
FY2024 Indoor Air Quality Management Plan Overview

Indoor air quality (IAQ) is a critical component of providing a healthy and comfortable learning environment. Indoor air pollutants may cause or contribute to short- and long-term health problems including asthma, respiratory tract infection and disease, allergic reactions, headaches, nasal congestion, eye and skin irritations, coughing, sneezing, fatigue, dizziness, and nausea. IAQ problems can hasten building deterioration, contribute to the closing of schools, create liability problems, and strain relationships among parents, teachers, school staff, unions, and the school administration.

Working with the EPA's IAQ Tools for Schools Program, SPPS developed an IAQ Management Plan that will help monitor and improve the quality of air in all SPPS buildings. The objectives of this IAQ Management Plan are to:

- Reduce the levels of indoor air pollutants through preventive measures such as routine maintenance activities, periodic building evaluations and inspections, and IAQ-specific policies.
- Provide and maintain adequate air exchanges by maintaining ventilation equipment.
- Respond to IAQ-related concerns and problems in a thorough and prompt manner through investigation, documentation, and effective communication.

Saint Paul Public Schools performs an annual review of the IAQ Management Plan, in order to make appropriate changes. An annual review is necessary because changes may occur that relate to the building, operations, maintenance, occupants, and administrative priorities. Earlier versions of the IAQ Management Plan are retained to provide historical reference of IAQ best management practices that should reduce the likelihood of repeating policies and procedures that were ineffective or inefficient. The FY2024 IAQ Management Plan can be viewed [here](#).

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 23-A (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides geexchange – Darcy System (work scope 23-A) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

Lump Sum Base Bid

Midwest Mechanical Solutions\$1,985,000

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3750-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Midwest Mechanical Solutions for a lump sum base bid of \$1,985,000.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 31-A (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides earthwork (work scope 31-A) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Veit	\$2,060,028
Peterson Companies	\$4,328,000
Max Steininger	\$4,806,187
Ramsey	\$2,291,691
Frattalone	\$3,072,230
Urban Companies	\$6,600,000

6. Bids will be reviewed by Purchasing.

7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3751-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Veit for a lump sum base bid of \$2,060,028.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 31-B (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides rammed aggregate piers (work scope 31-B) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Ramsey Companies	\$735,930
Ground Improvement Engineering.....	ineligible bid
Menard USA	ineligible bid

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000 ¹²¹

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3752-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Ramsey Companies for a lump sum base bid of \$735,930.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 33-A (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides site utilities (work scope 33-A) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Veit	\$2,641,700
Max Steininger.....	\$2,972,437
Frattalone	\$3,002,603
Peterson Companies.....	\$2,813,000

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount ¹²³
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COP FY23-27	\$89,900,000
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8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3753-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Veit for a lump sum base bid of \$2,641,700.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 03-A (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides cast-in-place concrete (work scope 03-A) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Northland Concrete & Masonry	\$4,877,700
Kelleher	\$5,661,000
Donlar	\$5,005,485
B&D	\$5,685,500
Donald R Frantz	\$5,145,000
Gresser	ineligible bid
Axel Ohman	ineligible bid

6. Bids will be reviewed by Purchasing.

7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3558-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Northland Concrete & Masonry for a lump sum base bid of \$4,877,700 upon receipt of MDE authority for the use Certificates of Participation.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 03-B (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides precast structural & architectural concrete (work scope 03-B) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Wells Concrete	\$1,252,842
Teracon.....	ineligible bid

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3746-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Wells Concrete for a lump sum base bid of \$1,252,842.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 05-A (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides structural steel - materials (work scope 05-A) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Daka Corporation	\$2,895,000
American.....	ineligible bid

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3747-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Daka Corporation for a lump sum base bid of \$2,895,000.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Phase Gate Approval of the Bruce Vento Elementary - New Construction Project WS 05-B (Project #1020-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bruce Vento Elementary - New Construction project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides structural steel - erection (work scope 05-B) for the Bruce Vento Elementary - New Construction project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	December 14, 2021 (Revised GC#1)
#2 – Project Charter (Predesign) #2A – Finance Update	August 23, 2022
#3 – Project Budget #3A – Finance Update	February 21, 2023
#4 – Contract Award #4A – Finance Update	August 22, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	June 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	June 2027 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$89,900,000	\$370,715	\$2,391,908	2.7%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Industrial Construction Specialists.....	\$1,157,999
Red Cedar Steel Erectors.....	ineligible bid
Superior Steel Erectors.....	ineligible bid

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY23-27	\$89,900,000 ¹³¹

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3748-A for the Bruce Vento Elementary - New Construction Project (Project #1020-22-01) to Industrial Construction Specialists for a lump sum base bid of \$1,157,999.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Change Order #1 for Bituminous Roadways, Inc. for the FY23 Paving Program
(Project # 0800-23-01)

A. PERTINENT FACTS:

1. The FY23 Paving Program includes parking lot and drive work at Galtier Community Elementary School, Washington Technology Magnet School, Wheelock Early Learning Center, Phalen Lake Hmong Studies Magnet, and Focus Beyond Transitions.
2. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Replacement of the existing pavement, parking lot striping, miscellaneous curb replacement based on condition, and signage for the Washington Technology Magnet student parking lot.
3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,224,000	\$1,055,102	\$258,130	21.1%

4. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$242,946	-
Previous Change Orders approved to date	\$42,586	17.5%
The contract sum prior to this Change Order was	\$285,532	-
This Change Order amount	\$185,535	76.4%
The new contract sum including this Change Order will be	\$471,067	-

5. A summary of current and anticipated funding to accommodate the budget revision is as follows:

Funding Source	Amount
LTFM FY23-24*	\$1,224,000

*LTFM Bond FY24 funding is subject to FY24 Long Term Facility Maintenance (LTFM) Plan approval by the Board of Education and the Minnesota Department of Education.

6. Project cash flow schedule has been reviewed and approved by the District Finance Office.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

8. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Tom Sager, Executive Chief of Finance, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent, Superintendent's Designee, or Executive Director of Operations and Administration to sign Change Order #1 for Bituminous Roadways, Inc. for the FY23 Paving Program (Project # 0800-23-01) for the amount of \$185,535.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Approval of Bond Sale Resolution to Continue SPPS Builds Initiative

PREPARED BY: Tom Sager, Executive Chief of Financial Services

A. PERTINENT FACTS:

1. This past June, as part of the FY 25 budget approval process, the building construction fund's (06) budget reflected plans to continue the SPPS Builds initiative, and the financing of related projects.
2. The annual SPPS Builds report and progress was given at the July BOE meeting, along with the annual Long Term Facilities Maintenance 10 year plan.
3. At the Committee of the Board meeting on August 9, the district's Municipal Advisors from PMA presented upcoming facility improvement plans and the financing strategies for these plans, all based on approval from the Minnesota Department of Education.
4. The overview presented at the August 9 COB meeting was the culmination of several months of collaborative analysis and planning within the district's facilities, finance, and operations departments.
5. Though not directly related, also included in the resolution is language pertaining to a refunding opportunity of outstanding bonds, and the potential savings to property owners as a result of this refunding. Taking these actions together will maximize the efficiency of these bond sales.
6. This recommendation is presented by Tom Sager, with prior review and approval from Tom Parent, Jackie Turner, and respective members of their staff.

B. RECOMMENDATION:

District Administration recommends School Board approval of the Bond Sale Resolution as presented in the attachment.



PMATM
SECURITIES

August 9, 2023

ISD 625 Saint Paul Public Schools

FY 2024- FY 2026 Financing Plan

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Michael Hart

Director, Public Finance
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Steve Pumper

Vice President
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Process

- ▶ July 18 – Review and approval of SPPS Builds 5 year Facilities Plan
- ▶ July 18 – Action on LTFM Plan
- ▶ August 9 – Review proposed financing structure
- ▶ August 22 – Board Action on Finance Plan

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Finance Plan Goal

The District's buildings and grounds should be positive contributors to the educational experience of all students and the communities the District serves, and that both the condition of the District's existing assets, as well as the continuous improvements needed to meet evolving academic needs, are critical components for the long-term stewardship of the District's facilities.

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Meet SPPS Builds plan needs with a responsible and sustainable finance strategy.



Financing Tools

School Building
Bonds

Full Term
Certificates of
Participation

Long Term
Facilities
Maintenance
Paygo

Long Term
Facilities
Maintenance
Bonding

Lease Levy
Certificates of
Participation

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Funding Tools

School Building Bonds

- \$15 Million annual allocation
- Broadest range of projects eligible with this funding
- Bonds paid back over time (traditionally 20 years)

Long Term Facilities Maintenance

- Limited to Deferred Maintenance, Health & Safety, or limited remodeling
- Remodeling only tied to VPK program or inclusive bathrooms
- Funding from Paygo levy or bond financing

Certificates of Participation

- Projects tied to Achievement and Integration Plan
- Requires MDE approval
- Lease structure that is paid back over time similar to a bond ¹⁴⁰



Projected Expenditures

Total Estimated Project Expenditures by Year*				
FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
\$152,200,000	\$219,100,000	\$103,200,000	\$74,000,000	\$74,575,000

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*Finance plan developed for most realistic expected project expenditures. Project budgets as presented to the school board include project contingencies beyond the costs shown above to account for unforeseen construction costs.



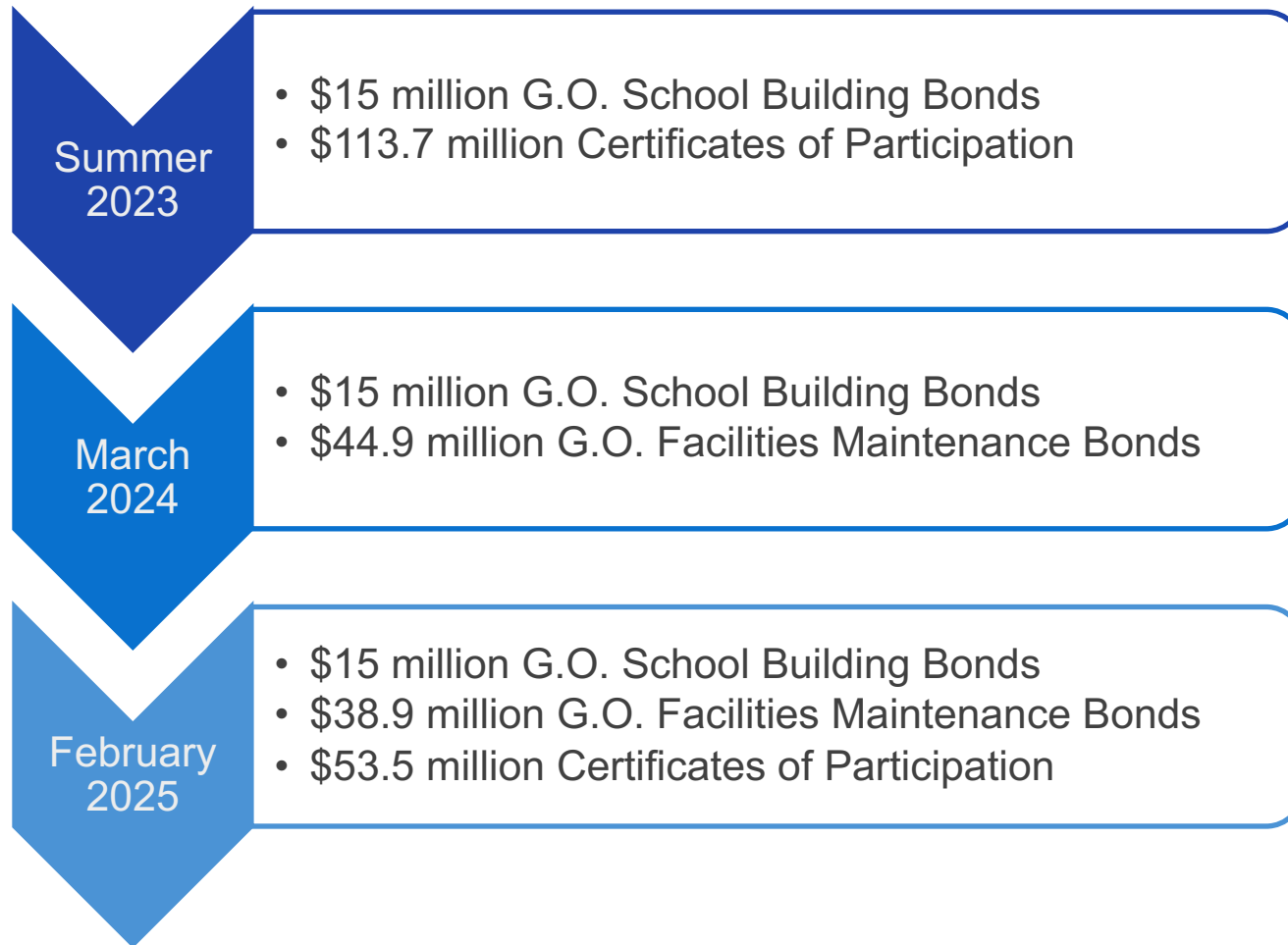
Funding Sources

Projected Expenditures & Funding Source					
	FY 2024		FY 2025		FY 2026*
Projected Expenditures	\$	152,200,000	\$	219,100,000	\$ 103,200,000
Project Funding by Source					
ARP Funding	\$	13,760,000	\$	7,200,000	
Capital Bonds	\$	15,000,000	\$	15,000,000	\$ 15,000,000
LTFM Paygo	\$	25,400,000	\$	20,000,000	\$ 20,000,000
LTFM New Bonds	\$	-	\$	44,900,000	\$ 38,900,000 ⁴²
Previously Issued LTFM Bonds	\$	34,875,000	\$	25,760,000	
New COP	\$	33,280,000	\$	106,240,000	\$ 27,680,000
Previously Issued COP	\$	29,885,000	\$	-	
Projected Sources	\$	152,200,000	\$	219,100,000	\$ 101,580,000

*Finance plan excludes preliminary design expenditures expected for the Farnsworth lower and Bridge View renovation projects in FY 2026. These costs will be included in future finance plan and may be reimbursed with future financing issues.



Proposed Issues



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Issue sizing based on detailed project expenditure projections provided by the Facilities Team.



COP Funding Needs

COP Funding Needs

COP Projected Expenditures Q1 2024 to Q3 FY 2025	\$ 143,577,690	
Current COP Cash available	\$ 29,884,553	
Net Funding needed through Q3 FY 2025	\$ 113,693,137	2023 COP Issue
Additional COP Funded Need through FY 2026*	\$ 53,378,354	2025 COP Issue
COP Funding Need Through FY 2026	\$ 167,071,491	

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*Finance plan excludes preliminary design expenditures expected for the Farnsworth lower and Bridge View renovation projects in FY 2026. These costs will be included in future finance plan and may be reimbursed with future financing issues.



COP Project

- ▶ Existing COP Funds will:
 - ▶ Complete American Indian Magnet Project
 - ▶ Complete Education and Operation Services Project
 - ▶ Complete Jie Ming
 - ▶ Begin Hidden River Middle School

- ▶ New COP Funding will be dedicated to the following projects: 145
 - ▶ Hidden River Middle School
 - ▶ Highland Park Middle School
 - ▶ Barack and Michelle Obama Elementary
 - ▶ Bruce Vento Elementary



LTFM Funding Needs

LTFM Funding		
LTFM Projected Expenditures FY 2024 & FY 2025	\$	150,920,780
Current LTFM Cash available	\$	60,630,984
Paygo funding	\$	45,382,000
Net Bond Funded through FY 2025	\$	44,907,796
2024 LTFM Issue		
146		
Additional Expense in FY 2026(all projects)	\$	58,837,314
Paygo funding	\$	20,000,000
Net Bond Funded for FY 2026	\$	38,837,314
2025 LTFM Issue		
Net LTFM Bond Funded through FY 2026	\$	83,745,111

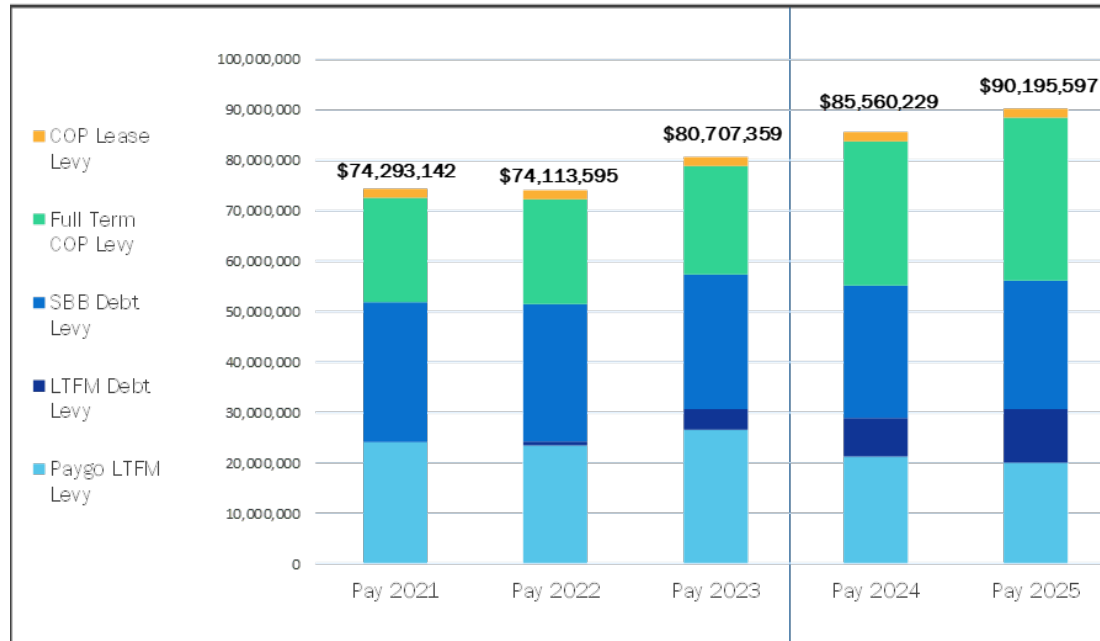


LTFM Revenue Strategy

- ▶ LTFM projects are funded with paygo tax revenue and bond issues
- ▶ This plan reduces the paygo revenue to \$20 million from \$25.3 million in past
 - ▶ Seeking to improve administration of plan within MDE¹⁴⁷ guidelines and expenditure reconciliation process
 - ▶ Creates one time tax decrease
 - ▶ Increases size of future bonding

Capital Project Portion of Levy

St. Paul Public School District Debt and LTFM Taxes

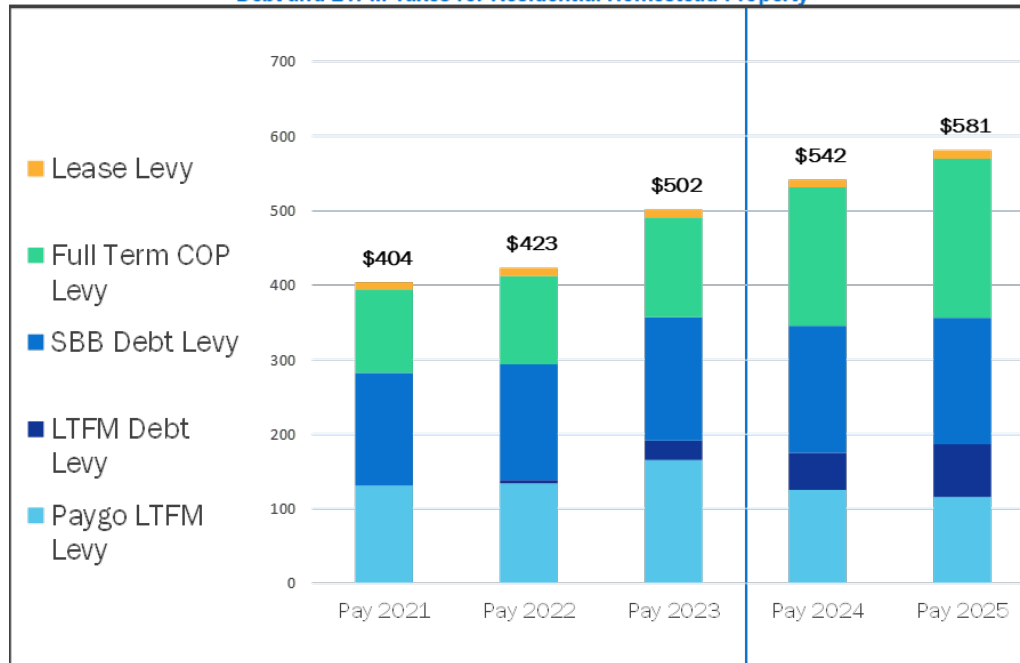


	Projected				
	Pay 2021	Pay 2022	Pay 2023	Pay 2024	Pay 2025
Paygo LTFM Levy	24,089,697	23,515,343	26,617,166	21,234,983	20,000,000
LTFM Debt Levy	0	797,125	4,091,036	7,672,246	10,659,708
SBB Debt Levy	27,843,639	27,232,625	26,729,868	26,340,314	25,487,333
Full Term COP Levy	20,590,356	20,797,803	21,499,838	28,541,986	32,279,357
COP Lease Levy	1,769,450	1,770,700	1,769,450	1,770,700	1,769,200
Debt & LTFM School Taxes	\$ 74,293,142	\$ 74,113,595	\$ 80,707,359	\$ 85,560,229	\$ 90,195,597
YoY Increase/Decrease	\$ 146,757	\$ (179,547)	\$ 6,593,764	\$ 4,852,870	\$ 4,635,369

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Financing Plan Tax Impact

St. Paul Public School District
Debt and LTFM Taxes for Residential Homestead Property



				<i>Projected</i>	
	Pay 2021	Pay 2022	Pay 2023	Pay 2024	Pay 2025
Home Value	214,500	228,700	266,300	276,952	288,030
Home Value % Growth	7.90%	6.62%	16.44%	4.00%	4.00%
Paygo LTFM Levy	131	134	166	125	116
LTFM Debt Levy	0	5	25	50	71
SBB Debt Levy	151	155	166	171	169
Full Term COP Levy	112	119	134	185	214
Lease Levy	10	10	11	11	11
Debt & LTFM School Taxes	\$ 404	\$ 423	\$ 502	\$ 542	\$ 581
YoY Increase/Decrease	\$ (3)	\$ 19	\$ 79	\$ 40	\$ 39

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Finance Plan Assumptions

- ▶ Each Bond or COP issue is structured to be paid off over 20 years with level debt service
 - ▶ Balances long term cost with short term tax impact
- ▶ Uses interest rates as of June 5, 2023 plus 0.50% for 2023 issue and plus 1.00% for 2024 issues ¹⁵⁰
- ▶ Plan matches borrowing timelines to when funds are needed with goal of limiting process to one time annually



Questions?

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2013B Bond Refunding

Refunding Candidate	General Obligation School Building Refunding Bonds, Series 2013B
Callable Maturities	2024-2027
Callable Bonds	\$11,500,000
Interest Rate on Current Bonds	4% - 5%
Estimated True Interest Cost on Refunding Bonds*	3.42%
Estimated Gross Savings*	\$125,960
*Based on market interest rates as of July 12, 2023	

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Can be sold together with 2023 \$15 million School Building Bond to limit costs.



Timeline

August 2023						
S	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
S	M	T	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Board Action Dates

Est. Bond Pricing Date

Bond Closing

Date	Action Item
June 2023	Finalize Bond Scope and Size
July 18, 2023	Board Considers LTFM Plan and Parameters for 2024 LTFM Issue
August 9, 2023	School Board Reviews Plan at Committee of the Board Meeting
August 22, 2023	School Board Approves Parameters Resolution for Series 2023A, Series 2023B and Series 2024A
October 10, 2023	Series 2023A Competitive Bond Sale
October 12, 2023	Series 2023B Negotiated COP Sale
October 24, 2023	Board Considers Ratifying Resolutions
November 8, 2023	Bond and Certificate Closings
December 1, 2023	Series 2013B Bonds Called

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Contact Us



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Disclosure

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive. The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

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CERTIFICATION OF MINUTES RELATING TO
NOT TO EXCEED \$26,800,000 GENERAL OBLIGATION SCHOOL BUILDING AND REFUNDING
BONDS, SERIES 2023A, NOT TO EXCEED \$113,700,000 FULL-TERM CERTIFICATES OF
PARTICIPATION, SERIES 2023B, AND NOT TO EXCEED \$15,000,000 GENERAL OBLIGATION
SCHOOL BUILDING BONDS, SERIES 2024A

Issuer: Independent School District No. 625 (Saint Paul), Minnesota

Governing Body: Board of Education

Kind, date, time and place of meeting: A regular meeting held on August 22, 2023, at 5:30 p.m. at the Administration Building, Conference Room A and B, 360 Colborne Street, Saint Paul, Minnesota, or by electronic means, as authorized by law.

Members present:

Members absent:

Documents attached:

Excerpt of minutes of the above-described meeting relating to the resolution described below:

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$26,800,000 GENERAL OBLIGATION SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2023A, NOT TO EXCEED \$113,700,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2023B, AND NOT TO EXCEED \$15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2024A; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said public corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above in a number sufficient to legally transact business, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 22nd day of August, 2023.

School District Clerk

EXCERPT OF MINUTES

Member _____, introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF NOT TO EXCEED \$26,800,000 GENERAL OBLIGATION SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2023A, NOT TO EXCEED \$113,700,000 FULL-TERM CERTIFICATES OF PARTICIPATION, SERIES 2023B, AND NOT TO EXCEED \$15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2024A; DECLARING OFFICIAL INTENT TO COMPLY WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE OF 1986; AND AUTHORIZING THE SUPERINTENDENT, EXECUTIVE CHIEF OF FINANCIAL SERVICES OR EXECUTIVE CHIEF OF ADMINISTRATION AND OPERATIONS TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE

BE IT RESOLVED by the Board of Education (the “Board”) of Independent School District No. 625 (Saint Paul), Minnesota (the “District”), as follows:

SECTION 1. AUTHORIZATION.

A. The District is authorized, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475, and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance and refinance the acquisition and betterment of school facilities and grounds (“Bond Projects”). This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation School Building and Refunding Bonds, Series 2023A, in a principal amount not to exceed \$26,800,000 (the “Series 2023A Bonds”) and its General Obligation School Building Bonds, Series 2024A, in a principal amount not to exceed \$15,000,000 (the “Series 2023A Bonds,” and the Series 2023A Bonds and Series 2024A Bonds together, the “Bonds”). Proceeds of the Series 2023A Bonds will be used, together with any funds of the District which might be required, for the purpose of financing certain Bond Projects, refunding the 2024 through 2027 maturities of the District’s General Obligation School Building Refunding Bonds, Series 2013B (the “Series 2013B Bonds”), and funding costs of issuing the Series 2023A Bonds (the “Series 2023A Bonds Project”) and proceeds of the Series 2024A Bonds will be used, together with any funds of the District which might be required, for the purpose of financing certain Bond Projects and funding costs of issuing the Series 2024A Bonds (the “Series 2024A Bonds Project”).

B. The District is authorized by Minnesota Statutes, Section 126C.40, subdivision 6, to execute a lease-purchase agreement for the purpose of financing real and personal property. This Board hereby finds it in the best interest of the District to enter into a Lease-Purchase Agreement (the “Lease”) and issue certificates of participation therein (the “Certificates”) for the purpose of (i) financing the acquisition, construction, installation and improvements of Highland Park Middle School, Hidden River Middle School, Barak and Michelle Obama Elementary and

Bruce Vento Elementary (the “COP Projects”), and (iii) financing costs of issuing the Lease and Certificates. The Commissioner of the Minnesota Department of Education (the “Commissioner of Education”) has authorized or will authorize the Lease and the making of an additional capital expenditure levy in connection with the Lease and the COP Projects. COP Projects without approval of the Commissioner of Education will not be financed with proceeds of the Certificates, and such changes will not invalidate any actions authorized by this resolution or require further action of the Board apart from the approving resolutions contemplated by Section 3 herein.

SECTION 2. SOLICITATION AND AWARD AUTHORIZATION; AWARD PARAMETERS.

A. In order to accomplish the purposes set forth above, the District has retained PMA Securities, LLC, in Albertville, Minnesota (“PMA”), as its independent municipal advisor with respect to the sale of the Bonds and the Certificates.

B. PMA is hereby authorized to solicit proposals for the Bonds on behalf of the District on a competitive basis without requirement of published notice, in accordance with Minnesota Statutes, Section 475.60, subdivision 2, paragraph (9). The Superintendent, the Executive Chief of Financial Services and the Executive Chief of Administration and Operations, and each acting individually (each an “Authorized Officer”), in consultation with and upon the advice of representatives of PMA, are hereby authorized to approve the sale of the Bonds and to execute one or more bond purchase agreements for the Bonds with the purchaser(s) of the Bonds, provided that the aggregate principal amount of the Series 2023A Bonds shall not exceed \$26,800,000, with a true interest cost that does not exceed 5.50%, and the refunding of the Series 2013B Bonds achieves a savings of not less than \$50,000.00; and provided that the aggregate principal amount of the Series 2024A Bonds shall not exceed \$15,000,000 with a true interest cost that does not exceed 5.50%.

C. PMA is hereby authorized to proceed with the marketing and sale of the Certificates in the Lease by negotiated public offering or competitive public offering. The Authorized Officers, and each acting individually, in consultation with and upon the advice of representatives of PMA, are hereby authorized to approve the award of the Lease and sale of the Certificates in the Lease in an aggregate principal amount not to exceed \$113,700,000, provided that the true interest cost of the Lease and Certificates to the District is less than or equal to 5.50% per annum. Any Authorized Officer is hereby authorized to execute an agreement with the purchaser(s) of the Certificates for the sale of Certificates provided the foregoing parameters are satisfied.

D. Notwithstanding the foregoing provisions of this Section 2, the adoption of this resolution alone shall not be deemed to establish any obligation on the part of the District to approve the award of the Lease or the sale of the Bonds or the Certificates or to enter into the Lease or to cause the Bonds or the Certificates to be issued.

SECTION 3. BOARD RATIFICATION. Upon approval of the award and sale of the Bonds and the Certificates by an Authorized Officer and execution of one or more purchase agreements, the Board will take action at a regularly scheduled or special meeting thereafter to adopt one or more approving resolutions prepared by Dorsey & Whitney LLP, counsel the District

(“Dorsey”), among other things, ratifying award and sale of the Bonds and the Certificates, providing for the terms and conditions with respect thereto, and authorizing the execution of additional documents, instruments and certificates. Notwithstanding the expectation that the Board will ratify the award and sale of the Bonds and the Certificates at a subsequent meeting, execution of any purchase agreement with respect to the Bonds or the Certificates prior to such meeting shall be binding upon the District as of the date of execution and ratification of such action shall not be required.

SECTION 4. OFFICIAL STATEMENTS; LEGAL DOCUMENTS; ADDITIONAL AUTHORITY. PMA, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute one or more preliminary official statements (whether one or more, the “Preliminary Official Statement”) related to the Bond Projects and the COP Projects, the sale of the Bonds, the Lease and the sale of the Certificates in the Lease. Any Authorized Officer, or any duly authorized delegate thereof, shall deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Authorized Officers, and each individually, are hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Bonds or the Certificates. Dorsey is hereby authorized to prepare forms of the Lease and the Certificates and other related legal agreements, documents, instruments and certificates as may be necessary or appropriate. PMA, Dorsey, the Authorized Officers and employees and officers of the District are hereby authorized to take any additional actions, including but not limited to the negotiation and execution of documents or the engagement of other third-parties (including a trustee), as may be useful or necessary in connection with the Bond Projects, the COP Projects, the Bonds, the Lease or the Certificates..

SECTION 5. STATE CREDIT ENHANCEMENT PROGRAM.

A. The District hereby covenants and obligates itself to notify the Commissioner of Education of any potential default in the payment of the principal of or interest on the Bonds and the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 (the “State Payment Law”), to guarantee (to the extent provided therein) payment of the principal of and interest on the Bonds and Certificates when due. The District further covenants to deposit with the Registrar selected for each particular series of Bonds or Certificates, or any successor paying agent, not less than three days prior to each interest and principal payment date for the Bonds and the Certificates an amount sufficient to make that payment or to notify the Commissioner of Education as provided in the State Payment Law that it will be unable to make all or a portion of that payment. The Registrar for the Bonds or the Certificates, as the case may be, is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal of or interest on the Bonds or the Certificates, or if, on the date two business days prior to the date a payment is due on the Bonds or the Certificates, there are insufficient funds on deposit with the applicable Registrar to make that payment. The Registrar for the Bonds and the Certificates shall be required to cooperate with the District, the Commissioner of Education and the Commissioner of Management and Budget in implementing the provisions of the State Payment Law. In the event that amounts sufficient to make any such interest or principal payment are held by an escrow or paying agent and invested as authorized by Minnesota Statutes, Chapter 475, and such escrow or paying agent is required to use proceeds from such investment to pay to

the Registrar the amount necessary to pay such interest or principal on such payment date, then the requirements of the State Payment Law relating to the deposit of such amounts with the Registrar prior to the payment date of such interest or principal shall be deemed satisfied and neither the District nor the Registrar shall be required to notify the Commissioner of Education that insufficient funds are available to pay such interest or principal on such payment date. The District shall do all other things which may be necessary to perform the obligations hereby undertaken under the State Payment Law with respect to the Bonds and the Certificates, including any requirements hereafter adopted by the Commissioner of Education or the Commissioner of Management and Budget. The District understands that as a result of its covenant to be bound by the provisions of the State Payment Law, the provisions of the State Payment Law shall be binding as long as any Bonds or Certificates remain outstanding.

B. The Authorized Officers, each acting individually, are hereby authorized to prepare or cause to be prepared, and to execute, any applicable Minnesota Department of Education forms related to the State Payment Law in connection with the issuance of the Bonds and the Certificates.

SECTION 6. REIMBURSEMENT.

A. Recitals

i. The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the “Reimbursement Regulations”) dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations.

ii. The Reimbursement Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Reimbursement Regulations) and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.

iii. The District desires to comply with requirements of the Reimbursement Regulations with respect to the Bond Projects and the COP Projects, the Bonds, the Lease and the Certificates issued therein.

B. Official Intent Declaration

i. The District proposes to undertake the Series 2023A Bonds Project, to make original expenditures with respect thereto prior to the issuance of the Series 2023A Bonds, and reasonably expects to issue the Series 2023A Bonds to finance such Series 2023A Bonds Project in the maximum principal amount of \$15,000,000.

ii. The District proposes to undertake the Series 2024A Bonds Project, to make original expenditures with respect thereto prior to the issuance of the Series 2023A Bonds,

and reasonably expects to issue the Series 2024A Bonds to finance such Series 2024A Bonds Project in the maximum principal amount of \$15,000,000.

iii. The District proposes to undertake the COP Projects, to make original expenditures with respect thereto prior to the issuance of the Lease and the Certificates therein, and reasonably expects to issue the Lease and the Certificates therein to finance such COP Projects in the maximum principal amount of \$113,700,000.

iv. Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Reimbursement Regulations or (ii) expenditures constituting preliminary expenditures as defined in Section 1.150-2(f)(2) of the Reimbursement Regulations, the District will not seek reimbursement for any original expenditures with respect to the Bond Projects or COP Projects paid more than 60 days prior to the date of adoption of this resolution.

v. All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Bonds issued to finance the Bond Projects or the Lease and the Certificates therein issued to finance the COP Projects.

vi. The Bonds and the Certificates will reimburse the District for such original expenditures from the proceeds of such obligations as permitted by law.

C. As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures to be financed by the issuance of the Bonds or the Lease and the Certificates therein. Consequently, it is not expected that the issuance of the Bonds or Lease and the Certificates therein will result in the creation of any replacement proceeds.

D. The District's Executive Chief of Financial Services or his or her designee shall be responsible for making the "reimbursement allocations" described in the Reimbursement Regulations, being generally the transfer of the appropriate amount of proceeds of the Bonds or the Lease and the Certificates therein to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the applicable Bond Projects or COP Projects. Each reimbursement allocation shall be made not later than (i) 18 months after the date of the original expenditure or (ii) 18 months after the date the applicable project is placed in service or abandoned (but in no event later than three years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Bonds or the Lease and the Certificates therein issued to finance the project and shall specifically identify the original expenditures being reimbursed.

SECTION 7. EXPIRATION OF AUTHORITY. If the Authorized Officers have not approved the sales of the Bonds or the Certificates and executed the related purchase agreements by December 31, 2024, this resolution shall expire.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: August 22, 2023

TOPIC: Compensation and Classification Study

A. PERTINENT FACTS:

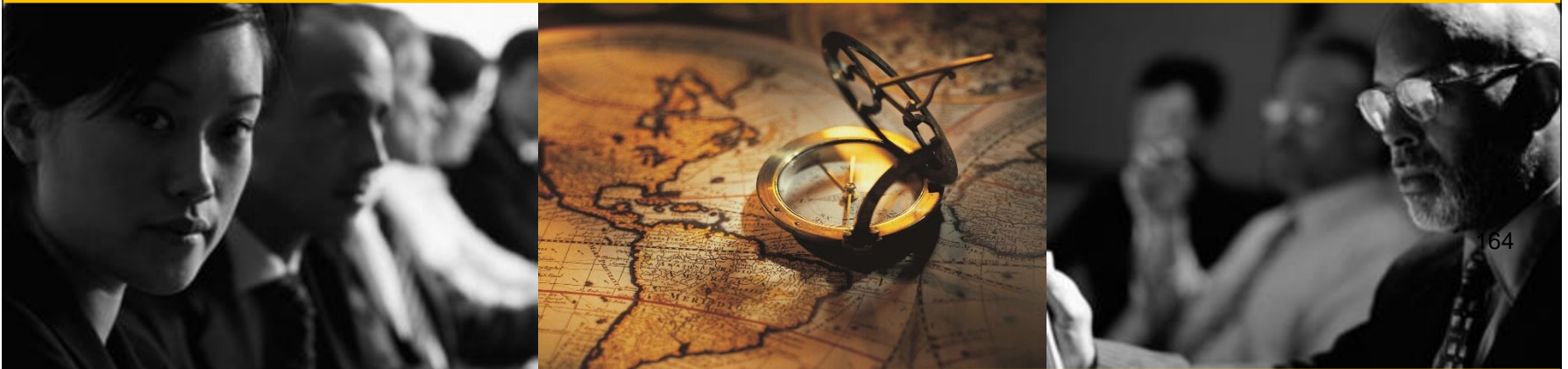
1. The District contracted with Evergreen Solutions, LLC to: a) conduct a comprehensive review of the current classification and compensation system for designated professional level groups to ensure internal equity; b) conduct a market analysis to ensure external equity and c) to produce recommendations to provide the District with a system that is equitable both internally and externally.
2. The internal and external review included the Association of Supervisory and Administrative Personnel (ASAP), Manual and Maintenance Supervisors Association (MMSA), Professional Employees Association (PEA), St. Paul Supervisors Organization (SPSO) and the Superintendency Group.
3. The classification and compensation study has been completed and Evergreen Solutions, LLC has made recommendations based on their review of the current classification and compensation system and a comprehensive market analysis of peer organizations.
4. Based on the results of the review, Evergreen recommends: a) changes be made to the salary structure and ranges for positions within PEA, SPSO and the Superintendency groups; b) slot positions into the pay plan based on Internal and external equity and c) transition employees' salaries to the new pay plan.
5. This item is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education approves moving forward with the Implementation of the recommendations from the classification and compensation study.

Compensation & Classification Study

Saint Paul Public Schools, MN



Evergreen Solutions, LLC

Overview



Study Goals



Project Phases

Internal Review
External Review

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Recommendations

Study Goals

Five (5) groups included: ASAP, MMSA, PEA, SPSO, and Superintendency

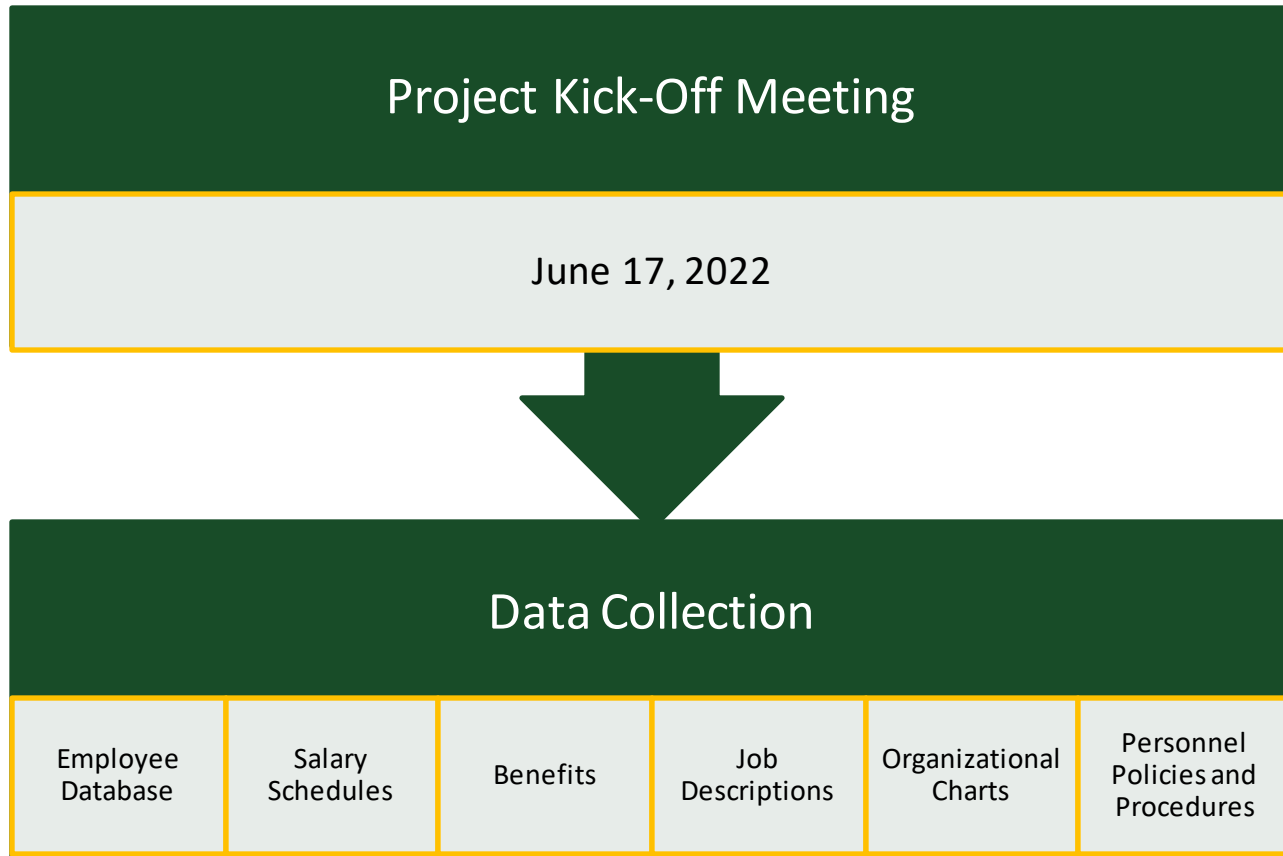
Review current
classification and
compensation system
to ensure internal
equity

Survey peer
organizations to ensure
external equity

Produce
recommendations to
provide the District
with a system that is
equitable, both
internally and externally

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Study Initiation



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Assessment of Current Conditions

ASAP, MMSA, PEA, SPSO Plans organized by pay grades; Superintendency plan organized by classification

- Varying, sometimes narrow, range spreads throughout the plans; best practice suggests consistent spreads between 50 and 70 percent.

Compression between employees

- Large clustering of employees (75.6%) earning above the midpoint
- Tenure throughout the salary quartiles is inconsistent -- overall tenure in the first quartile is 7.4 years, second quartile is 5.4 years, third quartile is 7.0 years, and fourth quartile is 14.6 years.

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Employee Outreach

On-site Interviews and Focus Groups

- August 9 – 10, 2022
- Cross section of employee classifications throughout the five bargaining units
- 16 total sessions
- Approximately 125 participants

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Employee Outreach

Employees shared that they came to work for the District as well as remain because of the following:

Advancement Opportunities

Job Security/Stability

Work Environment

Impact on Community

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Employee Outreach

Classification Concerns

- Some job titles and descriptions do not accurately reflect the roles and responsibilities of the position
- Internal equity amongst various classifications; positions performing similar roles and responsibilities in different grades/salary ranges

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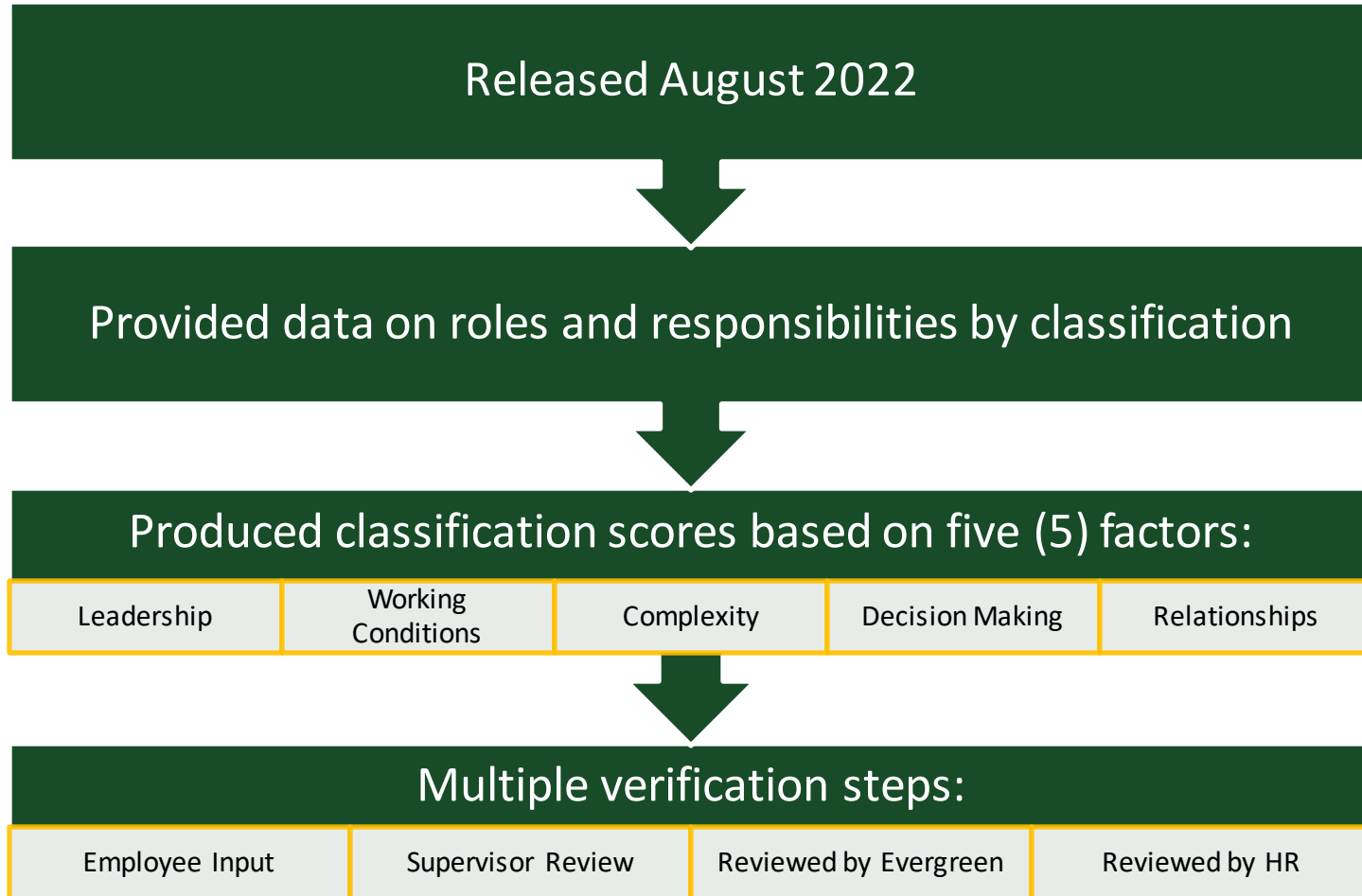
Employee Outreach

Compensation Concerns

- Compression amongst new and tenured employees
- Salary increases for promotions; currently limited to 5 – 10 percent
- Narrow pay ranges and step progressions

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Job Assessment Tool (JAT)



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Market Salary Survey

Data was solicited from 21 peers:

Minneapolis Public Schools

Anoka-Hennepin Public Schools

Bloomington Public Schools

Osseo Public School District

South Washington County Public Schools

Rosemount-Apple Valley-Eagan Public Schools

Saint Cloud Public Schools

North Saint Paul-Maplewood-Oakdale Public Schools

Robbinsdale Public Schools

Minnetonka Public Schools

Roseville Public Schools

Milwaukee Public Schools, WI

Lincoln Public Schools, NE

Detroit Public Schools Community District, MI

Des Moines Public Schools, IA

Cleveland Metropolitan School District, OH

Cincinnati Public Schools, OH

City of Saint Paul

City of Minneapolis

Ramsey County

Hennepin County

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Market Salary Survey, cont.

Classifications used as benchmarks: 95

Data points collected: 319

Results finalized: December 2022

The groups' salary ranges were, on average, found to be:

- 5.9 percent below the market minimum
- 0.7 percent above the market midpoint
- 5.5 percent above the market maximum

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Market Salary Survey, cont.

ASAP Salary Ranges:

- ↑ 6.0 percent above market minimum
- ↑ 11.2 percent above market midpoint
- ↑ 15.0 percent above market maximum

MMSA Salary Ranges:

- ↑ 7.1 percent above market minimum
- ↑ 15.1 percent above market midpoint
- ↑ 21.5 percent above market maximum

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Market Salary Survey, cont.

PEA Salary Ranges:

- ↓ 6.7 percent below market minimum
- ↑ 1.1 percent above market midpoint
- ↑ 6.6 percent above market maximum

SPSO Salary Ranges:

- ↓ 4.2 percent below market minimum
- ↑ 0.2 percent above market midpoint
- ↑ 3.5 percent above market maximum

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Market Salary Survey, cont.

Superintendency Salary Ranges:

- ↓ 24.6 percent below market minimum
- ↓ 15.0 percent below market midpoint
- ↓ 7.8 percent below market maximum

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Benefits Survey

Health Insurance

On average, the District covers a larger percentage of health premiums than peers for employee only, employee plus one, and family plans.

Dental Insurance*

On average, the District and peers pay similar amounts for employee only coverage; however, peers pay a larger amount toward family premiums.

Life Insurance

On average, the District provides a larger death benefit than peers.

Annual/Sick Leave

On average, the District provides more sick and annual leave than peers.

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*None of the responding peers provided the total premium costs.



Salary Plan Considerations

Base the plans on being competitive at the market average

Maintain the existing structures

Adjust plans for PEA, SPSO, and Superintendency

No adjustments to ASAP or MMSA as they are currently above market

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Proposed Salary Plans

PEA Plan

Forty-five (45) Grades; Ten (10) Steps

(Eliminated first two steps to increase minimums per market findings)

Grade	Minimum	Midpoint	Maximum	Range Spread	Midpoint Progression
PEA1	\$46,118	\$55,987	\$65,855	43%	-
PEA2	\$47,543	\$57,667	\$67,791	43%	3%
PEA3	\$48,923	\$59,274	\$69,625	42%	3%
PEA4	\$50,436	\$61,048	\$71,659	42%	3%
PEA5	\$51,944	\$62,767	\$73,590	42%	3%
PEA6	\$53,543	\$64,633	\$75,723	41%	3%
PEA7	\$55,141	\$66,524	\$77,907	41%	3%
PEA8	\$56,695	\$68,417	\$80,138	41%	3%
PEA9	\$58,464	\$70,417	\$82,369	41%	3%
PEA10	\$60,191	\$72,495	\$84,799	41%	3%
PEA11	\$62,006	\$74,618	\$87,229	41%	3%
PEA12	\$63,864	\$76,787	\$89,710	40%	3%
PEA13	\$65,719	\$78,954	\$92,188	40%	3%
PEA14	\$67,792	\$81,355	\$94,917	40%	3%
PEA15	\$69,780	\$83,738	\$97,696	40%	3%
PEA16	\$71,894	\$86,158	\$100,421	40%	3%
PEA17	\$73,970	\$88,708	\$103,446	40%	3%
PEA18	\$76,257	\$91,265	\$106,273	39%	3%
PEA19	\$78,542	\$93,968	\$109,394	39%	3%
PEA20	\$80,917	\$96,745	\$112,572	39%	3%
PEA21	\$83,340	\$99,592	\$115,844	39%	3%
PEA22	\$85,840	\$102,503	\$119,165	39%	3%
PEA23	\$88,361	\$105,524	\$122,686	39%	3%
PEA24	\$91,067	\$108,589	\$126,110	38%	3%
PEA25	\$93,742	\$111,787	\$129,832	38%	3%
PEA26	\$96,637	\$115,117	\$133,597	38%	3%
PEA27	\$99,486	\$118,499	\$137,511	38%	3%
PEA28	\$102,555	\$122,044	\$141,532	38%	3%
PEA29	\$105,531	\$125,588	\$145,645	38%	3%
PEA30	\$108,683	\$129,323	\$149,962	38%	3%
PEA31	\$112,008	\$133,131	\$154,254	38%	3%
PEA32	\$115,376	\$137,059	\$158,742	38%	3%
PEA33	\$118,830	\$141,140	\$163,450	38%	3%
PEA34	\$122,412	\$145,362	\$168,311	37%	3%
PEA35	\$126,043	\$149,607	\$173,170	37%	3%
PEA36	\$129,843	\$154,012	\$178,180	37%	3%
PEA37	\$133,687	\$158,562	\$183,436	37%	3%
PEA38	\$137,745	\$163,267	\$188,789	37%	3%
PEA39	\$141,848	\$168,121	\$194,394	37%	3%
PEA40	\$146,165	\$173,132	\$200,099	37%	3%
PEA41	\$150,481	\$178,192	\$205,902	37%	3%
PEA42	\$154,972	\$183,485	\$211,997	37%	3%
PEA43	\$159,639	\$188,944	\$218,248	37%	3%
PEA44	\$164,471	\$194,583	\$224,694	37%	3%
PEA45	\$169,353	\$200,322	\$231,290	37%	3%

SPSO Plan

Forty-five (45) Grades; Nine (9) Steps

(Eliminated first step to increase minimums per market findings)

Grade	Minimum	Midpoint	Maximum	Range Spread	Midpoint Progression
SPSO1	\$48,422	\$56,402	\$64,381	33%	-
SPSO2	\$49,707	\$57,939	\$66,170	33%	3%
SPSO3	\$51,031	\$59,449	\$67,866	33%	3%
SPSO4	\$52,317	\$60,148	\$67,979	30%	1%
SPSO5	\$53,797	\$62,671	\$71,545	33%	4%
SPSO6	\$55,203	\$64,363	\$73,522	33%	3%
SPSO7	\$56,424	\$65,817	\$75,210	33%	2%
SPSO8	\$58,142	\$67,876	\$77,609	33%	3%
SPSO9	\$59,675	\$69,677	\$79,679	34%	3%
SPSO10	\$61,248	\$71,587	\$81,926	34%	3%
SPSO11	\$62,943	\$73,557	\$84,170	34%	3%
SPSO12	\$64,598	\$75,534	\$86,470	34%	3%
SPSO13	\$66,384	\$77,579	\$88,773	34%	3%
SPSO14	\$68,156	\$79,723	\$91,289	34%	3%
SPSO15	\$69,979	\$81,924	\$93,868	34%	3%
SPSO16	\$71,958	\$84,176	\$96,394	34%	3%
SPSO17	\$73,861	\$86,527	\$99,192	34%	3%
SPSO18	\$75,973	\$88,893	\$101,813	34%	3%
SPSO19	\$78,000	\$91,355	\$104,710	34%	3%
SPSO20	\$80,193	\$93,922	\$107,651	34%	3%
SPSO21	\$82,380	\$96,530	\$110,679	34%	3%
SPSO22	\$84,658	\$99,209	\$113,759	34%	3%
SPSO23	\$87,015	\$102,016	\$117,017	34%	3%
SPSO24	\$89,455	\$104,819	\$120,183	34%	3%
SPSO25	\$91,935	\$107,782	\$123,629	34%	3%
SPSO26	\$94,426	\$110,774	\$127,121	35%	3%
SPSO27	\$97,152	\$113,950	\$130,748	35%	3%
SPSO28	\$99,879	\$117,174	\$134,469	35%	3%
SPSO29	\$102,652	\$120,468	\$138,283	35%	3%
SPSO30	\$105,552	\$123,913	\$142,273	35%	3%
SPSO31	\$108,563	\$127,419	\$146,274	35%	3%
SPSO32	\$111,625	\$131,017	\$150,408	35%	3%
SPSO33	\$114,770	\$134,771	\$154,772	35%	3%
SPSO34	\$118,036	\$138,653	\$159,269	35%	3%
SPSO35	\$121,429	\$142,605	\$163,780	35%	3%
SPSO36	\$124,785	\$146,599	\$168,413	35%	3%
SPSO37	\$128,338	\$150,811	\$173,284	35%	3%
SPSO38	\$132,022	\$155,134	\$178,245	35%	3%
SPSO39	\$135,783	\$159,609	\$183,434	35%	3%
SPSO40	\$139,713	\$164,212	\$188,711	35%	3%
SPSO41	\$143,680	\$168,889	\$194,098	35%	3%
SPSO42	\$147,741	\$173,741	\$199,741	35%	3%
SPSO43	\$152,034	\$178,781	\$205,528	35%	3%
SPSO44	\$156,382	\$183,939	\$211,495	35%	3%
SPSO45	\$160,890	\$189,249	\$217,607	35%	3%

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Proposed Salary Plans

Superintendency Plan

Six (6) Classifications; Open-range

Classification	Minimum	Midpoint	Maximum	Range Spread	Midpoint Progression
Executive Asst	\$72,650	\$85,375	\$98,100	35.0%	-
Special Asst	\$82,650	\$97,125	\$111,600	35.0%	12%
Special Proj Officer	\$90,000	\$105,750	\$121,500	35.0%	8%
Director	\$118,000	\$138,650	\$159,300	35.0%	24%
Executive Director	\$135,000	\$160,125	\$185,250	37.2%	13%
Asst Sup	\$142,000	\$166,850	\$191,700	35.0%	5%

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Implementation Options

Option	Explanation
Bring to Current Step (PEA & SSPO)	This option places employees on their current step in the revised salary range/plan. For example, an employee currently on step 10 would be placed on step 10 in the updated plan.
Percentage Increase (Superintendency)	This option adjusts the annual salaries of each employee in the Superintendency group by six percent.

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Implementation Costs by Option

Employee Group	Bring to Current Step	6% Increase
SPSO	\$173,237	-
PEA	\$159,863	-
Superintendency	-	\$205,395
Sub-Total	\$333,100	\$205,395
Grand Total	\$538,495	

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Recommendations

Revise all job descriptions to include updated classification information provided in the JAT, and review job descriptions and FLSA statuses annually for accuracy to determine if the classification is assigned to the appropriate bargaining unit.

Update the pay plans for PEA, SPSO, and the Superintendency employees; slot all classifications into the plans based on external and internal equity; and transition employees' salaries into the new plans.

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Recommendations

Continue to conduct structured job studies of positions as well as small-scale salary surveys as needed to assess the market competitiveness of hard-to-fill classifications and/or classifications with retention issues and make changes to pay grade assignments if necessary.

Conduct a comprehensive classification and compensation study every three to five years subject to budget constraints and as market conditions are warranted.

Create pay practice guidelines for the Superintendency plan consistent with other bargaining units; and review, and revise, as appropriate, existing pay practice guidelines for all other units, including those for determining salaries of newly hired employees, progressing employee salaries through the pay plans, and determining pay increases for employees who have been promoted to a different classification.

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Next Steps

- Update job descriptions
- Provide plan management training to HR

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Thank You!

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Board of Education Meeting

Third Reading and Vote: Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

August 22, 2023

Laurie Olson, Director, Security and Emergency Management

Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Why are we proposing this policy?

The District does not have an official Board policy as required per statute.

While this is a new District policy, the adherence is not new.

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Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

The **purpose** of this policy is to comply with Minnesota statute and provide for a safe and welcoming educational environment free of contraband.

Contraband means any unauthorized item possession of which is prohibited by district policy and/or law. It includes, but is not limited to, weapons, firearms and “look-alikes,” alcohol, and controlled substances.

A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband.

A violation occurs when students carry contraband on their person or in their personal possessions.

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Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Lockers and Personal Possessions Within a Locker

- Pursuant to MN Statutes, school lockers are property of the school District. Inspection of interior of lockers may be conducted for any reason, at any time, without notice, without student consent, and without a search warrant
- Personal possessions within the locker may be searched only with reasonable suspicion.
- As soon as practical, school officials must provide notice regarding search of personal possessions

Desks

- Similar to lockers, desks are property of the school district and may be searched at any time.

Personal Possessions and Student's Person

- Personal possessions of students and/or a student's person may be searched when school officials have reasonable suspicion. The search will be reasonable in its scope and intrusiveness

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Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

See Policy 506.06 [HERE](#)

Questions?

Vote to Approve Policy 506.06

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506.06 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to comply with Minnesota statute requiring school districts to have a school locker policy.

II. GENERAL STATEMENT OF POLICY**A. Lockers and Personal Possessions Within a Locker**

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.**III. DEFINITIONS**

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the

search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. The Superintendent, or designee shall develop procedures governing the search of lockers, desks, personal possessions and student's person by school support liaisons (SSLs), school administrators and/or other agents performing law enforcement functions.
- B. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: SPPS Policy 413.01 (Chemical Use and Abuse)
SPPS Policy 413.00 (Drug-Free Workplace)
SPPS Policy 903.00 (Dangerous Weapons, Firearms)

SPPS Policy 506.00 (Student Discipline)



Saint Paul
PUBLIC SCHOOLS

Board Meeting Streaming

Board of Education Regular Meeting
August 22, 2023

Erica Wacker, Director of Communications

Live Viewership Stats

July 2023	54	COB May 2021	54
June 2023	140	COB April 2021	88
May 2023	297	COB March 2021	101
April 2023	160	COB Feb 2021	65
March 2023	148	COB Dec 2020	87
Feb 2023	526	COB Nov 2020	86

- High interest topics = higher viewership
 - Ex: Envision SPPS, COVID decisions
- Mobile views as much as 2X higher than desktop
- Does not include views of recordings

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Option 1

- Committee meetings remain in 5A
- Meetings are audio recorded and not streamed
- Rationale:
 - Retains less formal nature of Committee meetings
 - Committee meetings remain open for the public to attend
 - In line with most local and peer school districts
- **Annual Cost: \$15,000**
 - \$1,000 stipend per Regular/Special meeting (12 Regular + 2 Special)
 - \$1,000 for equipment

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Option 2

- Committee meetings remain in 5A
- Meetings are streamed as audio only
- Rationale:
 - Retains less formal nature of Committee meetings
 - Less strain on the equipment in Rooms A/B
 - Provides the desired remote access to COB meetings
- **Annual Cost: \$19,400**
 - \$1,000 per Regular/Special meeting (12 Regular + 2 Special)
 - \$1,000 for equipment
 - \$400 stipend per COB meeting (11 meetings)



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Option 3

- Move Committee meetings to Rooms A/B
- Meetings would be held at the dias, look like a Regular meeting
- Rationale:
 - Audio/video infrastructure is in place to broadcast/stream meetings
 - Cameras and equipment are fixed and cannot be moved for each meeting
- **Annual Cost: \$25,000**
 - \$1,000 stipend per meeting (25 meetings; allows for 2 streamed Special meetings)
 - \$1,000 for equipment upgrades



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Board Action

- Motion to vote on Option 1, 2, or 3
- If Option 2 or 3 is selected, COB streaming would begin in January 2024
- This allows time for ordering equipment and software, hiring additional streaming staff and troubleshooting
- Stipend increase would also begin in January 2024

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2023-24 Back-To-School Readiness Report

Board of Education Meeting

August 22, 2023

Purpose of Presentation

To share our readiness for student learning this year and provide a glimpse into the hard work of staff to be able to welcome students back on **Tuesday, September 5, 2023.**



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Schools and Learning

Intentionality in Schools and Learning

Foundational Priorities:

- Literacy
- Mathematics
- Progress toward Graduation
- School Climate and Safety

Key Strategies:

- Aligning Professional Learning
- Intentional and Purposeful Collaboration
- Implementation and Accountability
- Student Experiences



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Literacy

- **Professional learning** across roles to support shifting practices to align to Science of Reading
 - Job-Embedded Professional Development to support implementation
 - The Minnesota Reading to Ensure Academic Development (READ) Act
- **Collaboration** across Schools and Learning to prioritize literacy
 - Alignment from across district departments and into schools
- **Implementing** UFLI Foundations, WINN and SIPPS with fidelity



Mathematics

Preparation for new curriculum implementation:

- 100% of classrooms have received all needed materials
- Summer professional learning for 600+ Math Teachers (K-12)
- Opening week professional development
- Job-Embedded Professional Development throughout school year to support implementation
- District implementation team



Progress Toward Graduation

- **Grading Practices:** Fair and Equitable Grading
- **Student Supports:**
 - Focused leadership of advisory and support classes
 - Academic Support Classes 6-12: additional FTEs allocated for academic support
 - Summer training
 - Study hall and support class guidance
 - Credit recovery FTEs allocated to buildings
 - Additional Special Education classrooms



School Climate and Safety

Systems and Structures to Support School Safety:

- Creating a positive climate to support emotional safety
 - Tiered levels of Restorative Practices for all schools
 - Culturally Responsive Instruction
 - Mental Health Support Teams
 - Calming Spaces
- Technical
 - Building systems and structures
 - Building Safety Teams
 - Emergency Operations Plan
- Proactive vs Reactive



Aligning Professional Learning

Building content knowledge and shifting mindsets and beliefs of adults

- Productive Onboarding
 - New Educator Week (NEW)
 - New staff welcome meetings with principals
 - New Administrators Week
- Building Content Knowledge
 - New special education teachers
 - Math curriculum adoption
 - Science of Reading
- Access to meaningful Professional Learning for all roles
 - New Multilingual Learning JEPD Model
 - Training for non-licensed staff



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Intentional and Purposeful Collaboration

- **Collaboration across Schools and Learning**
 - Communication and partnership across the division
 - Aligned cross-departmental goals
- **Collaboration across Schools**
 - Leadership Academy - Principal and Assistant Principal
 - Collaborative Walkthroughs
- **Collaboration between Schools and Departments**
 - OTL staff dedicated to support Professional Learning Communities (PLCs) in buildings
 - Increased direct support to buildings

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Implementation and Accountability

- **Updated Principal and Assistant Principal Evaluations**
 - Aligned to school improvement goals and MN Statute (student outcomes)
 - Evaluative Cycle - Feedback and coaching
- **Ensuring Consistent Implementation**
 - Literacy: UFLI Foundations, WINN, and SIPPS implementation models
 - Math Curriculum: Daily lessons and formative assessments
- **Coaching and Support**
 - MLL Coaching for Co-Teaching
 - Differentiated and provided on-site

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Student Experiences

Academic Opportunities:

- Partnered with Head Start to expand Pre-K options
- Launched Nature Discovery: Nature-based Pre-K
- Additional Districtwide Virtual Courses
- Enhanced Career Pathways services



Post-Secondary and Career Exploration:

- Direct Admissions Minnesota for all 12th graders
- All students have access to field trips and capstone experiences

Culturally Responsive Environments:

- Increased Latino Consent Decree teachers and Bilingual EAs
- Increased leaders of color
- Additional Indian Education Powwows
- Language and Culture schools such as Txuj Ci and East African Elementary

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East African Elementary Magnet School



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Student Experience

- More students will be on yellow school buses
 - A 10% increase in buses from last year, including adding Humboldt and Harding back to yellow bus service
 - All 224 bus routes have drivers!
- All schools are enrolled in the Minnesota Free Lunch Program
 - Plus 27 schools will also serve dinner
- A new student check-in process will speed up late arriving students getting to class
- Simpler, clearer language when incidents occur:



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

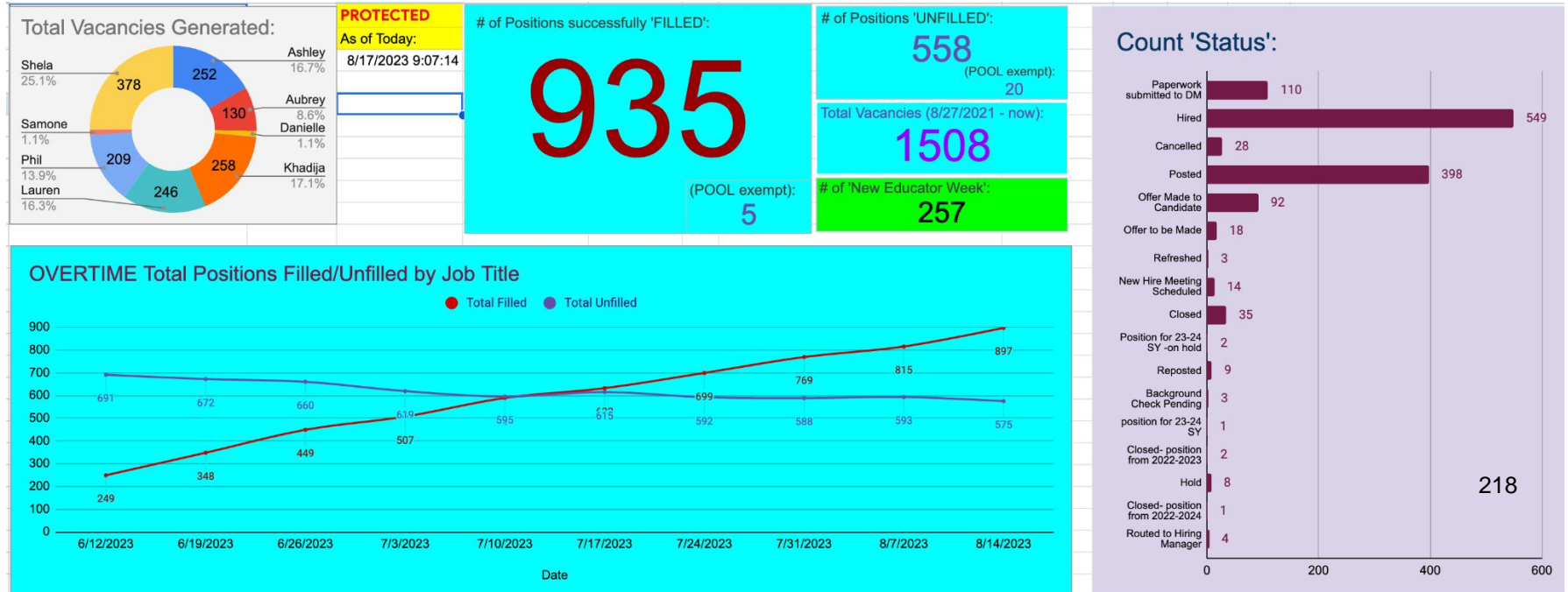


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Human Resources

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Vacancy Report - Visual as of 8/17



Recruitment and Retention Strategies

1

Remove process and communication barriers to make hiring process more timely, accessible and transparent for teacher candidates

2

Strengthen relationships with local higher education institutions to solidify local pipelines into SPPS

3

Develop new and expand existing supports for new and novice SPPS teachers that help them navigate their early careers in SPPS

4

Offer districtwide supports aimed at improving working conditions for educators of color that improve their sense of belonging and aim to reduce isolation

5

Utilize data to refine teacher recruiting and hiring practices



WELCOME BACK!

School begins on Tuesday, September 5, for students in grades 1-12.

Students in Pre-K and kindergarten begin on Thursday, September 7.

Bonus Update

10K SPED Educators - 70/70

4K Hard to Fill - 36/60

4K EAs 18/50

4K TAs 20/50

Vacancy Report - hide this slide and use for talking points

Educators - 128

SPED Educators - 26

EL Educators - 9

EAs - 59

TAs - 100

Clerks- 44

Bus drivers - 0

Nutrition Services - 50

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Recruitment and Retention Strategy

#1 Improve The Hiring Process

- Hiring Events
- Interview and Select - Three Rounds and Timelines
- Social Media Presence
- Recruiting Events
- Staffing Model 6 coordinators/6 specialists/3 recruiters
- Licensing Coordinator
- Recruiter FTE

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Recruitment and Retention Strategy

#2 IHE Partnerships/Pathways

SUTR

Graduate
Pathway to
License and
Masters

SPED/ELEM

w/St Thomas

ARP/GYO

UP to Teach

Undergraduate
Pathway to
License

SPED

w/U of M

TQP 2.2 Million

Traditional Partners

4 year and 2 year
Colleges and
Universities

All Areas

26 Partners

SUTR UG

Undergraduate
Pathway to License
Planning

SPED

w/St Thomas 224

GYO

Recruitment and Retention Strategy

#3 Supports for New Educators

- New Educator Week (NEW) - 3.5 days - Licensed educator orientation - August
- New Educator Days (NEDs) - 6 hours - Licensed educator orientation for later hires - fall & winter
- Non-licensed Staff Onboarding - 2 hours
- New Hire Checklist
- Site-level Induction Support Pilot
- Orientation Guide
- TD&E Support - new educator and administrator asynchronous courses and in-person²²⁵ support
- Strengthening mentoring experiences through the Mentor Mentee Program
- Induction TOSA FTE

Recruitment and Retention Strategy

#4 Supports for Educators of Color

- Affinity Spaces
- Racial affinity mentoring partnerships
- Retention Specialist FTE
- 30-60-90 Day Interviews
- Stay Interviews
- Exit Interviews

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Recruitment and Retention Strategy

#5 Use Data To Make Staffing Decisions

- Vacancy Report
- Recruitment Events Dashboard
- Demographic Dashboard
- Retention Dashboard
- REA FTE
- Revised Exit Survey form
- New Demographic Eform

