

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

**May 23, 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:** May 23, 2023

**TOPIC:** Acknowledgement of Good Work Provided by Students

**A. PERTINENT FACTS:**

1. The Earn as You Learn Program provides students in SPPS high schools an opportunity to earn industry-recognized certifications such as Microsoft Office, OSHA safety, customer service and sales, and other certifications.

This year, six students earned Microsoft Word, PowerPoint and Excel certifications. Students who earn the three Microsoft certificates earn a fourth certificate indicating they are Microsoft Office Specialists:

**Cyrie Nguyen** (9<sup>th</sup> grade) – Washington Technology Magnet

**Niko Turnure** (10<sup>th</sup> grade) – Como Park Senior High

**Nkaujhmong Vue** (11<sup>th</sup> grade) – Harding Senior High

**Melody Yang** (11<sup>th</sup> grade) – Harding Senior High

**Aymelee Xiong** (10<sup>th</sup> grade) – Como Park Senior High

**May Saize Xiong** (12<sup>th</sup> grade) – Central Senior High

2. The Academy of Finance (AOF) is a Career Pathways program at Como Park Senior High. Students in the program earn articulated, concurrent and PSEO by contract college credits in their business classes beginning in tenth grade. AOF students who earn 16 college credits with the required final grades earn a business certificate from Saint Paul College.

This year, four seniors earned a business certificate from Saint Paul College.  
They are:

**Chong Her**

**Gael Manzi**

**Jesiah Mason**

**Liam Schwie**

3. **Shania Nichols**, a senior at Como Park Senior High, was named female athlete of the year at the 38<sup>th</sup> Annual Minnesota Indian Education Conference (MIEA)) on Wednesday, April 19. She is a tremendous athlete and has been a varsity starter for Como Park High School since she was in eighth grade. Shania graduates this year and has already committed to playing college basketball at NDSCS. She was able to overcome injury to help her team become AAA Section 3 conference champions this year. Shania scored her 1,000th point this year as well.
4. **Central Senior High's Policy Debate** team has been continuously building on their competitive success, and this year was no different. Central has taken home trophies and speaker awards in each division throughout the season, and their success in the varsity division earned them an invitation to the National Association of Urban Debate Leagues championship tournament in Dallas this past March.

Central sent the teams of **Cayden Mayer** and **Maren Lien** as well as the team of **Eleanor Johnson** and **Kieran LeVitre**. Eleanor and Kieran nearly made the Octofinals, and Cayden and Maren just kept winning. They defeated teams from across the country in debates over the United States' involvement with The North Atlantic Treaty Organization (NATO), and they made it all the way to the final round where they lost a close contest to a team from Port of Los Angeles High School. For their efforts, Cayden and Maren both earned \$5,000

scholarships, a level of national regard we haven't had in the program for quite some time, and an open invitation to come back and coach the team in the future.

5. In February, **Saint Paul Central's Ethics Bowl** team attended the Minnesota State High School Ethics Bowl competition. Two of the teams went undefeated through the tournament and met in the finals. The winning team then beat a team from Arkansas in the virtual divisional finals to advance to the 2023 National High School Ethics Bowl (NHSEB) tournament, which was held in early April at the University of North Carolina at Chapel Hill. The students competed well at the national competition and had a great time discussing challenging ethical issues.

The NHSEB promotes respectful, supportive, and in-depth discussion of ethics among high school students nationwide. By engaging high school students in intensive ethical inquiry, the NHSEB fosters constructive dialogue and furthers the next generation's ability to make sound ethical decisions. The collaborative model of the competition rewards students for the depth of their thought, their ability to think carefully and analytically about complex issues, and the respect they show to the diverse perspectives of their peers. As a result, it enables students to practice and build the virtues central to democratic citizenship, thus preparing them to navigate challenging moral issues in a rigorous, systematic, and open-minded way.

The following seven students represented Central Senior High at the national tournament:

**Rayyan Abdur Razzaq**  
**Miriam Garnaas**  
**Celia Johnson**  
**Li Le Kaplow**  
**Kamaria Milton**  
**Sadie Peterson**  
**Rachel Poppleton**

6. This item is submitted by Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

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

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

**DATE:** May 23, 2023

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

1. Multiple SPPS school counseling programs have recently earned Recognized American School Counselors Association (ASCA) Model Program (RAMP) designation from the American School Counselor Association (ASCA). The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data-informed school counseling program. Research findings indicate fully implemented school counseling programs are associated with a range of positive student educational and behavioral outcomes.

SPPS 2023 RAMP recipients are:

- Capitol Hill Gifted and Talented Magnet  
Counselors: **Melissa Derby, Chi Fomafung and Zachary Nauschutz**
- Cretin-Derham Hall High School,  
SPPS Counselors: **Mike Brewer, Emily Kurmis, Thay Thao, Jane Treat Young**
- Frost Lake Elementary  
Counselors: **Vanessa Amaya, Leena Callan, Emily Spofford**
- Saint Paul Music Academy (SPMA)  
Counselors: **Paige LaQua and Keela Kuhlers**

Capitol Hill and SPMA are the first schools in Minnesota to re-RAMP, meaning they worked for this designation five years ago and again this year. Special shout out to the counselors at SPMA who received School of Distinction status for their exemplary score.

SPPS now has 11 RAMP schools - two of whom are reRAMP schools and four of whom are Schools of Distinction. Current SPPS RAMP Schools:

- Adams Spanish Immersion
- Battle Creek Elementary\*
- Bruce Vento
- Capitol Hill Gifted & Talented Magnet - reRAMP
- Cretin-Derham Hall
- Eastern Heights
- Farnsworth Elementary Lower Campus\*
- Frost Lake
- John A. Johnson
- Randolph Heights\*
- Saint Paul Music Academy\* - reRAMP

Click [here](#) for more information about our RAMP schools!

2. SPPS also has a school counselor who has achieved the ASCA Certified School Counselor designation for demonstrating school counselor knowledge in designing, implementing and assessing a school counseling program. School counselors who hold the ACSC demonstrate their commitment to the highest levels of professionalism, ethical practice and continuing professional development in their school counseling practice.

- **Lauren Smith**, Randolph Heights joins Keela Kuhlers, SPMA as Minnesota's only ASCA Certified School Counselors
3. **Jordan Iwan** is the new Dakota Language Teacher at Harding Senior High School this year. Jordan was awarded one of the K-12 Educator of the Year Awards at the 38<sup>th</sup> Annual Minnesota Indian Education Conference (MIEA) in April. He won the award because as the first-year teacher in his position he coached his language teams to win first and third place at a Redwing Dakota Language Tournament and also first and third place at the MIEA Language Quiz Bowl. This is a very difficult feat to accomplish for a new teacher in this position.
  4. **Lisa Bellanger** from the SPPS Indian Education Program also won one of the K-12 Educator of the Year Awards from the MIEA this year. Lisa has spent the school year traveling to many schools to teach not only K-12 students, but staff and adults that interact with those students. She has educated others about Land Acknowledgement, water issues, culture and language. Lisa not only teaches in SPPS, but throughout the greater American Indian Community. She is a tremendous asset to the district and the community.
  5. **Jim Rue**, a substitute teacher at Belwin Outdoor Science, has received the National Substitute Educator of the Year award. This award is a longstanding tradition at Kelly Education. To honor the important work of all substitute employees, our annual Substitute Educator of the Year program recognizes the amazing people who are making a difference in substitute teacher, paraeducator, and support staff roles. Nationwide Kelly Education and Teachers On Call currently employ approximately 73,000 teachers nationwide with approximately 6,000 specifically in Minnesota. We received more than 700 nominations from our partners across the country; from those, four winners were selected and Jim Rue was one of the four!

As a winner, Jim received a \$5,000 bonus, plus an additional \$1,500 to donate to the school of his choice, on behalf of Kelly Education. Jim has chosen that Belwin Outdoor Science receive this donation.

Nicola Soares, President of Kelly Education, says "Jim Rue is a true representative of the high-quality educators Kelly Education provides to its partner schools each day. He operates with high integrity and makes a clear difference in ensuring a successful learning environment exists in the classroom. We are proud to recognize his commitment with this honor."

Josh Leonard, Education Director at Belwin Outdoor says, "Jim enriches science education at Belwin through his own volunteer field research project on Blanding's turtles, a threatened species, in cooperation with the Minnesota DNR. He has a talent for transforming the forests and prairies into classrooms, while meeting Minnesota State Science standards and addressing student concerns and special cognitive and physical needs."

6. In support of SPPS Achieves strategic objective 3C, the Division of Schools established a formal instructional leadership program called SPPS Leadership Institute for aspiring assistant principals and principals. Our first cohort began during the school year 2020-21. We just concluded with our third cohort this school year.

The purpose of the SPPS Leadership Institute is to 1) continue to foster innovation and creative-thinking in our future leaders, 2) retain a high potential employee cohort ready to lead SPPS and 3) grow a successor pipeline of leaders from within SPPS.

The Leadership Institute is an eleven-month program that includes a week-long foundations training during the first week in August and monthly trainings throughout the school year.

This year's costs were:

- a. Purchase of books for each cohort member (Dare to Lead by Brené Brown)
- b. Hired external consultant to present on equity-driven leadership for five sessions throughout the year.

- c. Purchase of plaques for each cohort member to honor their hard work, engagement and completion of the program.

This project meets the District strategic plan focus area of Effective and Culturally Relevant Instruction, Objective 3 (increase our capacity to meet the instructional needs of each learner), Initiative 3c (establish a formal instructional program).

We would like to recognize those who completed this year's program:

- **Mohamed Abdurahman** – Counselor, American Indian Magnet
- **Lauren Bolopue** – Assistant Principal, Capitol Hill Magnet
- **Magalenn Cotton** – Teacher, SPPS Online School
- **Amanda Fraley** – E2 Montessori Teacher, Crossroads Elementary
- **Joe Gwin** – Math Teacher, Battle Creek Middle
- **Julie Hutcheson-Downwind** – Indigenous Curriculum Integration TOSA, Office of Teaching and Learning
- **David Mrozek** – Learning Lead, Crossroads Elementary
- **Katie Shetka** – Learning Lead, Groveland Park Elementary
- **Jayson Spence** – Assistant Principal, Harding Senior High School
- **Terri Steen** – Assistant Principal, Journeys, Downtown School, Care and Treatment Programs
- **Kou Xiong** – Math Teacher, Hmong Language and Culture Middle School

7. This item is submitted by Andrew Collins, Chief of Schools and Learning

## **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](http://www.spps.org/boe) and Saint Paul Cable Channel 16

Livestream:

<https://spps.eduvision.tv/default.aspx?q=3SfVi13wT7RT%252bQcBdCwMWw%253d%253d>

**April 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: U. Ward, C. Allen, J. Vue, J. Kopp, Z. Ellis, J. Foster, H. Henderson  
Superintendent Gothard

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 with one change - to move item 12-A - Informational Agenda Items: Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: First Reading to precede Further Items that Require Board Action. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

**4. RECOGNITIONS**

**BF 33149** Acknowledgement of Good Work Provided by Outstanding District Employees

Four SPPS Educators are finalists for Minnesota Teacher of the Year. **Michael Houston, Molly Keenan, Sorcha Nix and Fathimath Eliza Rasheed** have been named finalists for the 2023 Minnesota Teacher of the Year award.

Dave Gundale, Principal at Open World Learning (OWL), says that Sorcha Nix, a science teacher, has been teaching in SPPS for the past eight years. She has worked at both OWL and Murray Middle School. Sorcha has taught everything from Biology to Robotics and supported the theater department at Murray Middle School and the jazz choir at OWL. Sorcha's passion and focus is on incorporating the arts into science, social emotional learning, and creating high expectations for students. She is an invaluable member of the OWL faculty.

Craig Guidry, Assistant Principal at Harding Senior High School, says Michael Houston has dedicated his entire 19-year teaching career to the students of Harding. In addition to being a beloved math teacher, Michael has also spent a majority of his career at Harding as a track and field and head football coach. His love of teaching and coaching is evident in the countless positive relationships he has built with his students over the years, and his dedication to Harding has been further evidenced by his many leadership roles.

Michael has served as the math department chair, College & Career Readiness team member, learning team facilitator, union steward, Disrupting Systems of Oppression/Developing Student Leaders advisor, and senior class advisor. Michael has garnered the respect and admiration of his colleagues to the extent that he was named Teacher of the Year at Harding in 2016. This accolade subsequently led to a nomination for Minnesota Teacher of the Year in 2017, in which he was also named a finalist. Harding is lucky to have Michael Houston on its staff, and we offer him our many congratulations and best wishes on this very well-deserved honor.

Harding Principal Be Vang says it is an honor to say a few words to recognize Molly Keenan and illustrate why she is a Teacher of the Year finalist.

In her own words, Molly's "personal feelings and belief about teaching are grounded in responsibility to the ancestral past, recognition and respect for present conditions, and developing young people for their personal and collective future." Be says that walking into her classroom, one can: witness students enthusiastically engaged in lessons that allow students to understand who they are and where they can see themselves in the future; experience a learning environment where all students feel a sense of belonging and have the opportunities to demonstrate their talents and develop skills to courageously tackle learning in a predominately white education system; tell that there is a strong mutual respect between teacher and students and understanding of everyone's unique lived experiences and the gifts they bring to the shared learning space.

Molly knows the importance of agency and self-agency. In all the capacities she serves--teacher, club advisor, mentor, friend--she guides students in becoming advocates for equity. Molly cares deeply for our students and wants to leave an equity-driven impact. With or without this Teacher of the Year award, know that you are already making a difference for our students.

Principal Chreese Jones said Fathimath Eliza Rasheed has been an essential part of the Global Arts Plus learning community for 13 years as a theater teacher. Ms. Rasheed is a trained actor, dancer, playwright and director. These gifts and talents have shaped the experiences of our staff, scholars and families with a focus on connecting and providing access for all. She recently took on the role of Arts Integration Teacher on Special Assignment (TOSA), in which she is making an even bigger impact on the schools interdisciplinary programming, schoolwide collaborations and rich artist relationships.

Fathimath is a strong and resourceful advocate for all scholars. She has committed herself to removing barriers for scholars to have full experiences in the arts. For example, in the face of the pandemic, she

spearheaded efforts to keep the tradition of all school gatherings and musical productions alive within the Global Arts Plus community. She has brought the experience of full student run productions such as “101 Dalmation Kids,” “The Jungle Book” and “Willy Wonka and the Chocolate Factory”.

Overall, 11 teachers from across the state have been named finalists in Education Minnesota’s annual award. A panel of leaders in the areas of education, business, government and nonprofits selected the finalists from a group of 44 semifinalists. The 2023 Minnesota Teacher of the Year will be named Sunday, May 7.

**BF 33150** Acknowledgement of Good Work Provided by Students

**The Open World Learning (OWL) Community Archery Team** won first place in the state archery championship traditional bull’s eye target category in Duluth, Minnesota, on Saturday, March 25. This is the first state championship for the OWL archers. The team has more than 50 archers ranging from grades 6-12. This past season, the OWL archers competed in eight tournaments and finished in the top five in a few of them, but had not won one outright. At the state tournament, the team competed against 25 other high schools, mostly large rural high schools, that included over 1,800 archers. What transpired that day by the OWL archery team was a team effort that resulted in the highest team score recorded this year in Minnesota and the top 30 in the nation. The OWL Archery team is coached by Tom Totushek and Donald Post.

**5. PUBLIC COMMENT**

- |                                    |   |
|------------------------------------|---|
| 1. <b><u>Abbey Ogg</u></b>         | Climate policies in schools                     |
| 2. <b><u>Laura McClary</u></b>     | Small scale climate-focused facility projects   |
| 3. <b><u>Suwiys Abdirahman</u></b> | Injustice at Central regarding the EA community |
| 4. <b><u>Khulia Pringle</u></b>    | Student Outcomes                                |
| 5. <b><u>Pamela Marentette</u></b> | Student Outcomes Focused Governance             |
| 6. <b><u>Roxanne Draughn</u></b>   | Student Outcomes Focused Governance             |

**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 Ellis.

The motion was approved by roll call vote:

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

**7. APPROVAL OF THE MINUTES**

- A. Minutes of the Regular Meeting of the Board of Education of March 21, 2023

**MOTION:** Director Vue moved approval of the Minutes of the Regular Meeting of the Board of Education of March 21, 2023. The motion was seconded by Director Foster.



The motion was approved by roll call vote:

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

## **8. COMMITTEE REPORTS**

### **A. Minutes of the Committee of the Board Meeting of April 11, 2023**

At the Committee of the Board Meeting on April 11, 2023, Superintendent Gothard welcomed everyone back from Spring Break, and noted that our focus is on fourth quarter and a strong finish to the school year. He thanked board members, staff, families, and community for the Marnita's Table event and provided details on the attendance and next steps from this event. He also thanked the Senior Executive Leadership Team for their work in preparing for the 2023-2024 school year, including budget allocations to buildings and work in hiring teachers and staff for the next school year.

The first presentation was the Request for Permission to Participate in the National Opioid Settlements. A brief summary on the background of this item was discussed, including the communication to board members from Attorney General Keith Ellison. Several school districts are being asked to participate in this settlement. While the District is not a party to the settlement, by signing onto the agreements, the opportunity is opened to apply for grants in the future. Questions and discussion from the Board focused on the waiving of rights to bring suit against the named companies in the settlement, other obligations to signing the agreements, further information on the potential grants as a result of this settlement agreement, and that more information will be shared on the process for the grants as a result of this action. The Board then approved School District participation in the National Opioid Settlements and authorize the Board Chair (or designee) to execute all necessary documents to ensure participation, including the Amended Minnesota Opioids State-Subdivision Memorandum of Agreement and the Settlement Agreement Participation Forms.

The next presentation was the Fiscal Year 2022-2023 Revised Budget. Questions from this presentation included further information on the impacts to the food service fund from the universal free lunch program and information on those reimbursements to the District, and next steps as the Board considers the upcoming Fiscal Year 2023-2024 budget. The Board approved the Fiscal Year 2022-2023 Revised Budget as presented.

Next, the Board discussed the review of the contract for Student Outcomes Focused Governance. A robust discussion was held amongst board members, including follow-up on information requests regarding this work, the impact of the upcoming elections, community engagement, timeline of the contract, the flexibility built into the contract for the Board to do this work, community experts to help in this work, and further discussion on next steps. The Board then reviewed the Student Outcomes Focused Governance manual as presented by the Council of the Great City Schools and voted on each line within the manual to keep as is, change, or remove.

**MOTION:** Director Kopp moved that the Board accept the report of the Committee of the Board Meeting of April 11, 2023, and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

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

## **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

**MOTION:** Director Vue moved to confirm the date of the Special Meeting regarding Non-Renewals and Committee of the Board Meeting on June 6, 2023. The Special Meeting will begin at 4:00pm, and the Committee of the Board Meeting will begin at 4:30pm. Both meetings will be held in Conference Room 5A. The motion was seconded by Director Kopp,

The motion was approved by roll call vote:

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

## 10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard began his announcements, by sharing his experience in visiting schools with Mayor Carter, including their visit to Nokomis. They are hoping to visit one school each month. At Nokomis, they were able to share in dance, a science class focusing on eagles and falcons, a song performance by students from their spring concert. It was a great visit and opportunity to focus on our work. He thanked the principal and staff.

Superintendent Gothard went on to share an update on the partnership between SPPS and HeadStart, and that there are currently 1000 students on the waiting list for PreK. It is our goal for every 4 year old, and 3 year old, to have access to PreK programming in SPPS, and to build the foundation of SPPS.

He went on the share his visit with the Secretary of Career and Technical Education from the U.S. Department of Education, and their visit to the 3M Career Center at Saint Paul College, as well as discussion on the Districtwide Career Pathways program, and how both programs represent the community, and the funding for these opportunities. The highlight of the visit was hearing from students and their individual journeys. He also highlighted the recent news story about engineering students with Medtronix, a medical devise company in Saint Paul. We embrace the opportunity to innovate and create a 21<sup>st</sup> century learning environment for students to be a clear bridge to future pathways.

## 11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

### A. 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 Ward	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes

### 1. Gifts

**BF 33151** 2023 Gift Acceptance from the Olga B. Hart Education Foundation

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

**BF 33152**      Gift Acceptance from Great River Greening for Tree Planting

That the Board of Education authorize the acceptance a gift of up to 30 trees to be planted at the Rondo site.

2. Grants

**BF 33153**      Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; to accept funds; and to implement the project as specified in the award documents.

**BF 33154**      Request for Permission to Accept a Grant from The KidsGardening and Scotts Miracle-Gro Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from The KidsGardening and Scotts Miracle-Gro Foundation; to support the Frost Lake Elementary Preservation of the Pollinators project; to accept funds; and to implement the project as specified in the award documents.

**BF 33155**      Request for Permission to Submit a Grant to 3M Gives – Open SciEd

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to design and implement a training series for the implementation of Open SciEd; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 33156**      Request for Permission to Submit Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the FACE Foundation for funds to support the district-wide French Immersion program; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 33157**      Request for Permission to Submit a Grant Application to the Minnesota Department of Education to provide Alternative Delivery of Specialized Instructional Services (ADSIS)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for the funds to provide assistance to students who need additional academic or behavioral support; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 33158**      Request for Permission to Submit a Grant Application to MN State Colleges and Universities/Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit an application to the MN State Colleges and Universities/Minnesota Department of Education for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

### 3. Contracts

**BF 33159** Cybersecurity Solution: Multifactor Authentication (MFA)

That the Board of Education authorize administration to approve the proposal from DirSec for the purchase of Cybersecurity solution Multifactor Authorization from Okta in the amount not to exceed \$278,175.

**BF 33160** Security for Athletics/Activities

Authorize funds in the amount of \$88,000 to cover SPPD services through June 30, 2023.

**BF 33161** Xello Contract Renewal

That the Board of Education authorize the Superintendent (designee) to enter into a three-year contract with Xello.

**BF 33162** Purchase equipment from School Health totaling \$174,048.86 via Federal American Rescue Plan (ARP) Funding

That the Board of Education authorize the Superintendent to purchase equipment from School Health to address student health needs totaling \$174,048.86 via Federal American Rescue Plan (ARP) Funding.

**BF 33163** Districtwide Playground Services Agreement Contract Extension

That the Board of Education authorize the one-year extension of RFP A216612-A Districtwide Playground Services for Willow Creek Nursery, LLC dba E3 Services for the estimated amount of \$375,000.

### 4. Agreements

**BF 33164** Partnership Between University of Minnesota and St. Anthony Park Elementary School

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

### 5. Administrative Items

**BF 33165** Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period February 1, 2023 – February 28, 2023

a) General Account	#757665-758742 #0004800-0004827 #7004691-7004714 #0008060-0008165	\$62,754,188.79
b) Construction Payments	- 0 -	\$2,822,834.66
c) Debt Service	- 0 -	<u>\$0.00</u>
		\$65,577,023.45

Included in the above disbursements are two payrolls in the amount of \$44,841,563.37 and overtime of \$242,274.41 or 0.14% 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 August 31, 2023.

**BF 33166** Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education exclude noncompliant students from school effective April 26, 2023, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

**Human Resources Transactions**

**BF 33167** Transactions for March 1 - March 31, 2023

**BF 33168** Revision to Policy 415.00 Discrimination, Harassment, Violence and Retaliation

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

**BF 33169** Phase Gate Approval of the Farnsworth Aerospace Upper HVAC Replacement Project (Project #1030-23-01): Gate #2 – Project Charter; Gate #2A – Finance Plan Update

That the Board of Education approve the Farnsworth Aerospace Upper HVAC Replacement project (Project # 1030-23-01) at Phase Gate Check #2 – Project Charter; Gate Check #2a – Finance Plan Update.

**BF 33170** Phase Gate Approval of the Early Childhood Hubs Age Appropriate Play Site Improvement (Project # 0278-23-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

That the Board of Education approve the Early Childhood Hubs Age Appropriate Play Site Improvement project (Project # 0278-23-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a –Finance Plan Update, setting the final project budget at \$480,000 and indicating direction to proceed with construction bidding.

**BF 33171** Phase Gate Approval of the FY22 Roofing Replacement Program at EXPO for Excellence Elementary, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

That the Board of Education approve the FY22 Roofing Replacement Program at EXPO for Excellence Elementary, Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School

(Project # 0175-22-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a – Finance Plan Update, setting the final project budget at \$3,717,000 and indicating direction to proceed with construction bidding.

**BF 33172** Phase Gate Approval of the Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School (Project # 0255-23-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

That the Board of Education approve the Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School (Project # 0255-23-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a – Finance Plan Update, setting the final project budget at \$1,238,000 and indicating direction to proceed with construction bidding.

#### 6. Bids

**BF 33173** Phase Gate Approval of the FY23 A/V Replacement Program at Central High School and LEAP at John A. Johnson (Project # 0680-23-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3423-JG for the FY23 A/V Replacement Program at Central High School and LEAP at John A. Johnson project (Project # 0680-23-01) to RAK Construction, Inc. for a lump sum base bid of \$440,073.

**BF 33174** Phase Gate Approval of the Creative Arts ARP HVAC Upgrades project (Project # 2170-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3388-JG for the Creative Arts ARP HVAC Upgrades project (Project # 2170-22-01) to Kraft Mechanical, LLC for a lump sum base bid plus Alternate #1 of \$1,447,600.

**BF 33175** Furniture Acquisition Award for John A. Johnson Renovations for LEAP project (Project # 1140-23-01)

That the Board of Education authorize award of furniture for the John A. Johnson Renovations for LEAP (Project # 1140-23-01) to ACRE for a lump sum base bid of \$268,080.

**BF 33176** Phase Gate Approval of the FY22 Roofing Replacement Program at Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3422-JG for the FY22 Roofing Replacement Program at Groveland Park Elementary, Wellstone Elementary, and Johnson Senior High School (Project # 0175-22-01) to Morcon Construction, Inc. for a lump sum base bid plus Alternate #1 of \$1,714,120.

#### 7. Change Orders

**BF 33177** Change Order #1 for Morcon Construction Corporation, Inc. for the Education and Operations Services ARP Kitchen HVAC Upgrades project (Project # 4000-22-01)

That the Board of Education authorize the Superintendent, Superintendent's Designee, or Executive Director of Operations and Administration to sign Change Order #1 for Morcon Construction Corporation, Inc. for the Education and Operations Services ARP Kitchen HVAC Upgrades project (Project # 4000-22-01) for the amount of \$301,819.

#### **ITEMS PULLED FOR SEPARATE CONSIDERATION - None**

#### **B. Further Items that Require Board Action**

1. Riverview Name Change: Third Reading

#### **BF 33178** Riverview Name Change: Third Reading

Superintendent Gothard then introduced Principal Licon-Gervich to present the third and final presentation of the Riverview Name Change. Details included in the presentation included the rationale for the change, options presented, engagement process, and voting results. The proposed name change is: Riverview Spanish/English Dual Immersion Program.

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

- Director Henderson thanked the team and the community and families for this work. Communities know what it means to be included and brought along in every step of the process. It's exciting to see us building this process with students and families, for what they want to see in their building, and the space and environments to it. She thanked the team, and students with signage.

**MOTION:** Director Vue moved to approve that the Board of Education accept and declare that the name of Riverview West Side School of Excellence be changed to the new name of Riverview Spanish/English Dual Immersion Program, and authorize the Superintendent and his designees that all steps necessary to effectuate this change. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

2. Policy Update
  - a. THIRD READING: Policy 716.00 Advertising in the Schools

#### **BF 33179** THIRD READING: Policy 716.00 Advertising in the Schools

Superintendent Gothard then introduced Erica Wacker, Director of Communications, and Aquanetta Anderson, Assistant Director of Family Engagement & Community Partnerships, to present the third reading of the policy update to Policy 716.00 – Advertising in the Schools. Details included the rationale for the overall changes, which include that it was last updated in April 2012, does not meet current partnership



standards and best practices; current language is overly limiting, unclear and not consistently implemented; and the need to update to clarify impacts on partners, vendors and prospective advertisers. Proposed changes and rationale for those changes within the policy were also reviewed, as well as a link to the proposed updated policy.

**QUESTIONS/DISCUSSION:** None

**MOTION:** Director Vue moved to approve the revisions to Policy 716.00 Advertising in the Schools. Director Foster seconded the motion.

The motion was approved by roll call vote:

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

3. Student Outcomes Focused Governance: Implementation Timeline

**BF 33180** Student Outcomes Focused Governance: Implementation Timeline

Director Vue and Director Kopp then led the Board through an implementation timeline for Student Outcomes Focused Governance, including:

- Quarter 1 – Planning for Community Engagement
  - April – June 2023
  - Theme: Preparation
- Quarter 2 – Community Engagement Roll-Out
  - July – September 2023
  - Theme: Implementation
- Quarter 3 – Synthesis of Information and Adoption of Goals and Guardrails
  - October – December 2023
  - Theme: Deployment
- Quarter 4 - Development/Adoption of Monitoring Calendar and Potential Offramp of SOFG
  - January – March 2024
  - Theme: Continuous Improvement

Further details within each were also reviewed. The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Allen requested information on the monitoring and check-ins with Administration regarding Board engagement. Why is it not constructed and monitored by the Board in those decisions? Response: We will still need support from Administration in terms of doing this work, the data collections, and storing of information, and revisiting once complete. In terms of the “what and how” – that’s the Board’s decision. Administration is the supporting role.
- There was also discussion on Administration’s role in preparing the Board for what we already know, and what will need to be asked in community engagement.

- Director Ellis also noted the support from Administration that will be needed, including childcare and transportation, as well as support for families with interpreters.
- Director Henderson echoed comments from the Committee of the Board meeting, discussing new folks on the Board after the elections in November, and pushing the timeline out.
- She also requested information on the amendments discussed and our partnership with the Council of the Great City Schools, including the contract. Response: The contract is around the framework, and based on their response to our amendments, and the scope they are willing to work with us is to adopt goals, and the contract will reflect that; the length of the contract was two years, and it is now one year.
- Director Henderson also requested further information on the cost of the contract – if we are now doing a scaled-down version, why is the cost still the same? If there was a dramatic decrease, she struggles to see how it equates to \$20,000 of coaching. Response: In all likelihood, it wouldn't, but it is difficult to quantify the amount of hours we will need; we think we will need less than that. In estimating the costs, we looked at the contract stretched out over a year for regular payments – it is not to exceed \$20,000, and is difficult to know exactly how many hours will be needed. We do want to make sure we are committed to doing this work before asking the Council, our team, the Board team, and leadership to do this work, if we are not committed to the timeline.
- Director Henderson also reiterated the questions around the adoption of goals and guardrails with different votes and communities and board members, especially following the November election. Director Ward echoed these points, including for the new board members who represent the community and if those folks come onto the Board after this big decision to move forward together, it takes away the ability to impact. He agreed that it makes sense to adopt the goals and guardrails after the election. Director Allen also agreed – she noted that currently there is not representation on the Board from the West Side, and agreed that pushing out the final vote would be beneficial, and a process to come up with new ways to incorporate folks running for the school board into the process moving forward.
- Director Kopp noted that the goals and guardrails will be created with input from the community – the elections will not change that because the community does not change. This transcends the election.
- Director Allen noted that the time to engage and discuss what was heard to form the goals and guardrails, and if there are objections, there are spaces for conversations.
- Director Vue noted that he understand the rationale for waiting, but those folks are not here yet, and there are seven folks who are currently here.
- Director Allen noted that it is not one board seat, but four board seats that are up for election.
- Director Kopp noted that she has observed in the past months is the agreement to spend more time discussing student outcomes, and we need a framework to this. In board meetings, about 7% of the time is spent discussing student outcomes – that means 93% of the time is spent on everything else. The adoption of goals and guardrails allows us to increase that time discussing student outcomes. This Board cares about students and how students are doing in SPPS.
- She went on to reiterate that it is the continuity of focused efforts of the Board and Superintendent. The goals and guardrails can be presented to any superintendent, current or future, to show what is important to the community. We can also use the data from SOFG to show the community our progress.
- She also thanked the community for their input; the coaches at the Council of the Great City Schools for their flexibility and adapting; her Board colleagues, the Superintendent, General Counsel's Office, Sherry Carlstrom, Leah Corey, Sarah Dahlke and Kaying Thao, and Director Vue for their work. She closed with deep appreciation for her colleagues and their conversations, and is hopeful

we can approve this implementation timeline to get to work and do the work that can make a difference for our young people.

- Director Foster reiterated that we need to put kids first, and in speaking of the urgency of populations who are underserved, it is our responsibility to do this work. We need consultants to push us, guide us, and keep us accountable to the work being done.
- Director Ward thanked his colleagues for the rich conversation at the previous Committee of the Board Meeting, and the amendments that were proposed to the framework. He also thanked Director Vue and Director Kopp for their discussion with CGCS, and honoring the spirit of the conversation to bring something back to the Board that remains true to what was discussed in that meeting. The hesitancy around this framework is where it appears to be restrictive and could prevent the Board from doing work that the community believes is important and where folks feel it is important for the Board to engage. Engagement will be an opportunity for the Board to hear and speak, and be held accountable to the community. He is looking forward to doing this work, that is really powerful, impactful, and gives us the chance to ensure we are talking about the most important thing – how our students are doing. He thanked the team for their work, for engaging in conversations, and as difficult as it has been, the way to make this something he is excited to move forward with together.
- Director Ellis noted previous conversations about this work with former Board Chair, Marny Xiong. She also noted at previous CGCS conferences, where other districts were doing great work in Ethnic Studies, and understanding that things do not happen fast. In her time on the Board, she has walked into initiatives that were already in place, and was able to ask questions, converse, and understand those as she grew in her role as a board member. With the potential of four new board members, the work of the District is not going to stop just because there are four new board members, and it shouldn't. They will need to ask the questions, because this District is large, and there is a lot of great work happening. Our students struggled through the pandemic, and we are working on that. We recognize we want everything to happen fast, because our students have one chance at their education, and the longer it takes us to do things, they're not okay. The Board will change – but the mission of the Board will stay the same. Anything worth doing is worth doing well – recognizing that with a district of this size, everything will take time, but we need to be committed as a Board to determine how to engage with community better and ways to do that, and be in dialogue about the work. We cannot keep doing the same things and expecting different results, and we need to talk about this work as a Board.

**MOTION: Director Vue moved to approve this Student Outcomes Focused Governance Implementation Timeline. Director Kopp and Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

## **12. AGENDA ITEMS THAT ARE INFORMATIONAL**

A. Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: First Reading

Superintendent Gothard then welcomed Principal Xiong, Principal Thor, Xang Her, Mee Moua, and Maggie Bruecken to present the first reading (of three total) of Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change presentation.

The rationale for the proposed name change was shared, as well as name change criteria. Name options and meanings of each were also reviewed. The team also discussed the engagement process and timeline of engagement. The voting results were also shared, including the vote to narrow the options to two names, and the final votes. The proposed name change is Txuj Ci HMong Language and Culture. Pronunciations and meaning of the name were also reviewed.

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- Director Vue noted this is historical work and thanked the team for bringing it forward.
- He requested more information as to the rationale for the important to include both Green and White HMong in the name. Response: The HMong language has two dialects, and there are some differences in the words and pronunciations. It is important to honor both. In the HMong Dual Language program, we do teach both, and all books are translated in both dialects. It is a way to honor both dialects, and feel the name should also reflect that. There is a good representation of students who speak White HMong and those who speak Green HMong, and we wanted a name for everyone to own and to be proud.
- Director Allen noted her excitement about the name change, and provided details on Edward Phalen, and how he was a soldier who murdered another in Saint Paul, and then fled to California. She is against uplifting those who were not great heroes in our community. With brutal names tied to our buildings and land, it continues to breed violence. She thanked the team for the opportunity for those positive action for the school, and one that our children deserve.
- She also requested information on student voice in the process. Response: This process started pre-COVID with the HDL Envision task force and we met for two years to create the plan, and determined we would like a name change to reflect our programs. For student involvement, we reached out to students and families for their input on the name – all names were submitted by students and families.
- Director Foster noted that in inclusivity, and our community members who have made Minnesota their home, to have a name of their school in their home language is powerful. She thanked the team for their work, and acknowledged the strengths of our families, their lived experiences and acknowledgement of the past – we all stand on sacred and Native land, and as we restore back to the way they should be, we talk about inclusivity and bringing other folks who have come onto this land and contributed to spaces in society to build a better Saint Paul. She thanked the team for their work, and for continuing to push all of us, and for showing up with the authentic selves in spaces and places where families feel welcome.

B. Opioid Crisis and Stock Naloxone

Superintendent Gothard then welcomed Mary Langworthy, Director of Health and Wellness to present on the Opioid Crisis and Stock Naloxone presentation. The presentation included details on definitions and data of opioids and opioid use, data around substance use and overdose, and information on MN Statute 604A.04 – Good Samaritan Overdose Prevention. Details were also shared on naloxone and its use in quickly reversing an opioid overdose, stock naloxone protocol, and training. Next steps were also reviewed, including trainings, continued review of policies, and continued education and partnerships. Other considerations, such as a bill that was introduced to the legislature requiring schools to maintain a supply of opiate antagonists, was also reviewed.

The full presentation can be found in the BoardBook.

#### **QUESTIONS/DISCUSSION:**

- Director Allen thanked the team for this presentation, and noted it is a sad time to be at this place in society. She shared the work of her non-profit organization that provides training for Narcan administration and stop-the-bleed after gunshot wounds to citizens to save lives. We are in a crisis right now with opioids and fentanyl and our young people and the violence in our streets – anything to help prepare our young people and teachers, and community members to have the tools to save a life is beneficial.
- Director Ward also thanked the team for their work. This is a personal topic for him. Earlier this year, he was speaking with social workers and the conversation was discussed. This program sounds amazing and he thanked everyone for their discussion and information. It is sad, but exciting because this is work to save lives, and is incredibly important and grateful.
- Director Ellis requested more information on staff training in buildings. Response: We do want to initially focus on health staff and staff in SEM, as they play a key role, and definitely want to expand in the future. If a staff member knows of an overdose, and they are trained to give this medicine independently, and is also an option.
- Superintendent Gothard requested information on the shelf life of this medication. Response: The shelf life is 1-2 years, and will be replenished from the organization with free supplies. The settlement agreement also increases the opportunities to keep replenishing our supplies, and there's also legislation for potential funding if the resources are not available. We are not worried about the shelf life or supply anytime soon.
- Director Foster requested information on past and current practices. Response: In any emergency, a nurse is involved with a nursing assessment, including vital signs and assessing the scene. If they suspect an overdose, 911 is called, with CPR and EDD if available. If someone with naloxone training is available and able to help, they are also called. We do have great response times from 911 to our buildings, which is a key ingredient.
- How often are we seeing this occur in our buildings? Response. There are daily reports in our high schools, with high rates this year in particular. We are seeing regular use, and from there, we support students to get help and support, and referrals to rehab and recovery and involvement from families as well. It's definitely a concern.

### **13. BOARD OF EDUCATION**

#### **A. Information Requests/Responses and Items for Future Agendas**

- Director Foster requested information on arts programs in SPPS, including an audit of programs to know what exists in our district, and where we see those programs growing, and the hope to see this information by the end of the year.
- Director Allen requested information on the work of the Equity Team, and the implementation of their work with decisions in each department.
- Director Kopp requested a student-outcomes focused report on literacy.
- Director Vue requested clarification on the upcoming Envision SPPS Update.
- Director Ellis requested information on a Critical Ethnic Studies program update, including current status, and pilot program, as we prepare for the second year of this program.

#### B. Board of Education Reports/Communications

- Director Ellis thanked the students who participated in the listening sessions, and the conversations. She also noted her attendance at the Highland Park Iftar Dinner on March 27<sup>th</sup>, organized by the Muslim Student Association. She also attended the Chelsea Heights Science Fair, as well as the Critical Ethnic Studies Family Forum. She also provided an update on her experience at the AMSD meeting, and the current education bills at the legislature.
- Director Henderson also noted her time at the Iftar event, as well as her experience at the student listening sessions, and the Chelsea Heights Science Fair.
- Director Kopp also noted her time at the Chelsea Heights Science Fair Awards Ceremony, and it was great to see the projects of students, and students cheering for each other.

## 14. **ADJOURNMENT**

**Director Vue moved to adjourn the meeting; Director Ellis seconded the motion.**

The motion was approved by roll call vote:

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

The meeting adjourned at 8:39 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**

**May 10, 2023  
4:30 p.m.**

**MINUTES**

**I. CALL TO ORDER**

The meeting was called to order at 4:39 p.m. by Chair Vue.

**II. ROLL CALL**

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

Administration: P. Pratt-Cook, A. Collins, T. Sager, D. Wells, J. Vollmer, C. Long, E.  
Wacker, K. Thao, S. Dahlke

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** It was moved by Director Vue, and seconded by Director Kopp, 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 Foster 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 Ellis. It passed by acclaim.

**VIII. ADJOURNMENT**

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

The meeting adjourned at 6:16 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**

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

**MINUTES**

**1. CALL TO ORDER**

The meeting was called to order at 4:37 p.m. by Vice Chair Kopp.

**2. ROLL CALL**

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

Staff: K. Thao, C. Long, A. Collins, N. Páez, Y. Vang, S. Schmidt de Carranza,  
S. Dahlke, T. Parent, T. Sager, J. Turner, S. Gray Akyea, J. Danielson,  
L. Olson, A. Kunz, E. Wacker, C. Green, S. Dahlke, D. Abrams, P. Pratt-  
Cook, K. Kimani, J. Horton, J. Hill, L. Corey, M. Pope, D. Franke, M.  
Bruecken, J. Bobolink, J. Downwind

Community: L. Bolton, M. Wall, S. Bauer, Julia, Isabelle, S. Bledy, Maddie, Brielle,  
Truman, Suzanne, Julie, Aisley, R. Anderson, Ivan, Arbor, A. Bylander, G.  
Egan, Santiago, J. Shenden, M. Fairbanks

**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 by welcome everyone to the meeting. He began his announcements with congratulations to Michael Houston, as Teacher of the Year. Mr. Houston is a math teacher and coach at Harding. We are planning communications and a SPPS celebration for him, with more details to follow. Superintendent Gothard also shared an update that he, in partnership with the Office of Equity, is holding convenings called "How Are The Children?" with high school students. These are all-day sessions with students and it has been incredible to spend time with high school students together in community, and the information will be helpful for us to move forward. Lastly, he shared an update that the Minnesota State High School League has voted to fully sanction boys volleyball beginning in the 2024-2025 school year. There are questions on the impact on other sports, but this will serve a population interested in this sport and may not be participating in other areas, and is a positive opportunity for our students and young people

to build school pride and community. Questions remain, such as the season for boys volleyball, and engagement will continue through MSHSL.

Director Allen noted a question on if information from “How Are The Children?” will be incorporated into a report for the Board, or if it will be separate information. She is also interested in hearing about other board member listening sessions with students. Chief Turner noted that a report will be provided in May to the Board, including information from community meetings, board member sessions, Marnita’s Table events, and others. Information presented will include data, quotes, information, and other information. As it relates to “How Are The Children?” information, that will be available for the Board once complete.

## **5. SYSTEMIC EQUITY**

Superintendent Gothard then welcomed Dr. Gray Akyea to present the update on Systemic Equity, including a look back at this work, and setting the stage for the work going forward. The goal of the presentation is to connect the history of Racial Equity in SPPS and the clear direction and guide for the future. Topics within the presentation included a review of the SPPS equity journey, an understanding of context for the new plan, and a review of the new plan, including components, activities, and outcomes.

The full presentation can be found in the BoardBook.

### **QUESTIONS/DISCUSSION:**

- Director Ellis requested the impacts of the Gender Inclusion and Racial Equity Policies since their adoption. Response: It is necessary to have the policy and statute that explicitly states our policy and conditions. It sets the organizational vision and standard for that’s expected. The professional development in the Office of Equity stemmed from the introduction of the policy, and some was effective and others not so much. There have been challenges, but also a lot of Equity-related activity and sometimes there is overlap, but there are so many different ways to think about and understand Systemic Equity. The other challenge is that professional development is largely options, and those interested in the work will sustain it, but it tends to be isolated, and islands of excellence.
- Director Foster noted that it’s important that we do not “water down” the meaning of Equity. It’s important to be specific in what we’ve done and areas to support and other areas that were stopped. We need every staff member and bargaining unit to be a part of the understanding of this work, and we need to boldly do this work and label what is not working well. If we don’t label things and not talk about this, nothing will change. We also need to look at how we are scaffolding this work.
- Director Allen requested information on the impact of the implementation of the equity policy, and where the work is being done in those spaces to make our Black and Brown students feel welcomed. Response: The policy does go back to 2013, and the report from the Equity Committee acted as a precursor to our work and to reorient ourselves within the work.
- She also requested the rationale for professional development to be optional for staff. Response: We needed a larger guidance, and we do believe that many were doing the work well in the meaning of equity, and we were missing the systemic piece. It’s systemic when we all share something. Director Allen then noted the importance of professional development, and that many were not educated in Black history or HMong history, and they need to be trained in ways to teach that are not harmful or continuing to harm.
- What is the function of the equity coaches, and how many are there? Response: There were five coaches, and they are hired within the ARP work. The original plan was for them to work with equity teams in buildings, however, in this iteration, they are pivoting and coaching with small groups and teamwork. They are supporting the movement of the equity work. They are also

facilitating student convenings. One of their main functions is to perform professional development, and equity requests, including the equity request line, where staff and individuals can call and request support for equity. There are about 200 requests each year.

- Director Allen requested further information on professional development sessions with Mr. Benson as mentioned in the presentation. Response: There is one session with him each month at Leadership Academy, where he springs the day with principals and looking at lesson plans and targeted activities, videos, reflections and processing, and learning and talking about biases, and identifying behaviors. He is also following up and checking in with principals and what they are seeing in buildings, and how to be the leader of equity in their building.
- Director Foster noted the importance of adapting to meet the needs of our students - there is not a “cookie cutter” approach to equity in our buildings. The work is continuing, and the seed is planted to continue with systemic equity, and folks knowing the expectations and with our building leaders to pull folks together in this work. Everyone in our buildings needs to be on board with this - and we need to be bold and be okay with some being mad about certain things for this work to move forward. We have heard this district does not feel like a safe space, and we need it to be. We need to talk about what we are doing and eliminate those barriers and to focus on a set of expectations with values of this district.
- A board member also noted that we need to change the language how we address behavior. Behavior occurs because of a lot of factors - inside and outside the building, in the classroom, in the hallways.
- How will this decrease disparities? We know the largest impact on student learning is their teacher, and we know that principles influence as well on the learning environment. Response: If we are about to have instructional staff who are reflective of our students, honor them as individuals and students and families, and would together authentically and collectively and grow together, and meet expectations and build relationships with students, and create environments where students are engaged and required to be - that is a fundamental mindshift. Students don’t get to leave, if there’s a concern, they are pulled closer. Our students can and will perform. We need to stop finding excuses for what they cannot learn. Superintendent Gothard provided an examples of work being done for students of color in advanced classes, and creating the support and wraparound services for them to succeed, as well as practices in reading. Director Allen noted that many AP classes are based on the European perspective of advanced learning, and we need to be equitable in creating classes to engage students in AP areas.
- Director Vue requested information on how we will know that program evaluation and resource allocation will achieve systemic equity, as well as further information on the mid-term, short-term, and long-term work, and examples within each. Dr. Gray Akyea provided details on the 2-day work with SPPS Achieves owners responsible for implementing the work, and indicators of equity, and systemic equity intersections and that work is continuing and will be shared once finalized.

## **6. ADMINISTRATIVE RESPONSE TO THE 23/24 RESOLUTION**

Superintendent Gothard then welcomed staff to present the American Indian Parent Advisory Committee Administrative Response to the 23/24 Resolution. The structure of the work, as well as response timeline were provided. Responses to key focus areas were also shared in these areas:

- Attendance
- Behavior
- Instruction
- Staffing
- An amendment request for an additional Assistant Principal and AIMS due to MCA Math and Reading scores.

The full presentation can be found in the BoardBook.

**QUESTIONS/DISCUSSION:**

- What is the timing of the hiring of the intervention specialist? Response: We are hoping to have them hired before the beginning of the next school year.
- To what extent do schools collaborate within this work? Response: We have seen increased collaboration this school year with counselors focused on professional development communities on attendance. Each has done professional learning in small groups, and presenting their work to each other. There is more teaming and sharing of information and learning what has been done and effective in other schools. This is something we can grow upon and increase.
- In terms of knowing students, monitoring progress and interventions - how do schools know how to right-size for their American Indian population and how will they be supported? Response: With collaboration in the Leadership Academy, principals have conversations about what is working, and supported with WINN teachers and interventions with specialists. We are also looking at our work in Achievement Plus schools, and wraparound services for students and families, and it is about knowing our students and their needs. FastBridge is another tool for consistent monitoring.
- Director Vue requested more information on recruiters in the District. Response: There are two recruiters for the entire district, and their focus is on licensed and non-licensed staff, and they are also working with the Indian Education Office in terms of strategizing and collaboration, however there is not one specifically for this population. Director Vue noted the importance of being more proactive in recruiting those we need.
- Director Allen noted that in talking about behavior, it is complication, and we know our students are young people, who may make mistakes, and it's important how we label and address that, and wishes we used a more restorative approach in both the language around behavior and in our actions. We need to address that some students feel invisible, and that is because they do not see themselves reflected in our staff, and don't see themselves reflected in the curriculum. We have PBIS interventions at AIMS, but not a restorative justice staff member, and that seems to be the reason why suspension rates are high because the way of correcting behavior is very different from the way of their culture, and we need to start to align those things. Students need to take accountability for how they may be bringing harm into situations or spaces, and how to understand that. If we start to move in that direction, the folks we serve will respond to the ways we correct their behaviors. It is important for students to feel seen, felt, heard, and understood.
- She also noted questions on mental health teams in buildings and being intentional about culturally appropriate mental health support.
- Director Foster noted appreciation for watching the relationship grow, and working collaboratively with our PAC members. We have been seeing the changes and hard work from everyone. She went on to note that in reflecting on her career in early childhood, and child guidance and strategies, and that behaviors are subjective to those in front of our students, and labels and words matter. We need an attitude shift of adults in the classroom to expect the best of our students. We need collaborative work and acknowledging discipline in a system that has been considered a system of oppression.
- She went on to acknowledge the work being done, including educator pathways, and utilizing our community partners. This is reflective work, and making it relevant for our students, and tapping into the strengths of our community to support this work.
- The use of ARP funds and the sustainability of those funds was also a point of clarification.
- Director Ellis requested more information on Tier 1 and Tier 2, as well as Tier 3 interventions. Response: Tier 1 interventions are available for all students. Tier 2 interventions include a referral, and connecting with a counselor or social worker, and including the student and family, and

wrapping around the student to determine what is happening. There are steps in Tier 2 interventions that allow the process to slow down.

- Director Ellis also requested information on attendance, and the meaning of attendance for students, and what it means to be considered present in school, and seat time.
- A PAC member noted that school are notorious for dismissals and suspensions, but these are children. They need to sit with groups and their elders, and needs to be guidance. There needs to be others with parents in the referral process, such as mentors and peers, so they do not feel along in situations. Our children can feel when something is not right. We need to engage with parents and have them trust the district - if we continue to do referrals, they will not trust. We need to self-evaluate as professionals and as a district. We also need more supports in buildings, and to be more accountable. We cannot make children feel bad in kindergarten. We need a mindset guidance to guide them and teach them, and include more community folks in the building to do that work. We also need our students have skills to learn.
- Another member of the PAC and staff member at AIMS noted that the school is struggling. We made gains enough to take away the instructional need designation, but that left us high and dry. The principal and intervention specialist are constantly supporting students and behavior, and not working on curriculum or teaching. We need restorative approaches to help those behaviors at a young age to teach children about their emotions. The request for the AP was because the school includes both elementary and middle school students, which is two different mindsets, and the little kids learn from the big kids. AIMS includes the largest population of American Indian students and by improving the numbers at AIMS and focusing on that school, those figures will increase. Teachers need support from administrators, including principals and APs, to reach students in new and different ways and need extra help and support. There is no time to do restorative circles, and other important classes may also be missed. Our principal needs support to focus on their work, instead of behavior.
- Another PAC member noted the relevance of Boys Town, and to borrow their framework, including accepting feedback and following directions, and basic skills. Important aspects may be missing at home, which then carry forward to school.
- Director Ellis requested information on the work going forward without ARP funds, which are set to expire. We need to tap into the knowledge of folks in our buildings and their lived experiences.
- Director Foster also requested information on the partnership with Bemidji State, and because the area has a high population of Indigenous folks, and we are being intentional about going to spaces to recruit folks to support our students.

## **7. POLICY UPDATE**

- a. **Update to Policy 204.01 - School Board Meeting Agenda**
- b. **Update to Policy 205.00 - School Board Meeting Minutes**
- c. **Update to Policy 206.00 - Board Meetings**
- d. **Update to Policy 210.00 - Conflict of Interest**
- e. **Rescission of Policy 213.00 - Board of Education Professional Development**
- f. **Adoption of New Policy 214.00 - Out-of-State Travel for Board Members**
- g. **Discussion of Policy 209.00 - Development, Implementation and Monitoring of Policies**

Superintendent Gothard then welcomed staff to present the Policy Update.

Background was provided on the rationale for the proposed changes to various 200-level policies, as well as the date of last update, change in language, reason for changes and if the changes create a change in

current practice for each. The Board then decided to move these proposed updates to the three-reading process.

The next policy reviewed was the rescission of Policy 213.00 - Board of Education Professional Development as it is redundant to Policy 211.00 Board Member Development. The Board then decided to move this proposed rescission to the three-reading process.

A new policy, Policy 214.00 - Out-of-State Travel for Board Members, was also presented. We are required by statute to have a policy on out-of-state travel for board members. The Board then decided to move this proposed new policy to the three-reading process.

The Board then reviewed discussion on the interpretation of Policy 209.00 - Development, Implementation, and Monitoring of Policies. This policy is not based on statute, but is a process developed by SPPS. The question was around the three-reading process, and that policies are presented at a Committee of the Board, then followed by three readings at Regular Meetings of the Board, and one would argue it is a four-reading process. Information was also presented on practices of policy in other districts within the metro area. The Board then discussed moving forward as it pertains to the three-reading process, with the consensus being to keep the current process as is.

#### **QUESTIONS/DISCUSSION:**

- General Counsel Long noted that the revisions for the 204.01, 205.00, 206.00, and 210.00 policies are based on MSBA model policies, and are designed to be more user-friendly.
- It was noted that the rescission process also includes a 3-ready process.
- The process for the three-readings was discussed. Director Ellis noted that she felt the readings should be done at a Regular Meeting, and discussion at the Committee of the Board was also important. Superintendent Gothard noted that policies in the three-reading process could also go back to the Policy Work Group, and then to the Committee of the Board again. We can build in more time for community input if needed.
- Director Allen felt that discussion at the Committee of the Board, and two subsequent readings at Regular Meetings would be sufficient.
- Director Vue noted that he wants to ensure there is enough time between the discussion at the Committee of the Board and the first reading at the Regular Meeting to allow time for questions or revisions. Transparency in this is important.
- Director Ellis, Director Vue, and Director Kopp voiced support for keeping the process as is, with presentation and discussion of a policy at Committee of the Board, and then followed by a three-reading process at Regular Meetings.
- The Board also supported moving forward with the updates to 204.01, 205.00, 206.00, and 210.00; moving forward with the three readings of the rescission of 213.00; and moving forward with the three-reading process of 214.00.

#### **8. ADJOURNMENT**

**Director Kopp moved to adjourn the meeting. Director Ellis and Director Foster seconded the motion. It passed by acclaim.**

The meeting adjourned at 8:02 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**

**DATE:** May 23, 2023

**TOPIC:** AIMS Flipside Donation Acceptance

**A. PERTINENT FACTS:**

1. American Indian Magnet on behalf of the Flipside program would like to accept a donation in the amount of \$5,625.
2. The \$5,625.00 Is for the Flipside at American Indian Magnet school.
3. This item aligns with the SPPS Achieves Strategic Plan goal of Program Evaluation and Resource Allocation.
3. This item is submitted by Kari Gonzalez, Community Education Manager; Tony Walker, Director of Community Education; and Jackie Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the acceptance and use of these funds for the American Indian Magnet School Flipside Program. This donation will be deposited into the intra-account 30-005-505-499-5096-5933. per the accountant in charge of this fund.

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

**DATE:** May 23, 2023

**TOPIC:** Book Donation from University of St Thomas

**A. PERTINENT FACTS:**

1. Brian Selznick is an award winning and popular children's author and is releasing a new book titled, *Big Tree*. In this imaginative and beautifully illustrated book, "A mysterious voice has been speaking to Louise in her dreams. She and her brother Merwin are Sycamore seeds, who hope to one day set down roots and become big trees. But when a fire forces them to leave their mama tree prematurely, they find themselves catapulted into the unknown, far from home. Brimming with humor, wonder, mystery, and a profound sense of hope, *Big Tree* is a trailblazing adventure, illustrated with nearly 300 pages of breathtaking pictures."
2. St. Thomas University and Red Balloon books are hosting an event with the author on May 17th, 2023 and in honor of that event they are donating 200 copies of *Big Tree* by Selznick to St Paul Public School libraries
3. The books will populate our elementary library shelves for many years to come and bring enjoyment to countless students.
4. The books will be donated and the only costs to schools would be to process the books into their school library collections.
5. Accepting this donation of Big Tree by Selznick will meet the District Strategic object of meeting the instructional needs of each learner.
6. This item is submitted by: Dawn French, Library Services TOSA, Amanda Herrera-Gundale, Assistant Director of Teaching and Learning; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this gift from the University of St Thomas.

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

**DATE:** May 23, 2023

**TOPIC:** Google Certification Exam Vouchers (Level 1 & 2)

**A. PERTINENT FACTS:**

1. Google Certified Educator Level 1 (GCEL1) is a certification that verifies you have learned the skills and tools to use Google tools in the classroom as an educator. Level 2 certification is for the advanced user, with requirements to implement tools on a deeper level.
2. These vouchers cover the exam fees for up to 10 Level 1 and 10 Level 2 assessments.
3. Educators with a deeper understanding of the digital tools used in SPPS can more successfully design instruction in and with our learning management systems. Purposefully design instruction supports culturally responsive instruction, student agency and voice and choice.
4. This item meets the SPPS Achieves Strategic Plan area of: Effective and Culturally Relevant Instruction.
4. This item is submitted by Matthew Sylva, Office of Teaching and Learning; Maijue Lochungvu, Assistant Director, Office of Teaching and Learning; Craig Anderson, Director, Office of Teaching and Learning; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept these vouchers to be utilized by SPPS staff interested in attaining Google Certified Educator status.

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

**DATE:** May 23, 2023

**TOPIC:** West St. Paul Commercial Club Class of 2023 Scholarship Gift

**A. PERTINENT FACTS:**

1. A donation in the amount of \$7,500 has been provided to fund student scholarships and is designated for the school scholarship fund.
2. The gift is designated by West St. Paul Commercial Club to support students who are pursuing a higher educational program.
3. All funds will be deposited into account 19-225-960-340-5096-S110.
4. All funds should be gifted to seniors in the graduating class of 2023.
5. Recipients will send a letter of thank you to West St. Paul Commercial Club.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Dr. Valerie Littles-Butler, Principal, Humboldt High School and Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept the \$7,500.00 from the West St. Paul Commercial Club and provide a letter of expressing appreciation for the gift.

## Board Agenda Item Routing

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

**DATE:** May 19, 2023

**TOPIC:** Acceptance of Donation from Trust Point, Inc.

**A. PERTINENT FACTS:**

1. Bruce F. Vento Elementary School would like to accept a gift of a book vending machine from TPI Foundation.
2. The monetary donation is for \$17,978; half of which will be used by Bruce F. Vento Elementary School to purchase a book vending machine and books to fill it.
3. This donation will meet the SPPS Strategic Plan area of Effective and Culturally Relevant Instruction.
4. This item is submitted by Nicky Napierala, Principal of Bruce F. Vento Elementary School; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the funds from Trust Point Inc., in the amount of \$17,978, half of which are to be used by Bruce F. Vento Elementary School to purchase a book vending machine and books to fill it, and that those funds are to be put to code 19-449-291-000-5096-G501.

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

**DATE:** May 19, 2023

**TOPIC:** Acceptance of Donation from Protolabs

**A. PERTINENT FACTS:**

1. Highwood Hills would like to accept a donation of \$13,000 to enhance their school's maker space.
2. The donation will be used for supplies, including a 3D printing program and printer.
3. The Makerspace will serve as a hub to house our Polytechnic Program.
4. This item will meet the SPPS Achieves Strategic Plan area of Effective and Culturally Relevant Instruction
4. This item is submitted by Dr. Fatima Lawson, Principal of Highwood Hills Elementary School; Adam Kunz, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the funds from Protolabs to create the new Makerspace at Highwood Hills Elementary School to enhance the Polytechnic Program. Funds are to be put to code 19-496-291-000-5096-G501.

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

**DATE:** May 23rd, 2023

**TOPIC:** Request for Permission to Accept a Grant from the Protolabs Foundation, a Signature Fund of the Minneapolis Foundation

**A. PERTINENT FACTS:**

1. The Protolabs Foundation, a Signature Fund of the Minneapolis Foundation awards STEM grants to schools and nonprofit organizations that provide STEM programming for students in grades 5-12, with a focus on programs serving students of color and those from low-income families.
2. Staff at Highwood Hills Elementary have received a grant to launch a Polytechnic Program. The Polytechnic Program will focus on 3 tracks, Engineering, Technology, and Agriculture. Students will learn three tracks and work with outside partners to provide hands-on learning. Funds will be used to upgrade their current Makerspace to bridge the program into a physical space with high-end technology resources like a 3D printer. A Makerspace will show students how to design and create. This space will be open-ended and encourage students to practice STEM concepts that they will learn from this program.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$13,000.
4. This project aligns with the District strategic focus area of Effective and Culturally Relevant Instruction & College and Career Readiness.
5. This is a new grant-funded project.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Protolabs Foundation, a Signature Fund of the Minneapolis Foundation; to support the Highwood Hills Elementary *Polytechnic Program*; to accept funds; and to implement the project as specified in the award documents.



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

**DATE:** May 23, 2023

**TOPIC:** Request for Permission to Accept a Grant from The Saint Paul & Minnesota Foundation

**A. PERTINENT FACTS:**

1. The Saint Paul & Minnesota Foundation awards grants to local schools and nonprofits who meet their aspiration of a just and vibrant Minnesota where all people and communities thrive.
2. Staff in the Office of Teaching and Learning have received a grant to support the second annual Culturally Responsive Instruction (CRI) Expo. The CRI Expo is a three-day immersive, interactive experience that will provide professional development in, as well as celebrate, culturally responsive practices happening in Saint Paul Public Schools. Educators across the Saint Paul Public Schools district are invited to attend. Funds will be used to provide a meal to educators at the CRI expo on June 20th-22nd, 2023. Staff at this department researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000.
4. This project aligns with the District strategic focus area of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Saint Paul & Minnesota Foundation; to support the Culturally Responsive Instruction Expo event; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** May 23, 2023

**TOPIC:** Request for Permission to Accept a Grant from Upper Midwest Emmy Foundation - Classroom Grants

**A. PERTINENT FACTS:**

1. The Upper Midwest Emmy Foundation awards classroom grants to enhance the learning experience of media students in the chapter region's high schools and/or 501(c)(3) post-secondary educational organizations. Classroom Grants allow educators to acquire and distribute resources related to video production, television, and/or broadcast journalism.
2. Staff at Humboldt High School have received a classroom grant to fund video and audio recording equipment so they can repurpose two empty rooms to use for music & vocal recording. Creating these designated rooms will allow for students to build confidence as they create their projects. Staff at this school researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,200.
4. This project aligns with the District strategic focus area of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Upper Midwest Emmy Foundation; to support Humboldt High School's project of creating two interview rooms; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** May 23, 2023

**TOPIC:** Request for Permission to Submit a Grant to the Minnesota Department of Education - Century Community Learning Center Programs (21st CCLC)

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that establish or support Community Learning Center programs. The purpose of the program is to establish or expand community learning centers that provide students with enrichment opportunities during non-school hours or periods when school is not in session (such as before and after school or during summer recess).
2. Saint Paul Public Schools Community Education Department has prepared an application for funds to support the current Flipside Afterschool program. The goals of this project are to provide access to programming that will extend learning, reduce summer learning loss, improve school day attendance, academic achievement and participation in Extended Day for Learning Programs. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,890,000 and will be available to 4,698 students at the following eight schools: American Indian Magnet, Battle Creek Middle, Farnsworth Aerospace Upper, Hazel Park, Hidden River Middle, Humboldt Secondary, Murray Middle, Washington Technology.
4. This project will meet the District strategic plan of College and Career Readiness by providing students opportunities to participate in the Flipside program. Flipside provides a rich array of afterschool and non-school day activities that include: enrichment activities that support and contribute to academic achievement, informal STEM programs, service-learning, leadership development and health, college and career exploration, and wellness programs.
5. This is a recurring competitive grant-funded project and has been a funding source for Flipside for 20 years. This award will provide funding for seven schools for six years. Flipside has proven outcomes in building positive relationships between students and school staff and positive adult role models across the city. Flipside works in collaboration with SPPS Extended Day Learning Program to increase and retain participation in academic support programs.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education 21st CCLC program for the funds to support the Flipside Afterschool Program, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** May 23rd, 2023

**TOPIC:** Request for Permission to submit a Grant to the Minnesota Department of Education -  
Century Community Learning Center Programs (21st CCLC)

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting grant applications for projects that establish or support Community Learning Center programs. The purpose of the program is to establish or expand community learning centers that provide students with enrichment opportunities during non-school hours or periods when school is not in session (such as before and after school or during summer recess).
2. Saint Paul Public Schools Community Education Department has prepared an application for funds to support the current Flipside Afterschool program. The goals of this project are to provide access to programming that will extend learning, reduce summer learning loss, improve school day attendance, academic achievement and participation in Extended Day for Learning Programs. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,890,000 and will be available to 4,698 students at the following eight schools: American Indian Magnet, Battle Creek Middle, Farnsworth Aerospace Upper, Hazel Park, Hidden River Middle, Humboldt Secondary, Murray Middle, Washington Technology.
4. This project will meet the District strategic plan of College and Career Readiness by providing students opportunities to participate in the Flipside program. Flipside provides a rich array of afterschool and non-school day activities that include: enrichment activities that support and contribute to academic achievement, informal STEM programs, service-learning, leadership development and health, college and career exploration, and wellness programs.
5. This is a recurring competitive grant-funded project and has been a funding source for Flipside for 20 years. This award will provide funding for seven schools for six years. Flipside has proven outcomes in building positive relationships between students and school staff and positive adult role models across the city. Flipside works in collaboration with SPPS Extended Day Learning Program to increase and retain participation in academic support programs.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education 21st CCLC program for the funds to support the Flipside Afterschool Program, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** May 23, 2023

**TOPIC:** Request for Permission to Submit Grant Application to the Office of Senator Tina Smith

**A. PERTINENT FACTS:**

1. The Office of Senator Tina Smith is accepting applications for the Congressionally Directed Spending (CDS) fund. Congressionally Directed Spending items can promote economic development, education, health care initiatives, and other worthy investments in communities across the country. The CDS fund for education prioritizes projects that are centered on innovation and improvement. This can include a wide variety of elementary and secondary education projects, including instructional services, curriculum development, teacher training, acquisition of books and computers, social and emotional learning activities, etc.
2. Saint Paul Public Schools Indian Education Department has prepared a grant application to expand the Braided Journeys program into two additional high schools as well as support existing sites already implementing the Braided Journey program. These funds will be used to hire two licensed staff and tutors to help implement this program as well as provide family events to build a sense of community with American Indian families and to increase school engagement.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,150,000 for use during the 2023-2024, 2024-2025 and 2025-2026 school years.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction and Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Stacey Gray Akyea, Executive Chief of Equity, Strategy & Innovation; Jackie Turner, Executive Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to the Office of Senator Tina Smith for funds to support the *Braided Journeys* program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

**DATE:** May 23rd, 2023

**TOPIC:** Request for Permission to Submit a Grant to the Scholarship America - Voya  
Unsung Heroes Awards Program

**A. PERTINENT FACTS:**

1. The Scholarship America -Voya Unsung Heroes program has helped over 2,000 K-12 educators and their schools fund innovative classroom projects through awards totaling more than \$5 million. Voya Unsung Heroes Program awards grants to educators to fund their unique, creative, and innovative class projects.
2. Staff at Open World Learning have prepared an application for funds to support the *Open Circuits Robotics* team and project of *STEM across the Gender Spectrum*. The *Open Circuits* are a diverse, inner city FIRST Robotics Competition team that creates opportunities for high school students to learn and apply engineering skills in a supportive, fun, and challenging setting. Although most Robotics teams are majority male, more than half of the students on the Open Circuits are female or non-binary. Funds will be used to purchase high-end technological equipment to provide students with opportunities to learn and experience softwares programs like cloud-based computer-assisted design (CAD). Staff at this school researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,000.
4. This project aligns with the District strategic focus area of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Jackie Turner, Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Scholarship America -Voya Unsung Heroes Program; to support the *Open Circuits Robotics team*; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** May 23rd, 2023

**TOPIC:** Request for Permission to Submit a Grant to Second Harvest Heartland to support the Summer Food Service Program

**A. PERTINENT FACTS:**

1. Second Harvest Heartland is currently accepting grant applications for projects that support the startup, expansion, continuation, and innovation of the Summer Food Service Program (SFSP) for summer 2023.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to support outreach efforts and offset transportation costs for SFSP. The goal of this project is to increase the number of meals served to youth during the summer of 2023. Staff at the department researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$38,500 and has the potential to impact 6,000 students, 15 staff and 80 school and community meal sites.
4. This grant does not align with a strategic focus area but provides essential operational support which creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project that will occur between a 12 week period from June - August, 2023.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Stacey Koppen, Nutrition Services Director; Jackie Turner, Chief of Operations & Administration.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept a grant from Second Harvest Heartland; to support the Summer Food Service Program; to accept funds; and to implement the project as specified in the award documents.

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

**DATE:** May 23rd, 2023

**TOPIC:** Request for Permission to Submit a Grant to Green our Planet's Hydroponic Program

**A. PERTINENT FACTS:**

1. The Green Our Planet teaches students to love and care for our planet through comprehensive STEM school garden and hydroponics programs throughout the United States. We use gardens as a portal for understanding both life on Earth and our place in the universe. Schools in our hydroponics program receive everything they need to have a successful garden. We provide enough hydroponics systems for 20 classrooms, including a 4'x3'x4' commercial unit that can grow more than 200 plants at a time.
2. Staff at E-STEM Middle prepared an application for funds to support the creation of a hydroponic garden at E-STEM. The goal of this project is to provide a natural laboratory for students to learn STEM (science, technology, engineering, and math), conservation, nutrition, financial literacy, and more in a hands-on, experiential way.
3. Saint Paul Public Schools will serve as fiscal agent for this project. This grant is for approximately \$10,000 and will require a \$2,000 match from the district.
4. This project aligns with the district strategic plan focus area of Effective and Culturally Relevant Instruction by supporting Mandarin language classes.
5. This is a new grant-funded project that will begin in Fall 2023.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; and Jacqueline Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Green our Planet's Hydroponic Program to support the creation of a hydroponic garden at E-STEM; to accept funds, if awarded; and to implement the project as specified in the award documents.



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

**DATE:** 5/23/2023

**TOPIC:** ITB#A224279-DW  
Renewal Petite Bananas

**PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Petite Bananas for a two-year period with Russ Davis Wholesale.
2. The original contract was approved for a two-year period, beginning July 1, 2022 through June 30, 2024 for the estimated value of \$245,000 per year.
3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale for a one-year period beginning July 1, 2023 through June 30, 2024 for the estimated value of \$245,000.
4. This contract will be reviewed by Mee Chang, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

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**RECOMMENDATION:**

That the Board of Education authorize the renewal of ITB#A224279-DW to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2023 through June 30, 2024, for an estimated value of \$245,000.

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

**DATE:** May 23, 2023

**TOPIC:** ITB#A227596-A  
Prime Vendor Contract for Dairy and Juice Products

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of dairy and juice for a two-year period with BevSo.
2. The following companies were scored based on the proposal they submitted. The total score possible was 120 points.

BevSo.....112 Points

3. The Nutrition Services Department requests authorization to establish a contract with BevSo as a primary vendor for dairy and juice for a two-year period, beginning July 1, 2023 through June 30, 2025, for the estimated value of \$2,000,000 annually.
4. This contract will be reviewed by the Mee Chang, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000 for dairy and 02-005-680-705-6490-0000 for juice.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the establishment of ITB#A227596-A to BevSo for the furnishing and delivery of dairy and juice for the period of July 1, 2023 through June 30, 2025, for an estimated value of \$2,000,000 annually.

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

**DATE:** 5/23/2023

**TOPIC:** RFP#A218951-A  
Renewal Prime Vendor for Groceries

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of groceries for a one-year period with Indianhead Food Distributor.
2. The original contract was approved for a two-year period, beginning July 1, 2020 through June 30, 2022 for the estimated value of \$6,500,000 annually. The contract was renewed for a one-year period beginning, July 1, 2022 through June 30, 2023 for an estimated value of \$6,500,000.
3. The Nutrition Services Department requests authorization to renew the contract with Indianhead Food Distributor for a one-year period, beginning July 1, 2023 through June 30, 2024, for the estimated value of \$6,500,000.
4. This contract will be reviewed by Mee Chang, before any order is placed to ensure compliance with procurement statutory and policy requirements
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

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**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of RFP #A218951-A to Indianhead Food Distributor for furnishing and delivery of groceries for the period of July 1, 2023 through June 30, 2024, for an estimated value of \$6,500,000.

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

**DATE:** 5/23/2023

**TOPIC:** RFP#A218951-A  
Renewal Secondary Vendor for Groceries

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of groceries for a one-year period with Sysco Western.
2. The original contract was approved for a two-year period, beginning July 1, 2020 through June 30, 2022 for the estimated value of \$500,000 annually. The contract was renewed for a one-year period beginning, July 1, 2022 through June 30, 2023 for an estimated value of \$500,000.
3. The Nutrition Services Department requests authorization to renew the contract with Sysco Western for a one-year period, beginning July 1, 2023 through June 30, 2024, for the estimated value of \$500,000.
4. This contract will be reviewed by Mee Chang, before any order is placed to ensure compliance with procurement statutory and policy requirements
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

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**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of RFP#A218951-A to Sysco Western for furnishing and delivery of groceries for the period of July 1, 2023 through June 30, 2024, for an estimated value of \$500,000.

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

**DATE:** 5/23/2023

**TOPIC:** RFP#A219429-A  
Renewal Prime Vendor for Non-Food Supplies

**A. PERTINENT FACTS:**

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of non-food supplies with Trio Supplies.
2. The original contract was approved for a two-year period, beginning July 1, 2020 through June 30, 2022, for the estimated value of \$600,000 annually. The contract was renewed for a one-year period, beginning July 1, 2022 through June 30, 2023 for an estimated value of \$600,000.
3. The Nutrition Services Department requests authorization to renew a contract with Trio Supplies for a one-year period, beginning July 1, 2023 through June 30, 2024, for the estimated value of \$600,000.
4. This contract will be reviewed by Mee Chang, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

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**B. RECOMMENDATION:**

That the Board of Education authorize the renewal of RFP#A219429-A with Trio Supplies for furnishing and delivery of non-food supplies for the period of July 1, 2023 through June 30, 2024, for an estimated value of \$600,000.

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

**DATE:** May 23, 2023

**TOPIC:** Contract for Conversion of Student Records to Digital Format

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools has maintained student and district placement records in various non-digital formats for decades. The ability to catalog, maintain and retrieve records is extremely time consuming and error prone. Additionally, there is a serious lack of storage within the present student placement building further complicating long term retention operations.
2. The goal of this initiative is to bring our student records into the 21<sup>st</sup> century through digitization. Once complete and validated the legacy records will be destroyed. The freed office spaces can be used to improve the worker environment, and greatly reduce a potential fire hazard with mass records in a confined space.
3. Approximately 12 months with this initial contract.
4. Requesting approval of \$160,000 for a Phase One records conversion effort through **AMI Imaging Systems, Inc.** Bloomington, MN .
5. This project will meet the District strategic plan focus area(s) of effective and efficient management of district personnel and time resources.
- 6.. This item is submitted by Jayne Williams, Director Student Placement Center; Charles Long, General Counsel; Jackie Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the contract proposal with AMI Imaging Systems, Inc. for student records conversion in the amount of \$160,000.



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

**DATE:** May 23, 2023

**TOPIC:** Reauthorization of Saint Paul Public Schools Adult Basic Education to work in conjunction with and to act as fiscal agent for Literacy Minnesota and Saint Paul Community Literacy Consortium (SPCLC) and related management contract for the consortium for the 2023-2024 school year. The cost of the management contract is approximately \$178,000.

**A. PERTINENT FACTS:**

1. The following services will be provided by Literacy Minnesota on a contractual basis with SPPS (fiscal agent for SPCLC):
  - a. Coordination and facilitation of SPCLC activities
  - b. SID database support
  - c. Professional teacher mentoring and support
  - d. Professional development support
  - e. Assistance with development and implementation of distance learning programming
2. This project will meet the District strategic plan focus area(s) of College and Career Paths and Family and Community Engagement.
3. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor, Anthony Walker, Community Education Director, and Jackie Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and Literacy Minnesota for the Management Contract of the Saint Paul Community Literacy Consortium.

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

**DATE:** May 23, 2023

**TOPIC:** Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2023-2024

**A. PERTINENT FACTS:**

1. The Memorandum of Agreement is for a one-year period, May 1, 2023, through April 30, 2024.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has eleven regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
  - in the 2022-2023 budget year (May 1, 2023 – June 30, 2023): \$11,489
  - in the 2023-2024 budget year (July 1, 2023 – April 30, 2024): \$57,446
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Patricia Pratt-Cook, Chief Human Resources and Talent Management; Jim Vollmer, Interim Executive Director of Human Resources; Daniel Wells, Labor Relations Manager.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2023 through April 30, 2024.



# MEMORANDUM OF AGREEMENT

## 2021-2024 TERMS AND CONDITIONS OF EMPLOYMENT FOR PIPEFITTERS

This Memorandum of Agreement is by and between Independent School District No. 625 ("District"), Employer, and the United Association of Steamfitters-Pipefitters, Local Union No. 455, exclusive representative for pipefitters. The purpose of this agreement is to establish terms and conditions of employment for the period May 1, 2023, through April 30, 2024.

### PERTINENT FACTS:

The employment agreement with School District pipefitters requires a wage reopener for the third year, May 1, 2023 through April 30, 2024. The terms and conditions in the 2021-2024 contract, except for Appendices C and D, will remain in force through April 30, 2024. Revised Appendices C and D attached to this Memorandum of Agreement constitute the annual wage/benefit changes for this group for the period May 1, 2023, through April 30, 2024. The actual effective date for the wage increase will be April 22, 2023, the first pay period closest to May 1, 2023 (see the attached Appendices C and D for actual rates). All other terms and conditions of employment remain unchanged and in force through April 30, 2024.

INDEPENDENT SCHOOL DISTRICT,  
NO. 625

UNITED ASSOCIATION OF  
STEAMFITTERS-PIPEFITTERS,  
LOCAL UNION NO. 455

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Chair, Board of Education

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Business Representative

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Assistant Director of Employee/ Labor  
Relations

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Date

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Date

Attachments: 2023-2024 Appendix C and Appendix D

C1 **Total package amount.** The total hourly cost to the Employer for wages plus any and all contributions or deductions stated in Appendix D of this Agreement shall not exceed the

	<u>Effective 4/24/2021</u>	<u>Effective 4/23/2022</u>	<u>Effective 4/22/2023</u>
Pipefitter	\$80.44	\$83.94	\$87.24
Pipefitter-Controls Specialist	\$80.44	\$83.94	\$87.24
Refrigeration, Gas and Oil Serviceworker	\$80.44	\$83.94	\$87.24
Lead Pipefitter	\$84.34	\$87.84	\$91.14
Master Pipefitter	\$84.34	\$87.84	\$91.14
General Lead Pipefitter	\$86.54	\$90.04	\$93.34

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\* The **April 23, 2022**, hourly rates in Appendices C2, C2A, C3 and C4 shall be determined at a later date based on the allocation agreed to by the Employer and the Union of the **April 23, 2022**, total hourly cost stated in Appendix C1.

\*\* The **April 22, 2023**, hourly rates in Appendices C2, C2A, C3 and C4 shall be determined at a later date based on the allocation agreed top by the Employer and the Union of the **April 22, 2023**, total hourly cost stated in Appendix C1.

APPENDIX C (continued)

C2 **Taxable rate for employees covered by PERA Pension Fund.** There are no pipefitter employees covered by PERA Pension Fund.

C2A **Compensation analysis purposes only.** These figures represent the portion of the Appendix C1 rates above specifically allocated to wages. These rates do NOT include taxable contributions and therefore should NOT be used for taxable payroll calculations. See Appendices C2 and C3 for total taxable payroll information.

	<u>Effective 4/24/2021</u>	<u>Effective 4/23/2022</u>	<u>Effective 4/22/2023</u>
Pipefitter	\$41.95	\$44.95	\$46.70
Pipefitter-Controls Specialist	\$41.95	\$44.95	\$46.70
Refrigeration, Gas and Oil Serviceworker	\$41.95	\$44.95	\$46.70
Lead Pipefitter	\$45.85	\$48.85	\$50.60
Master Pipefitter	\$45.85	\$48.85	\$50.60
General Lead Pipefitter	\$48.05	\$51.05	\$52.80

C3 **Taxable rate for regular employees hired on or after January 1, 1998 and for employees not covered by PERA pension.** The total taxable hourly rate including wages and the vacation contribution in Appendix D for regular and probationary employees appointed to the following classes of positions shall be:

	<u>Effective 4/24/2021</u>	<u>Effective 4/23/2022</u>	<u>Effective 4/22/2023</u>
Pipefitter	\$49.06	\$52.06	\$53.80
Pipefitter-Controls Specialist	\$49.06	\$52.06	\$53.80
Refrigeration, Gas and Oil Serviceworker	\$49.06	\$52.06	\$53.80
Lead Pipefitter	\$52.95	\$55.95	\$57.69
Master Pipefitter	\$52.95	\$55.95	\$57.69
General Lead Pipefitter	\$55.15	\$58.14	\$59.89

**Note:** In 1997, the pension laws were changed to exclude pipefitters hired by Saint Paul Public Schools as of January 1, 1998, from PERA coverage.

APPENDIX C (continued)

- C4 **Taxable rate for temporary employees.** The total taxable hourly rate including wages and the vacation contribution in Appendix D for Temporary employees appointed to the following classes of positions shall be:

	<u>Effective 4/24/2021</u>	<u>Effective 4/23/2022</u>	<u>Effective 4/22/2023</u>
Pipefitter	\$49.19	\$52.19	\$53.94
Pipefitter-Controls Specialist	\$49.19	\$52.19	\$53.94
Refrigeration, Gas and Oil Serviceworker	\$49.19	\$52.19	\$53.94
Lead Pipefitter	\$53.09	\$56.09	\$57.84
Master Pipefitter	\$53.09	\$56.09	\$57.84
General Lead Pipefitter	\$55.29	\$58.29	\$60.04

- C5 The basic hourly wage rates for the Apprentice class of positions:

This Section is held open for the addition of appropriate Apprentice rates in the event the Employer initiates the employment of Apprentices.

If the Union elects to have the contributions listed in Appendix D increased or decreased, the Employer may adjust the rates in Appendix C, Sections C2 through C4 in such a way that the total cost of the package (wage rate plus contributions) remains constant and does not exceed the amounts shown in Appendix C, Section C.

\* The **April 23, 2022**, hourly rates in Appendices C2, C2A, C3 and C4 shall be determined at a later date based on the allocation agreed to by the Employer and the Union of the **April 23, 2022**, total hourly cost stated in Appendix C1.

\*\* The **April 22, 2023**, hourly rates in Appendices C2, C2A, C3 and C4 shall be determined at a later date based on the allocation agreed to by the Employer and the Union of the **April 22, 2023**, total hourly cost stated in Appendix C1.

## APPENDIX D

Effective **April 22, 2023**, the Employer shall forward the amounts designated in this Appendix D for employees covered by this Agreement to depositories as directed by the Union and agreed to by the Employer:

- (1) \$7.24 per hour for all hours worked from which all appropriate payroll deductions have been made to a Union-designated Credit Union Fund/Working Fee Fund.
- (2) \$11.03 per hour for all hours worked to a Union-designated Health and Welfare Fund.
- (3) \$1.55 per hour for all hours worked to a Union-designated Pre-funding Retiree Health and Welfare Fund.
- (4) \$19.15 per hour for all hours worked to a Union-designated Pension Fund.
- (5) \$1.47 per hour for all hours worked to a Union-designated Journeyman and Apprenticeship Training Fund.
- (6) \$.10 per hour for all hours worked to a Union-designated International Training Fund.

Effective September 1, 2002, all full-time regularly employed pipefitters will be covered under the school district's group long-term disability plan. The cost for this plan will be deducted from the C1 total hourly cost. If the premium the district pays for this coverage increases or decreases thereby increasing or decreasing the premium cost for employees, the C1 total hourly cost will be adjusted accordingly.

All contributions made in accordance with this Appendix D shall be deducted from and are not in addition to the amounts shown in Appendix C1. The Appendix D amounts shall be forwarded to the **Pipe Trades Services Minnesota**.

The Employer shall establish Workers' Compensation and Unemployment Compensation programs as required by Minnesota Statutes.

Employees covered by this Agreement shall not be eligible for, governed by or accumulate vacation, sick leave, holiday, funeral leave or insurance fringe benefits that are or may be established by Personnel Rules, Council Ordinance or Council Resolutions.

The Employer's fringe benefit obligation to employees is limited to the contributions and/or deductions established by this Agreement. The actual level of benefits provided to employees shall be the responsibility of the Trustees of the various funds to which the Employer has forwarded contributions and/or deductions.

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

**DATE:** May 23, 2023

**TOPIC:** Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

**A. PERTINENT FACTS:**

1. New Agreement is for a one-year period from July 1, 2022, through June 30, 2023.
2. Contract changes are as follows:  
Wages: Effective July 1, 2022, the salary schedule increase is 1.5%.
3. The District has 268 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2022-23 budget year: \$13,129,841
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Patricia Pratt-Cook, Chief Human Resources and Talent Management; Jim Vollmer, Interim Executive Director of Human Resources; Daniel Wells, Labor Relations Manager.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2022, through June 30, 2023.

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

**DATE:** May 23, 2023

**TOPIC:** Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

**A. PERTINENT FACTS:**

1. New Agreement is for a three-year period from July 1, 2023, through June 30, 2026.
2. Contract changes are as follows:

Wages: Effective July 1, 2023, the salary schedule increase is 2.5%. Effective July 1, 2024, salary schedule increase is 2.5%. Effective July 1, 2025, salary schedule increase is 2%.

Benefits: Effective January 1, 2024, the district monthly contribution of \$725 for single coverage is increased to \$745; the district monthly contribution of \$1,315 for family coverage is increased to \$1,365.

Effective January 1, 2025, the district monthly contribution of \$745 for single coverage is increased to \$765; the district monthly contribution of \$1,365 for family coverage is increased to \$1,385.

Effective January 1, 2026, the district monthly contribution of \$765 for single coverage is increased to \$785; the district monthly contribution of \$1,385 for family coverage is increased to \$1,400.

Overtime: Saturdays. Effective July 1, 2023, employees who are scheduled to work Monday through Friday and are required to work on a Saturday shall be paid at the rate of one and one-half (1.5) times the hourly pay rate including applicable shift differentials or premiums. Overtime rates shall not be pyramided with other overtime rates. Employees whose regular five-day schedule includes Saturday are not eligible for this Saturday overtime rate. Employees whose regular work schedule includes Saturday shall be eligible for overtime as outlined in 10.6 and 10.6.1 above.

3. The District has 268 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
  - in the 2023-24 budget year: \$13,535,787
  - in the 2024-25 budget year \$13,856,699
  - in the 2025-26 budget year \$14,129,231
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Patricia Pratt-Cook, Chief Human Resources and Talent Management; Jim Vollmer, Assistant Director of Employee and Labor Relations; Daniel Wells, Labor Relations Manager.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement 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:** May 23, 2023

**TOPIC:** Request to Sign Memorandum of Agreement with Minneapolis College.

**A. PERTINENT FACTS:**

1. Request to Sign the Memorandum of Agreement with Minneapolis College.  
This agreement provides students the opportunity to earn college credits for the Minneapolis College courses EDUC 1500 (Introduction to Urban Education and Reflective Practice) and EDUC 2350 (Multicultural Approaches to Education). These rigorous courses will help prepare students for college and career, and also save students/families tuition dollars by allowing them to take college courses while in high school. Concurrent Enrollment courses may be available at any SPPS high school; SPPS instructors must meet the required credentials as determined by postsecondary staff.
2. This will be an annual request. These courses are a part of the Community Justice and Education Pathway. These courses align with Strategic Focus Area College and Career Paths in the SPPS Achieves Strategic Plan.
3. The total cost for these courses for the 2022-23 school year is \$6,000 (\$3,000 per course).
4. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways & Student Supports and Andrew Collins, Executive Chief of Schools & Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Memorandum of Agreement between Saint Paul Public Schools and Minneapolis College for FY23.



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

**DATE:** 05/23/2023

**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 March 1, 2023 – March 31, 2023

(a) General Account	#758743-759868	\$65,006,945.05
	#0004828-0004853	
	#7004715-7004749	
	#0008166-0008298	
(b) Construction Payments	- 0 -	\$3,045,944.16
(c) Debt Service	- 0 -	<u>000.00</u>
		\$68,052,889.21

Included in the above disbursements are  
two payrolls in the amount of  
\$45,628,016.06 and overtime of  
\$461,547.99 or 0.64% 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 September 30, 2023

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

**DATE:** May 23, 2023

**TOPIC:** Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

**A. PERTINENT FACTS:**

1. Minnesota immunization law (M.S. 121A. 15 Health Standards for Immunizations) requires that in order for a child to enroll in child care, early education programs, or school a parent must show they have received immunizations or an exemption.
2. Immunizations help protect children against disease or reduce the impact from that disease.
3. There are students in the District who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. Noncompliant lists are reviewed and updated regularly.
4. Parents/guardians with a noncompliant student have been informed of required missing immunizations. They are provided information about immunization law, immunization resources and have been informed about medical or conscientious exemption options. Contacts are made via mail, phone and email and in home languages. Parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
5. Once in compliance (required immunization received or proof of meeting exemption requirement is provided) then students are allowed to return to school and programming.
6. This project will meet the District target area goals by ensuring high academic achievement for all students.
7. Requested by Mary Langworthy, Director, Health and Wellness, and Brenda Natala, Executive Director, Office of Specialized Services.

**B. RECOMMENDATION:**

That the Board of Education exclude noncompliant students from school effective May 31, 2023, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

# HUMAN RESOURCE TRANSACTIONS

April 1, 2023 – April 30, 2023

May 23, 2023

## **NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Castor, J. M.	Teaching Assistant	03/25/2023	\$20.89	Como Park Elem
Foster, J. J.	Teaching Assistant	03/15/2023	\$20.89	Journeys Secondary
Nelson-Martin, J.	Teaching Assistant	03/06/2023	\$19.50	L Etoile du Nord French Immrsn
Johnson, M.	Bus Driver	04/15/2023	\$25.88	Transportation Services
Asmus, K. P.	Clerical	04/22/2023	\$19.24	Colborne Admin Offices
Mundt, S. C.	Professional Employee	04/29/2023	\$43.44	Como Service Center
Squires, B. M.	Technical	04/24/2023	\$28.94	Como Service Center

## **PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Morris, K. L.	Superintendency From: Principal	07/01/2023	\$79.25	Colborne Admin Offices
Coulibaly, K.	School/Community Professional From: Education Assistant	04/08/2023	\$21.88	Washington Tech Sec
Gee, P. A.	School/Community Professional Career Progression	04/08/2023	\$29.59	E-STEM Middle
Konkel, K. J.	Education Assistant From: Teaching Assistant	03/25/2023	\$22.82	Benjamin Mays/Museum
Williams- McPherson, D. N.	Clerical Career Progression	04/08/2023	\$33.23	Colborne Admin Offices
Karki, Y.	Custodian Career Progression	03/25/2023	\$27.42	The Heights
Ward, N. A.	Custodian Career Progression	04/03/2023	\$29.07	Obama Service Learning Elem
Anderson, P. J.	Professional Employee Career Progression	04/08/2023	\$46.37	Colborne Admin Offices
Cihlar, P. A.	Technical Career Progression	04/08/2023	\$32.43	Colborne Admin Offices
Gonzalez, J.	Technical Career Progression	04/08/2023	\$47.61	Colborne Admin Offices
Hoerth, M. N.	Technical Career Progression	04/22/2023	\$35.13	Como Service Center

**HUMAN RESOURCE TRANSACTIONS****April 1, 2023 – April 30, 2023****May 23, 2023****LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Imbertson, D. A.	Classroom Teacher	04/24/2023	Bruce F Vento Elem
Henderson, M. L.	Teaching Assistant	04/12/2023	American Indian
Soe, P.	Teaching Assistant	04/13/2023	Como Park Elem
Belmares, K. S.	Nutrition Services	04/26/2023	Como Service Center
Geiger, J.	Professional Employee	03/28/2023	Como Service Center
Sevlie, S. M.	Professional Employee	03/29/2023	Como Service Center

**ADMINISTRATIVE LEAVE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Yildirim, O.	Classroom Teacher	04/14/2023	Capitol Hill

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Blyakher, E. A.	Classroom Teacher	04/10/2023	Highland Park Senior High
Daily, A.	Classroom Teacher	04/10/2023	Highland Park Elem
Halvorson, J. A.	Classroom Teacher	04/10/2023	Como Park Elem
Htoo, K. R.	Classroom Teacher	03/31/2023	Phalen Lake Hmong Studies
Marquette, K.	Classroom Teacher	04/17/2023	Highwood Hills Elem
Balcha, C. K.	Teaching Assistant	04/17/2023	Bridge View
Ross, L.	Teaching Assistant	03/27/2023	Journeys Secondary
Vruno, D. J.	Clerical	04/17/2023	Highland Park Elem
Hoffman, S. R.	Custodian	04/05/2023	Colborne Admin Offices
Jondahl, S. R.	Custodian	04/03/2023	Colborne Admin Offices
Ward, N. A.	Custodian	04/03/2023	Frost Lake Elem
Walker, A. S.	Nutrition Services	04/11/2023	Como Service Center

**RETIREMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Spencer de Gutierrez, J	Central Administrator	12/01/2023	Como Service Center
Gjerde, J. E.	Classroom Teacher	06/17/2023	Hamline Elem
Johnson, V. M.	Classroom Teacher	06/17/2023	Frost Lake Elem
Adolph, V.	Education Assistant	06/16/2023	Obama Service Learning Elem
Husnick, D. R.	Clerical	08/05/2023	Hazel Park Preparatory

# HUMAN RESOURCE TRANSACTIONS

April 1, 2023 – April 30, 2023

May 23, 2023

## RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kuchenmeister, G. A.	Custodian	08/08/2023	Maxfield Elem
Mulvaney, P. J.	Custodian	05/06/2023	Central Senior High
Cummings, J. I.	Supervisory	05/02/2023	Colborne Admin Offices

## RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Armstrong, E. M.	Classroom Teacher	06/17/2023	Farnsworth Aerospace Upr
Henao, N. C.	Classroom Teacher	06/17/2023	Global Arts Plus - Lwr
Kroll, K. R.	Classroom Teacher	04/24/2023	Murray Middle
Lea, A.	Classroom Teacher	06/17/2023	Wellstone Elem
Misukanis, A. M.	Classroom Teacher	06/17/2023	Daytons Bluff Achievement Plus
Paddock, M. K.	Classroom Teacher	05/06/2023	Hidden River Middle
Porter, A. K.	Classroom Teacher	06/17/2023	Four Seasons A+
Priebe, L. E.	Classroom Teacher	06/17/2023	Battle Creek Elem
Robinson, M. J.	Classroom Teacher	06/17/2023	Farnsworth Aerospace Upr
Sederstrom, E. S.	Classroom Teacher	04/05/2023	Battle Creek Middle
Smith, M. E.	Classroom Teacher	04/27/2023	St. Paul Music
Belter, L. D.	Classroom Teacher	06/17/2023	Nokomis Montessori North
Dishop, D. J.	Classroom Teacher	06/17/2023	Murray Middle
Ross, D. S.	Classroom Teacher	06/17/2023	Bruce F Vento Elem
Bernard, D. N.	Classroom Teacher	06/17/2023	Murray Middle
Roper, S. L.	Classroom Teacher	06/17/2023	Washington Tech Sec
Cooper, A. E.	Classroom Teacher	06/17/2023	The Heights
Yang, C. T.	Teacher on Special Assignment	04/13/2023	Como Service Center
Hernandez, A. M.	School/Community Professional	04/13/2023	Como Park Senior High
Williams, J. N.	School/Community Professional	06/15/2023	Humboldt Secondary
Yarbrough, M. C.	School/Community Professional	06/15/2023	Jie Ming Mandarin Immrsn
Cha, J.	Education Assistant	05/17/2023	Hazel Park Preparatory

# HUMAN RESOURCE TRANSACTIONS

April 1, 2023 – April 30, 2023

May 23, 2023

## **RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Martinez, A.	Education Assistant	04/01/2023	No Assigned Bldg - Misc
Pedersen, B. J.	Education Assistant	04/08/2023	271 Belvidere Bldg
Cole, L.	Teaching Assistant	03/28/2023	Humboldt Secondary
Garcia, T.	Teaching Assistant	03/16/2023	Farnsworth Aerospace Lwr
Gipple, C. L.	Teaching Assistant	06/15/2023	Horace Mann
Jallen, J.	Teaching Assistant	06/15/2023	Riverview Dual Immrsn
Lillo, E.	Teaching Assistant	06/15/2023	Expo for Excellence Elem
Maret, S. H.	Teaching Assistant	04/21/2023	Global Arts Plus - Lwr
Morse, D.	Teaching Assistant	03/09/2023	L Etoile du Nord French Immrsn
Perry, S. C.	Teaching Assistant	03/02/2023	Nokomis Montessori South
Qasim, R. R.	Teaching Assistant	05/06/2023	Focus Beyond (18-Adult)
White, D. A.	Teaching Assistant	03/31/2023	Mississippi Creative Arts Elem
Asuncion, M.	Clerical	04/22/2023	Highland Park Senior High
Xiong, A.	Clerical	04/29/2023	Harding Senior High
Fischer, D. G.	Custodian	04/27/2023	Early Learning Hub - West
Williams, E. B.	Custodian	04/26/2023	Bruce F Vento Elem
Lachowitz, S.	Nutrition Services	04/29/2023	Como Park Senior High
Shelby, B. A.	Professional Employee	07/08/2023	Colborne Admin Offices

## **TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
G., S. L.	Central Administrator	05/02/2023
L., A.	Teaching Assistant	04/08/2023
C., R. M.	Clerical	04/14/2023
C., L. A.	Nutrition Services	03/07/2023
S., J. A.	Nutrition Services	04/10/2023
Y., A. L.	Professional Employee	04/15/2023

## **DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
K., M. J.	Painter	04/19/2023

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

**DATE:** May 23, 2023

**TOPIC:** Reauthorization of Saint Paul Public Schools Adult Basic Education to work in conjunction with and to act as fiscal agent for Saint Paul Community Literacy Consortium (SPCLC) in providing basic skills, English literacy training, and occupational training classes through the Saint Paul Public Schools Adult Basic Education program and eight consortium members.

**A. PERTINENT FACTS:**

1. The Minnesota Department of Education is currently accepting applications from Adult Basic Education consortia, which may include nonprofit organizations, public school districts, community-based organizations, faith-based organizations, public post-secondary institutions, Minnesota Department of Corrections or tribal authorities.
2. SPPS along with SPCLC is asking for approximately \$7,960,075 from state and federal funds. Adult Basic Education funding is primarily based on student contact hours. Funding will be based on the time period of May 1, 2022 to April 30, 2023. During that time period, SPCLC served 8,225 students for a total of 614,818 hours.
3. Funding would be for one year and would empower adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and navigational services to help them transition to higher education or the workforce.
4. This project will meet the District strategic plan goals of College and Career Paths and Family and Community Engagement.
5. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor, Anthony Walker, Community Education Director, and Jackie Turner, Executive Chief of Administration and Operations.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

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

**DATE:** May 23, 2023

**TOPIC:** Approval of Renewal of Membership in the Minnesota State High School League

**A. PERTINENT FACTS:**

1. The Minnesota State High School League requires the Board of Education to adopt the attached resolution in order to renew the School District's schools membership in the Minnesota State High School League (MSHSL). It must be submitted to the MSHSL by July 31, 2023.
2. There is no cost to the District.
3. This item will meet the District target area goals of accelerating the path to excellence.
4. This item is submitted by Monroe Denarvise Thornton, Jr., Districtwide Athletic Administrator; and Andrew Collins, Executive Chief of Schools and Learning.

**B. RECOMMENDATION:**

That the Board of Education adopt the attached resolution to renew the School District's participating schools' membership in the Minnesota State High School League. The schools are: Central HS, Como Park HS, Harding HS, Highland Park HS, Humboldt HS, Johnson HS, Open World Learning (OWL) Community, and Washington Technology Magnet HS.





**2023-2024 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE  
Membership Renewal Form**

**This form must be completed once for each school in the district.**

**Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2023. Retain one copy for the school files.**

**RESOLVED**, that the Governing Board or Entity of Central Sr. HS, Como Park Sr. HS, Harding Sr. HS, Highland Park Sr. HS, Humboldt Sr. HS, Johnson Sr. HS, Open World Learning Community, and Washington Technology Magnet School located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

**FURTHER RESOLVED**, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and. Participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

**FURTHER RESOLVED**, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

***Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.***

*Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.*

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

**The following is taken from the MSHSL Constitution:**

**208.00 LOCAL CONTROL**

**208.01 Designated School Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

**One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.**

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

**208.02 Designated Activity Representatives**

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

**208.03 Local Advisory Committee**

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

St. Paul Central High School

Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

Jim Vue

(Designated School Board Member – please print)

Alicia Ekegren

(Designated School Representative – please print)

jim.vue@spps.org

Email Address

alicia.ekegren@spps.org

Email Address

**208.02 ACTIVITY REPRESENTATIVES**

Adam Hunkins

(Boys Sports – please print)

Alicia Ekegren

(Girls Sports – please print)

Steven Jenkins

(Speech – please print)

Matthey Oyen

(Music – please print)

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

Amy Nelson

(Board Member—please print)

Alex Dreher

(Student—please print)

Peter Hendricks

(Parent—please print)

Alicia Ekegren

(Faculty Member—please print)

Alicia Ekegren

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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

\_\_\_\_\_  
Como Park Senior High School  
Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

\_\_\_\_\_  
Jim Vue  
(Designated School Board Member – please print)

\_\_\_\_\_  
Koua Yang  
(Designated School Representative – please print)

\_\_\_\_\_  
[jim.vue@spps.org](mailto:jim.vue@spps.org)  
Email Address

\_\_\_\_\_  
[koua.yang@spps.org](mailto:koua.yang@spps.org)  
Email Address

**208.02 ACTIVITY REPRESENTATIVES**

\_\_\_\_\_  
Koua Yang  
(Boys Sports – please print)

\_\_\_\_\_  
Koua Yang  
(Girls Sports – please print)

\_\_\_\_\_  
N/A  
(Speech – please print)

\_\_\_\_\_  
Sri Keller  
(Music – please print)

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

\_\_\_\_\_  
Jim Vue  
(Board Member—please print)

\_\_\_\_\_  
Dawn Weins  
(Student—please print)

\_\_\_\_\_  
Tina Weins  
(Parent—please print)

\_\_\_\_\_  
Brandon Kuether  
(Faculty Member—please print)

\_\_\_\_\_  
Koua Yang  
(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: \_\_\_\_\_  
Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: \_\_\_\_\_  
Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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

\_\_\_\_\_  
St. Paul Harding Senior High School  
Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

\_\_\_\_\_  
Jim Vue  
(Designated School Board Member – please print)

\_\_\_\_\_  
Otto Kraus  
(Designated School Representative – please print)

\_\_\_\_\_  
[jim.vue@spps.org](mailto:jim.vue@spps.org)  
Email Address

\_\_\_\_\_  
[otto.kraus@spps.org](mailto:otto.kraus@spps.org)  
Email Address

208.02 ACTIVITY REPRESENTATIVES

\_\_\_\_\_  
Otto Kraus  
(Boys Sports – please print)

\_\_\_\_\_  
Otto Kraus  
(Girls Sports – please print)

\_\_\_\_\_  
Deb Horne  
(Speech – please print)

\_\_\_\_\_  
Jennifer Greupner  
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

\_\_\_\_\_  
Jim Vue  
(Board Member—please print)

\_\_\_\_\_  
Dakota LaFloe  
(Student—please print)

\_\_\_\_\_  
Deb Horne  
(Parent—please print)

\_\_\_\_\_  
Otto Kraus  
(Faculty Member—please print)

\_\_\_\_\_  
Otto Kraus  
(Mailing Representative—please print)

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Print Name: \_\_\_\_\_  
Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: \_\_\_\_\_  
Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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

\_\_\_\_\_  
Highland Park Senior High School  
Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

\_\_\_\_\_  
Jim Vue  
(Designated School Board Member – please print)

\_\_\_\_\_  
Patrick Auran  
(Designated School Representative – please print)

\_\_\_\_\_  
[jim.vue@spps.org](mailto:jim.vue@spps.org)  
Email Address

\_\_\_\_\_  
[patrick.auran@spps.org](mailto:patrick.auran@spps.org)  
Email Address

**208.02 ACTIVITY REPRESENTATIVES**

\_\_\_\_\_  
Patrick Auran  
(Boys Sports – please print)

\_\_\_\_\_  
Patrick Auran  
(Girls Sports – please print)

\_\_\_\_\_  
(Speech – please print)

\_\_\_\_\_  
Joel Matuzak  
(Music – please print)

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

\_\_\_\_\_  
Jim Vue  
(Board Member—please print)

\_\_\_\_\_  
(Student—please print)

\_\_\_\_\_  
(Parent—please print)

\_\_\_\_\_  
(Faculty Member—please print)

\_\_\_\_\_  
Patrick Auran  
(Mailing Representative—please print)  
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Print Name: \_\_\_\_\_  
Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: \_\_\_\_\_  
Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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

St. Paul Johnson Senior High School

Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

Jim Vue

(Designated School Board Member – please print)

Don Bross

(Designated School Representative – please print)

[jim.vue@spps.org](mailto:jim.vue@spps.org)

Email Address

[don.bross@spps.org](mailto:don.bross@spps.org)

Email Address

**208.02 ACTIVITY REPRESENTATIVES**

Don Bross

(Boys Sports – please print)

Don Bross

(Girls Sports – please print)

Melanie Lunda

(Music – please print)

(Speech – please print)

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

Jim Vue

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: Halla Henderson

(Clerk/Secretary - Local Governing Board)

Print Name: Dr. Joe Gothard

(Superintendent or Head of School)

Signed:

(Clerk/Secretary - Local Governing Board)

Signed:

(Superintendent or Head of School)

Date:

Date:

\_\_\_\_\_  
Humboldt High School

Name of School (Please Print)

**208.01 VOTE ON BEHALF OF THE HIGH SCHOOL**

\_\_\_\_\_  
Jim Vue

(Designated School Board Member – please print)

\_\_\_\_\_  
Matthew Osborne

(Designated School Representative – please print)

\_\_\_\_\_  
[jim.vue@spps.org](mailto:jim.vue@spps.org)

Email Address

\_\_\_\_\_  
matthew.osborne@spps.org

Email Address

**208.02 ACTIVITY REPRESENTATIVES**

\_\_\_\_\_  
Matthew Osborne

(Boys Sports – please print)

\_\_\_\_\_  
Matthew Osborne

(Girls Sports – please print)

\_\_\_\_\_  
(Speech – please print)

\_\_\_\_\_  
Barbara Lawrence

(Music – please print)

**208.03 LOCAL ADVISORY COMMITTEE MEMBERS**

\_\_\_\_\_  
Jim Vue

(Board Member—please print)

\_\_\_\_\_  
(Student—please print)

\_\_\_\_\_  
(Parent—please print)

\_\_\_\_\_  
(Faculty Member—please print)

\_\_\_\_\_  
(Mailing Representative—please print)

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Print Name: \_\_\_\_\_  
Halla Henderson

(Clerk/Secretary - Local Governing Board)

Print Name: \_\_\_\_\_  
Dr. Joe Gothard

(Superintendent or Head of School)

Signed: \_\_\_\_\_

(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_

(Superintendent or Head of School)

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

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

Open World Learning (OWL) Community  
Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Jim Vue  
(Designated School Board Member – please print)

David Gundale  
(Designated School Representative – please print)

jim.vue@spps.org  
Email Address

david.gundale  
Email Address

208.02 ACTIVITY REPRESENTATIVES

Damon Liberatore  
(Boys Sports – please print)

Damon Libertore  
(Girls Sports – please print)

Preston West  
(Speech – please print)

Seth Bovis  
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Jim Vue  
(Board Member—please print)

Maria Imholte  
(Student—please print)

Kim Totushke  
(Parent—please print)

Clara Raieri  
(Faculty Member—please print)

Damon Liberatore  
(Mailing Representative—please print)  
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Print Name: Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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



\_\_\_\_\_  
St. Paul Washington Technology Magnet School  
Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

\_\_\_\_\_  
Jim Vue  
(Designated School Board Member – please print)

\_\_\_\_\_  
Jesse McCann  
(Designated School Representative – please print)

\_\_\_\_\_  
[jim.vue@spps.org](mailto:jim.vue@spps.org)  
Email Address

\_\_\_\_\_  
[jesse.mccann@spps.org](mailto:jesse.mccann@spps.org)  
Email Address

208.02 ACTIVITY REPRESENTATIVES

\_\_\_\_\_  
Jesse McCann  
(Boys Sports – please print)

\_\_\_\_\_  
Kelly Sandquist  
(Girls Sports – please print)

\_\_\_\_\_  
David Quosig  
(Speech – please print)

\_\_\_\_\_  
Daniel Perelstein  
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

\_\_\_\_\_  
Jim Vue  
(Board Member—please print)

\_\_\_\_\_  
Dionna Commodore  
(Student—please print)

\_\_\_\_\_  
Kelly Commodore  
(Parent—please print)

\_\_\_\_\_  
Jesse McCann  
(Faculty Member—please print)

\_\_\_\_\_  
Jesse McCann  
(Mailing Representative—please print)

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Print Name: \_\_\_\_\_  
Halla Henderson  
(Clerk/Secretary - Local Governing Board)

Print Name: \_\_\_\_\_  
Dr. Joe Gothard  
(Superintendent or Head of School)

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

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

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

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

**DATE:** May 23, 2023

**TOPIC:** 2023 Facilities Radon Testing Results

**A. PERTINENT FACTS:**

1. Per MN §123B.571, a school District may complete routine radon testing every five (5) years, or after major renovation work and ventilation equipment modifications.
2. The findings shall be reported to the Board of Education and the Minnesota Department of Health.
3. The Facilities Department has a radon testing plan that is in accordance with the Minnesota Department of Health 'Radon Testing Plan.'
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:**

If optional radon testing is undertaken, the District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

## Saint Paul Public Schools 2023 Short-term Radon Testing Results

In December 2022 and January 2023, the buildings listed in the table below were tested for radon by the Institute for Environmental Assessment, Inc (IEA). Radon is a naturally occurring colorless and odorless gas that can enter buildings from the underlying soil and build up to levels that are unsafe. Pursuant Minnesota State Statute 123B.571, school districts may do routine radon testing a minimum of every five years and after major HVAC renovation work.

Below are the results of the radon testing that was conducted in 2022/23. The U.S. Environmental Protection Agency (EPA) and MDH recommend additional investigation when a space measures 4.0 picocuries per liter (pCi/L) or higher. As a result, continuous radon monitoring (CRM) was conducted at Murray Middle School to determine the level of radon exposure during occupancy. All rooms tested below 4.0 pCi/L during occupied hours. No additional action is necessary.

Saint Paul Public Schools – 2023 Radon Testing – Range of Results						
Building Name	Total Samples	Passing Samples			Samples Requiring Follow-up Testing	Follow-up CRM Testing Results
		0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L	
271 Belvidere	43	43	0	0	0	
Administration Building	54	54	0	0	0	
AGAPE High School	48	40	4	4	0	
Battle Creek Elementary	75	72	3	0	0	
Battle Creek Middle	86	86	0	0	0	
Bridge View School	52	52	0	0	0	
Como Park Elementary	111	111	0	0	0	
Education and Operations Services	113	113	0	0	0	
Focus Beyond	52	52	0	0	0	
Frost Lake Elementary	101	0	0	0	0	
Harding High School	274	273	1	0	0	
Highland Park Junior High	99	97	2	0	0	
Highland Park Senior High	116	114	2	0	0	
Hubbs Center	107	104	3	0	0	
Jackson Elementary	42	41	1	0	0	
Maxfield Elementary	73	66	7	0	0	
Murray Junior High	78	75	1	1	1	Below 4.0 pCi/L
Student Placement Center	19	17	1	1	0	

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

**DATE:** May 23, 2023

**TOPIC:** Facilities Department FY23 Purchases over \$175,000

**A. PERTINENT FACTS:**

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Dalco*	Custodial supplies, equipment repair and work loading data program	Original PO: \$900,000 Increase: \$245,000** <b>New PO Amount: \$1,145,000</b>	Bid #A211038-A

\*Per the June 22, 2022 BAI, mid-year increases are anticipated.

\*\* This figure does not include additional COVID related disinfectants and cleaning supplies that may be needed.

3. The purchases will be reviewed by the Purchasing Department in the interim.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2023 budget.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Finance, and Jackie Turner, Chief Administration and Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000.

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

**DATE:** May 23, 2023

**TOPIC:** Maximum Hourly Rate Increases for Pre-Qualified Professional Architects

**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. The Consultants are allowed to increase their maximum hourly rate every two years.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. These rates only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project-by-project basis, and consultant staff assigned are generally billed at a lower rate.

<b><u>Consultant</u></b>	<b><u>2021 Maximum Hourly Rate</u></b>	<b><u>2023 Maximum Hourly Rate</u></b>
The Adkins Association, Inc.	\$187	\$205
Boarman Kroos Vogel Group, Inc.	\$300	\$312
BNDRY Studio	\$165	\$180
Busch Architects, Inc.	\$150	\$175
Clever Architecture LLC	\$195	\$210
Kodet Architectural Group, LTD.	\$195	No Change
LHB, Inc.	\$257	\$269
Paul Meyer Architects, Inc.	\$152	\$164
RoehrSchmitt Architecture LLC	\$173	\$190
Wendel	\$305	No Change
ATS&R	\$258	No Change
Bentz Thompson Rietow, Inc.	\$185	No Change
BWBR Architects, Inc.	\$305	\$314
Cunningham Group Architects	\$225	\$247.50
DeVetter Design Group	\$160	\$175
DLR Group, Inc.	\$235	\$255
Krech, O'Brien, Mueller & Associates, Inc.	\$200	\$205
Miller Dunwiddie	\$210	\$231
MLA Architects, Inc.	\$135	\$145
MSR Design 89	\$227	\$249
Pope Architects, Inc.	\$180	\$198

Snow Kreilich Architects, Inc.	\$285	\$313
Toltz King Duvall Anderson, Inc.	\$231	\$250
U+B Architecture & Design, Inc.	\$180	\$198
Wold Architects & Engineers	\$210	\$231

6. This item 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; and Jackie Turner, Chief Administration and Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the administration to adjust the terms of professional consulting services in accordance with the Request for Qualifications No. A21-1401-A to incorporate new maximum hourly billing rates per the above table.

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

**DATE:** March 23, 2023

**TOPIC:** Project Budget Modification Request and Finance Plan Update for the FY22 Roof Replacement Program (Project # 0175-22-01)

**A. PERTINENT FACTS:**

1. This agenda item seeks approval to modify the budget of the FY22 Roof Replacement Program - Project # 0175-22-01:

- a. The need to modify the budget is primarily based on an expansion of the scope of the project to include installation of power ventilators/exhaust fans, skylight replacement and infill of obsolete roof openings at EXPO. This work is necessary to deliver on the primary objective of the project, and if deferred would result in greater cost to the District. The proposed modified budget reflects that additional scope, current material prices, and appropriate contingencies for the stage the project is in. The need for additional funding has been reviewed against available revenue and will be reflected in the annual roof replacement program moving forward.

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$3,717,000	\$271,727	\$174,673	4.7%

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

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$4,400,000	\$271,727	\$174,673	4.0%

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

<b>Funding Source</b>	<b>Amount</b>
LTFM FY23-25*	\$4,400,000

\*LTFM FY24-25 funding is subject to FY24-25 Long Term Facility Maintenance (LTFM) Plan approval by the Board of Education and the Minnesota Department of Education.

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.
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; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education approve the budget modification to the FY22 Roof Replacement Program - Project # 0175-22-01.



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

**DATE:** May 23, 2023

**TOPIC:** Phase Gate Approval of the Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School (Project # 0255-23-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School at the following phase gate(s):
  - a. Gate #4: Contract Award
  - b. Gate #4a: 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	April 18, 2023
#4 – Contract Award #4A – Finance Update	May 23, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	August 2023 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	August 2024 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,238,000	\$66,462	\$0	0%

4. The following bids were received:

Lump Sum Base Bid

Morcon Construction Company, Inc. ....\$1,024,300

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

Funding Source	Amount
LTFM FY23-24	\$1,238,000

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

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; Lisa Rider, Controller; 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. A23-3524-A for the Carpentry Plus project at Harding High School, Phalen Lake, Chelsea Heights Elementary, and Murray Middle School project (Project # 0255-23-01) to Morcon Construction Company, Inc. for a lump sum base bid of \$1,024,300.

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

**DATE:** May 23, 2023

**TOPIC:** Phase Gate Approval of the FY22 Roofing Replacement Program at EXPO  
(Project # 0175-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

**A. PERTINENT FACTS:**

1. This agenda item seeks approval for the FY22 Roofing Replacement Program at EXPO project at the following phase gate(s):
  - a. Gate #4: Contract Award
  - b. Gate #4a: 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	April 18, 2023
#4 – Contract Award #4A – Finance Update	May 23, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	September 2024 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	September 2025 (anticipated)

\*Please note a budget modification request is under separate concurrent consideration on the agenda. This Gate Check #4 contract award is contingent upon approval of the budget modification.

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$4,400,000	\$239,727	\$174,673	4%

4. The following bids were received:

<u>Lump Sum Base Bid plus Alternates #1, 2 &amp;3</u>	
Central Roofing, Inc.....	\$2,001,694
Versacon .....	\$2,707,700
Berwald Roofing .....	\$2,402,900

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

Funding Source	Amount
----------------	--------

LTFM FY23-25*	\$4,400,000
---------------	-------------

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

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; Lisa Rider, Controller; 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. A23-3481 for the FY22 Roofing Replacement Program at EXPO project (Project # 0175-22-01) to Central Roofing, Inc. for a lump sum base bid plus Alternates #1, 2 & 3 of \$2,001,694.

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

**DATE:** May 23, 2023

**TOPIC:** Change Order #2 for Pioneer Power, Inc. for the Mississippi ARP HVAC Upgrades project (Project # 4190-22-01)

**A. PERTINENT FACTS:**

1. This change order provides all labor, material, equipment and services necessary for the following items:
  - a. Replace existing roof top unit (RTU). Pricing includes replacement of existing RTU as well as associated hydraulic, duct, fire alarm, and electrical revisions.
2. A summary of the current project budget is as follows:

<b>Project Budget</b>	<b>Current Obligations</b>	<b>Invoiced to Date</b>	<b>Percent Invoiced</b>
\$7,843,111	\$5,976,132	\$543,140	6.9%

3. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$2,957,500	-
Previous Change Orders approved to date	-\$160,518	-5.4%
The contract sum prior to this Change Order was	\$2,796,982	-
<b>This Change Order amount</b>	<b>\$214,597</b>	<b>7.7%</b>
The new contract sum including this Change Order will be	\$3,011,579	-

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

<b>Funding Source</b>	<b>Amount</b>
ARP FY23-24	\$6,836,189
LTFM FY23-24*	\$1,006,922

\*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.

5. Project cash flow schedule has been reviewed and approved by the District Finance Office.
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; Lisa Rider, Controller; 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 #2 for Pioneer Power, Inc. for the Mississippi ARP HVAC Upgrades project (Project # 4190-22-01) for the amount of \$214,597.



**Saint Paul**  
PUBLIC SCHOOLS

## **Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: Second Reading**

Principal Xiong, Principal Thor, Xang Her, Mee Moua, Maggie Bruecken  
May 23, 2023

# Rationale

Our school communities embrace and advocate for racial equity and seek to provide equitable resources for all students. Both programs are unique in that **we deliver culturally relevant materials and instruction with the potential to impact marginalized students while fostering a strong sense of self-identity.**

The leadership teams at each school want to be more **specific and strategic** about the profile of students and families that the school recruits to attend, and to avoid misunderstanding among new families who may not know the types of programming offered at each site.

Lastly, Phalen Lake Hmong Studies Magnet and Hmong Language and Culture Middle School are Envision impacted schools and the name change more **accurately reflects the current programming at the schools.**

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# Criteria

## Name Change Criteria:

- It has to be in Hmong
- Name connects with the Hmong community
- Name that connects to the value of education and learning
- Name limited to 2-3 words
- Consider historical or cultural perspective, artists (No political figures)
- Word that encompasses a holistic view white Hmong and Green Hmong dialects
- No inappropriate words - slang-/swear
- Not repeating other Hmong -focused Charter Schools
- Elevation of who the Hmong are
- Finding a word that is true for both White and Green Hmong

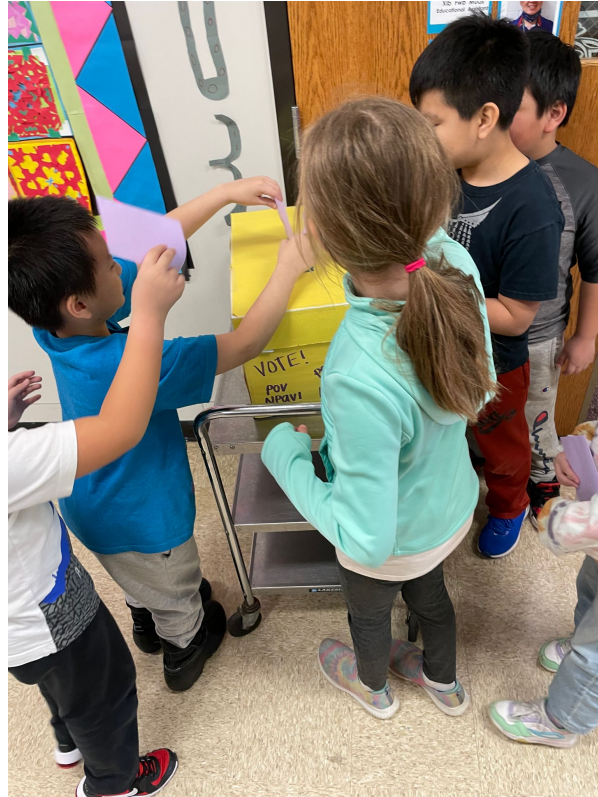
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# Name Options

<b>Cag Txuj</b>	Cag means “roots” and Txuj means “knowledge”. As a school, Cag Txuj refers to school as a place to plant the “roots of knowledge” for a child’s life. As an agrarian people, where you choose to plant your roots and how you nurture your crops will determine the fruitfulness of your fields. In order for a successful yield, a community needs to come together to nurture its children.
<b>Huam Vam</b>	Huam Vam in Hmong means “to prosper”, “to grow”, or “to flourish”. As a school, our goal is to educate children so they have the knowledge and skills they need to grow for a prosperous, bright future. Through the language and culture program, we can provide a means for the ongoing learning of the Hmong language and culture in order for them to flourish and thrive in the future, for generations to come.
<b>Txuj Ci</b>	Txuj ci in the Hmong language refers to the cultural knowledge of a people. It includes everything from the language, cultural practices and beliefs, and the arts and knowledge. When one gains cultural knowledge, one can be a shining light for others as well (to support and teach others). As a community and culture changes, so does its txuj ci. This is true as we become a more diverse society and one that embraces technological advances.
<b>Pov Haum Txuj</b>	Pov Haum in Hmong refers to a valuable and special rock or gem. It can often have protective and special powers. Txuj refers to cultural knowledge and learning. Together, Pov Haum Txuj refers to the school as a very valuable and protected place for learning. A school can lend its light and protective space to inspire its students to learn and flourish in the future.
<b>Zaj Npau Suav</b>	Zaj Npau Suav in the Hmong language means “The Dream”. Historically, as an ethnic minority, the Hmong often did not have the opportunity to be formally educated in the schools. Going to school was often a reality many couldn’t even dream of, but many wanted. Today in America, everyone has the opportunity to go to school to pursue their dreams. Furthermore, in <u>SPPS</u> , our two schools reflect and value the cultural and linguistic knowledge of its community, and this has been a collective hope and dream of the community.

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# Engagement Process



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# Voting Results:

## Voting to Narrow Options to 2 Names

Name	Vote Total
Txuj Ci	147
Huam Vam	94
Zaj Npau Suav	89
Cag Txuj	54
Pov Haum Txuj	26



## Final Vote

Name	Vote Total
Txuj Ci	317
Huam Vam	200

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# Proposed Name Change:



## Txuj Ci

### HMong Language and Culture Lower Campus

**Pronounced /tzue djee/ /tzue jee/ /tzue dyee/**

**English:** *Txuj ci* in the Hmong language refers to the cultural knowledge of a people. It includes everything from the language, cultural practices and beliefs, and the arts and knowledge. When one gains cultural knowledge, one can be a shining light for others as well (to support and teach others). As a community and culture changes, so does its *txuj ci*. This is true as we become a more diverse society and one that embraces technological advances.

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# Questions

# Policy Update



**Saint Paul**  
PUBLIC SCHOOLS

## First Readings for:

- **Updates to Policies 204.01, 205.00, 206.00 and 210.00;**
- **Rescission of Policy 213.00;**
- **Adoption of New Policy 214.00**

May 23, 2023

Regular Meeting of the Board of Education

# Background

## **Why are we proposing changes to various policies?**

We have a policy that states that all of our policies are required to be reviewed every three to five years.

Much of what is being presented today came from the review process.

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# Overview of Proposed Changes to Policies 204.01, 205.00, 206.00, 210.00

Policy	Last Updated	Change in Language	Reason for Changes	Do Change in Language Create a Change in Current Practice?
204.01 School Board Meeting Agenda	8/8/2015	One paragraph addition about distribution of printed materials to Board members	Consolidation of various statutes into one document	No
205.00 School Board Meeting Minutes	6/17/2008	Goes from a one-sentence policy to a five-section policy	Consolidation of various statutes into one document	No
206.00 Board Meetings	7/21/2015	More extensive changes	Consolidation of various statutes into one document	No
210.00 Conflict of Interest	6/17/2008	More extensive changes	Consolidation of various statutes into one document	No

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# Proposed Changes to Policy 204.01, 205.00, 206.00, and 210.00

(When reviewing these policies, the black ink reflects what is in current policy; red ink reflects addition of proposed language.)

[Policy 204.01 School Board Meeting Agenda](#)

[Policy 205.00 School Board Meeting Minutes](#)

[Policy 206.00 Board Meeting](#)

[Policy 210.00 Conflict of Interest](#)

## Questions?

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# Rescission of Policy 213.00 Board of Education Professional Development

Reason: It is redundant to Policy 211.00 Board Member Development

- The two paragraphs that make up Policy 213.00 are included in Policy 211.00

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1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.

2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

Copy of 213.00

Copy of 211.00

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# Questions?

# Policy 214.00 Out-of-State Travel for Board Members

- New policy
- Required by statute to have a policy on out-of-state travel for Board members
- See [Policy 214.00](#)

Questions?

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## **204.01 SCHOOL BOARD MEETING AGENDA**

1. The Assistant Clerk, in consultation with the Superintendent and Chair, shall develop, prepare and arrange the order of items for the final agenda for each school board meeting.
2. The recommended procedure is as follows:
  - Items to be placed on the agenda must be received by the Assistant Clerk, Chair or Superintendent no later than five (5) days prior to the Board meeting.
  - The agenda and supporting documents will be delivered to each Board member not less than four (4) days prior to the scheduled meeting of the Board of Education.
  - Items may be added to the agenda by a motion adopted at the meeting.
3. Agenda items shall fall under one or more of the current Strategic Plan Goals as established by administration and the Board of Education.
4. ~~At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and:~~
  - ~~• distributed at the meeting to all members of the governing body;~~
  - ~~• distributed before the meeting to all members; or~~
  - ~~• available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.~~~~This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.~~
5. The order of business of the Board of Education shall be established by Board action.

### **LEGAL REFERENCES:**

Minn. Stat. § 13D.01

Minn. Stat. § 123B.09, subd. 7

### **CROSS REFERENCES:**

## 205.00 SCHOOL BOARD MEETING MINUTES

~~The Assistant Clerk shall compile the minutes of each meeting of the Board and attach them to the final agenda of the next regular meeting of the Board.~~

### **I. PURPOSE**

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

### **III. MAINTENANCE OF MINUTES AND RECORDS**

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

#### **B. Recordings of Closed Meetings**

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
  - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.



- b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
  - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
  - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
  - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
- a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
  - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
  - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
- a. The date of the closed meeting;
  - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

- c. The classification of the data.
- 6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

#### IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

#### LEGAL REFERENCES:

Minn. Stat. § 13D.01, Subds. 4-6  
 Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)  
 Minn. Stat. § 123B.14, Subd. 7  
 Minn. Stat. § 331A.01  
 Minn. Stat. § 331A.05, Subd. 8  
 Minn. Stat. § 331A.08, Subd. 3  
 Op. Atty. Gen. 161-a-20, December 17, 1970  
*Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428

(1956)

**CROSS REFERENCES:**

Policy 205.00  
Page 1 of 1

## **206.00 BOARD MEETINGS**

### **I. PURPOSE**

- A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient-administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

### **II. GENERAL STATEMENT OF POLICY**

- A. Except as otherwise expressly provided by statute, all meetings of the school board shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

### **III. DEFINITION**

"Meeting" means a gathering of at least a quorum of school board members-or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering ~~or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.~~

### **IV. PROCEDURES**

- A. Meetings
  - 1. Venue of Board Meetings

All meetings of the Board of Education shall be held within the boundaries of the district

- 2. Regular Meetings

a. Schedule

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

b. Place and Time of Regular Board Meetings

Unless otherwise determined by Board resolution, regular meetings of the Board shall be held in the administration building, 360 Colborne, on the third Tuesdays of each month, at 5:30 p.m. The provision of notice for all meetings of the Board shall be according to law.

3. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

4. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or electronic mail or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

## 5. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

## 6. Closed Meetings

- a. Meetings may be closed for the following reasons, or as provided by law:
  - i. Labor Negotiations Strategy
  - ii. Sessions Closed by the Bureau of Mediation Services
  - iii. Preliminary Consideration of Allegations or Charges
  - iv. Performance Evaluations
  - v. Attorney-Client Privileged Discussions
  - vi. Certain Dismissal Hearings of Students or Teachers
  - vii. Certain Meetings with Non-renewed Coaches
  - viii. Discussions of Certain Not Public Data
  - ix. Strategic Decisions on Purchases and Sales of Property, however the actual purchase or sale of property must be approved at an open meeting.
  - x. Security Matters

- b. A regular or special meeting may be closed by a public, majority vote at the meeting. The specific statutory authority for closing the meeting shall be stated and a general description of the subjects to be discussed in the closed meeting shall be disclosed.
- c. Closed meeting topics, information, and any materials provided shall remain confidential and not public until such a time determined by the District's General Counsel and Responsible Data Authority.
- d. The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

7. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

8. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology in compliance with Minnesota Statutes section 13D.021.

9. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

B. Written Materials

- 1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
- 2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

C. Open Meetings and Data

- 1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
- 2. Data that are not public data may be discussed at an open meeting

if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

#### **V. Adjourned Board Meeting**

Only the unconsidered or interrupted items on the agenda of the immediately preceding meeting may be considered at an adjourned meeting, unless the Board suspends the aforementioned special rule of order by a two-thirds vote or by four affirmative votes, whichever is greater.

#### **LEGAL REFERENCES:**

Minn. Stat. Ch. 13  
Minn. Stat. Ch. 13D  
Minn. Stat. § 121A.47, Subd. 5  
Minn. Stat. § 122A.33, Subd. 3  
Minn. Stat. § 122A.40, Subd. 14  
Minn. Stat. § 179A.14, Subd. 3  
Minn. Rules Part 5510.2810  
*Brown v. Cannon Falls Township*, 723 N.W.2d 31 (Minn. App. 2006)  
*Brainerd Daily Dispatch v. Dehen*, 693 N.W.2d 435 (Minn. App. 2005)  
*The Free Press v. County of Blue Earth*, 677 N.W.2d 471 (Minn. App. 2004)  
*Prior Lake American v. Mader*, 642 N.W.2d 729 (Minn. 2002)  
*Star Tribune v. Board of Education, Special School District No. 1*, 507 N.W.2d 869 (Minn. App. 1993)  
*Minnesota Daily v. University of Minnesota*, 432 N.W.2d 189 (Minn. App. 1988)  
*Moberg v. Independent School District No. 281*, 336 N.W.2d 510 (Minn. 1983)  
*Sovereign v. Dunn*, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)

#### **CROSS REFERENCES:**

*Robert's Rules of Order Newly Revised (10<sup>th</sup> ed.)*, p. 90, l. 27 – p. 91, l. 21; § 22



## 210.00 CONFLICT OF INTEREST

~~Members of the Board of Education and employees of Saint Paul Public Schools shall avoid situations that could be viewed to affect the independence of their judgment in the performance of their School District duties.~~

### ~~PROHIBITIONS~~

#### ~~1. Purchasing~~

~~A member of the Board of Education or a school district employee having any direct or indirect voluntary personal financial or beneficial interest in any contract, sale or lease for goods, property or services furnished to or used by the School District shall not with respect to such contract, sale or lease:~~

- ~~• Approve or recommend for approval the contract, sale or lease;~~
- ~~• Directly or indirectly influence the purchasing decision by establishing requirements or evaluating services or products; or~~
- ~~• Otherwise have any involvement in the purchasing process.~~

#### ~~2. Gifts~~

~~A member of the Board of Education or a School District employee shall not directly or indirectly accept anything of more than nominal value from any source given in the course of, or because of, his or her School District duties, office or employment unless the source is provided in return consideration of equivalent value.~~

### ~~DISCLOSURE AND APPROVAL~~

- ~~1. If a member of the Board of Education or Superintendent questions application of this policy to any contemplated transaction, he or she shall advise the Chair of the Board of Education who shall approve or disapprove the transaction. Should the Chair of the Board of Education have a question on the application of this policy, it shall be referred to the Vice Chair.~~
- ~~2. If an employee questions application of this policy to any contemplated transaction he or she shall advise his or her immediate superior who shall approve or disapprove the transaction.~~
- ~~3. The administration of the Saint Paul Public Schools shall develop and publish procedures to assist in the implementation and observance of this policy.~~
- ~~4. Members of the Saint Paul Public Schools' Board of Education shall sign a statement annually certifying they have acted in compliance with the Conflict of Interest policy.~~

### **I. PURPOSE**

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

## **II. GENERAL STATEMENT OF POLICY**

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

## **III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
  - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  - 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
  - 4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
    - a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
    - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
    - c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
      - (1) The name of the school board member and the office held;
      - (2) An itemization of the goods or services furnished;
      - (3) The contract price;
      - (4) The reasonable value;

- (5) The interest of the school board member in the contract; and
- (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.
- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

#### **IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

#### **V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

## **VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

**Legal References:** Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)  
Minn. Stat. § 123B.195 (Board Member's Right to Employment)  
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)  
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
Minn. Stat. § 471.89 (Contract, When Void)  
Op. Atty. Gen. 437-A-4, March 15, 1935  
Op. Atty. Gen. 90-C-5, July 30, 1940  
Op. Atty. Gen. 90-A, August 14, 1957

**Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
MSBA/MASA Model Policy 209 (Code of Ethics)



*Adopted:* 6/17/2008  
*Revised:*

*Saint Paul Public Schools Policy*

*213.00*

**213.00 BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT**

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

**LEGAL REFERENCES:**

**CROSS REFERENCES:**

## **211.00 BOARD MEMBER DEVELOPMENT**

### **ORIENTATION OF MEMBERS-ELECT OR APPOINTEES**

1. At the earliest possible convenience after the election or appointment of a new director of the Board of Education, the Chair and the Superintendent shall have made arrangements for an orientation program for the member(s)-elect or appointee(s). The orientation program shall familiarize the member(s)-elect or appointee(s) with (a) the policies and practices of the Board, (b) the scope of the Board's duties and responsibilities, (c) the fundamentals of parliamentary procedure, (d) the conflict-of-interest statutes, and (e) other laws and rules that govern the official actions of members of the public body. The superintendent shall furnish Board-members elect and appointees with copies of Board policies, collective bargaining agreements, copies of the administration's current strategic plan and goals, the District budget, information regarding district facilities and operations and other materials related to the governance of the District.
2. The Board authorizes the attendance of new members and appointees who have taken the oath of office at state meetings for new board members and/or other state training and orientation meetings. Upon statement of the several members furnished at the next succeeding meeting of the public body in accordance with Policy 409.00, the Board shall authorize the reimbursement of actual expenses incurred in training and orientation to the performance of their duties.
3. The Board shall invite members-elect to attend as observers the meetings of the Board of Education before they take the oath of office.

### **CONTINUING PROFESSIONAL DEVELOPMENT OF DIRECTORS**

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board desires all members to participate in school-board and related workshops and activities sponsored by local, state and national school boards associations.
3. Each director who attends a member-development activity shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book. Materials of interest acquired at the activity shall be made available to the Board by submitting it to the Assistant Clerk for inclusion in the Board Library.

4. The Board shall annually plan and budget for participation in such professional development activities. To the extent that Board policy and district budget allocations permit, the Board will reimburse the necessary expenses of its members who attend meetings pertaining to school activities and the objectives of the Board.

**LEGAL REFERENCES:**

Minn. Stat. § 123B.09, subd. 2

**CROSS REFERENCES:**

213.00, Board of Education Professional Development  
409.00, Travel Expense Reimbursement



**214.00 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**

***[Note: School districts are required by statute to adopt a policy addressing this issue.]***

**I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

**II. GENERAL STATEMENT OF POLICY**

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

**III. APPROPRIATE TRAVEL**

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association and/or Council of Great City Schools is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be pre-approved by the school board.

**IV. REIMBURSABLE EXPENSES**

Expenses to be reimbursed may include transportation, meals (excluding any alcohol), lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

**V. REIMBURSEMENT**

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

**VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and

guidelines to address methods and times for submission of requests for reimbursement.

**Legal References:** Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)  
Minn. Stat. § 471.661 (Out-of-State Travel)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

**Cross References:** SPPS Policy 211.00 (School Board Member Development)  
SPPS Policy 409.00 (Travel Expense Reimbursement)



**Saint Paul**  
PUBLIC SCHOOLS

# School Safety Engagement: Findings & Analysis

Board of Education Regular Meeting

May 23, 2023

# Safer SPPS: Safety Engagement Plan

SPPS gathered information to guide discussions and next steps on safety improvements in and around SPPS schools and buildings.



- Understand more about how our students, families and staff perceive their personal safety
- Gather information around experiences with physical violence from students, families and staff
- Learn more about the effectiveness of district emergency training and procedures
- Solicit information on safety improvements
- Use the results from these engagements to <sup>136</sup> inform short-term and longer-term school safety plans and procedures

# School safety engagement activities related to data collection in the district

- Perspectives on safety
- Experience with physical violence
- Safety ideas
- Safety policies, measures and procedures
- Focus areas

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# Data Collection & Findings

# Data Collection



## Surveys

- Three surveys were administered for students, parents/guardians and staff



## Student Listening Sessions

- 13 student listening sessions at all high schools facilitated by Board of Education members



## Community Conversations

- One Marnita's Table event hosted at Washington Technology Magnet



## Parent Meetings

- Four language-specific safety meetings with Parent Advisory Councils
- One safety meeting with the African American Parent Community
- One safety meeting with the Hmong Parent Community
- One safety meeting at Harding that included seven languages

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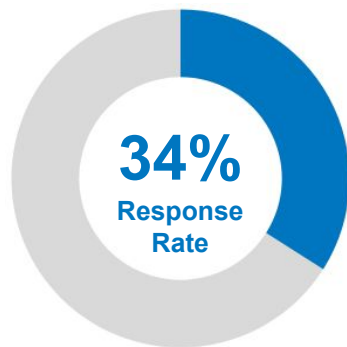


## School Board Listening Sessions

- Two Principal listening sessions with Board of Education members

# Survey Procedures and Response Rates

## Students (Grade 6-12)



**Total Sent:** 10,575

**Total Responses:** 3,557

**Timeline:** 4/18-28

**Administration:** Survey pushed to student iPads

## Parents/Guardians (Grade PreK-12)



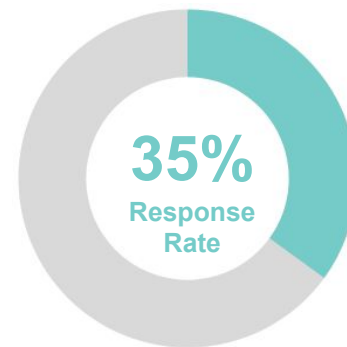
**Total Sent:** 31,020

**Total Responses:** 2,371

**Timeline:** 4/25-5/1

**Administration:** Email

## All Staff



**Total Sent:** 6,995

**Total Responses:** 2,418<sup>140</sup>

**Timeline:** 2/24-3/3

**Administration:** Email



# Overall Public Participation

Engagement Activity	Count
Student Safety Survey	3,557
Staff Safety Survey	2,418
Parent/Guardian Safety Survey	2,371
Parent/Guardian and Student Listening Session at Harding	253
Parent/Guardian Listening Sessions across the District	184
Marnita's Table at Washington Tech	175
Student Listening Sessions with the Board of Education	157
Board Listening Session at Washington Technology	63
Board Listening Session with School Administrators	8

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**TOTAL PARTICIPANTS = 9,186**

# Perceptions of Safety

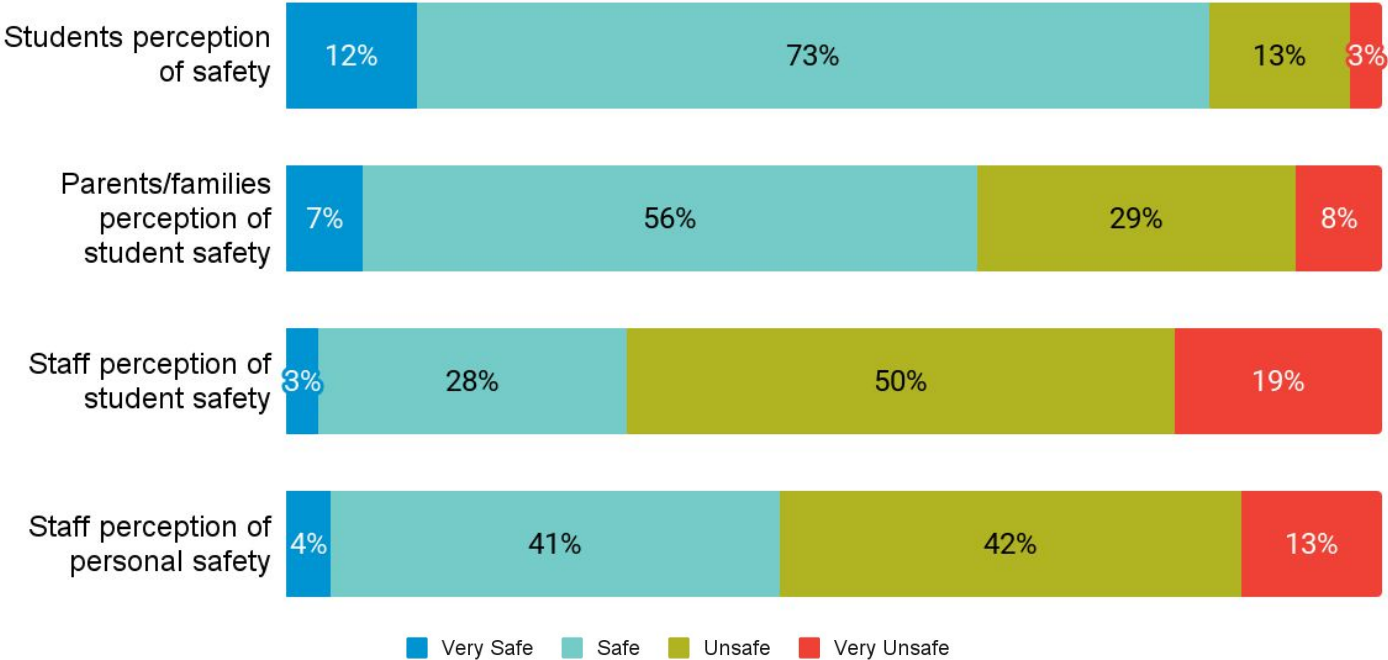
# Perceptions of Safety from Students, Families and Staff

- Families and staff report better perceptions of safety at the middle and elementary school levels than high school
- Staff at middle and elementary schools report greater concerns of safety than families
- High school students report better perceptions of safety compared to families and staff

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# Perceptions of Overall High School Safety

Differences exist across students, families and staff

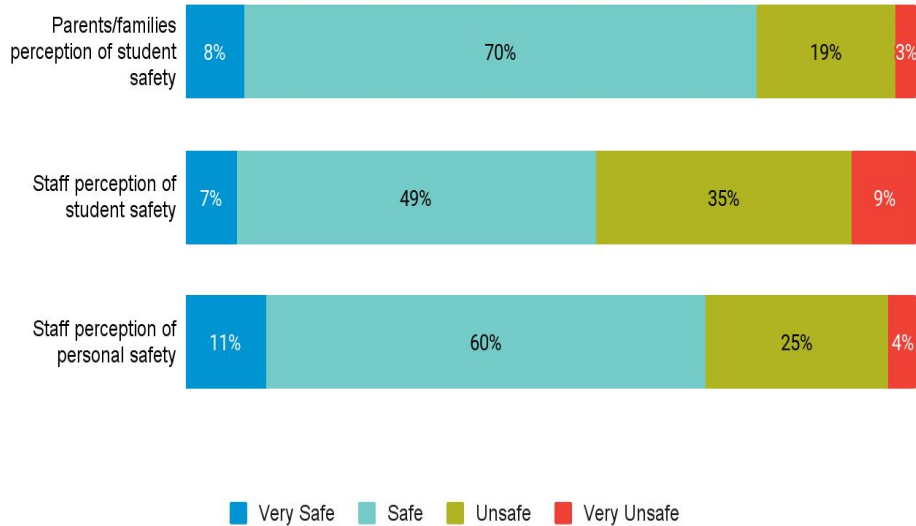


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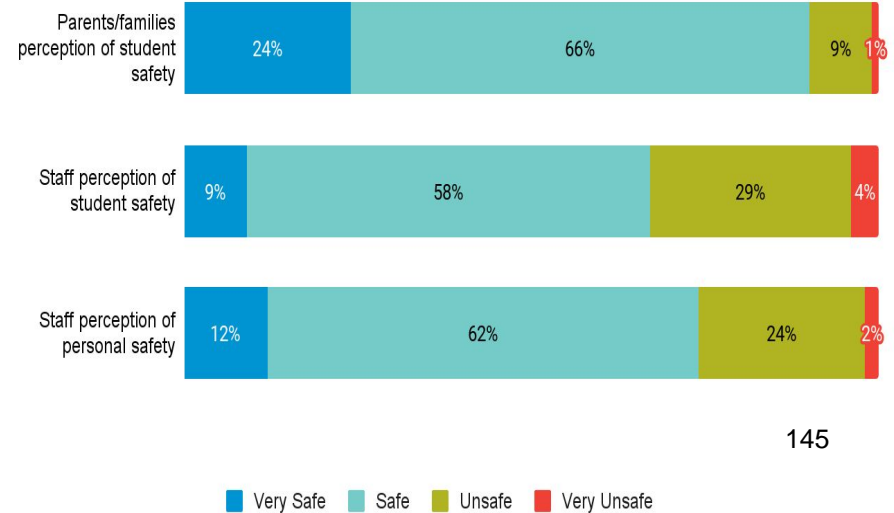
# Perceptions of Overall Middle and Elementary Safety

Families and staff report higher levels of safety at middle and elementary schools

Middle Schools



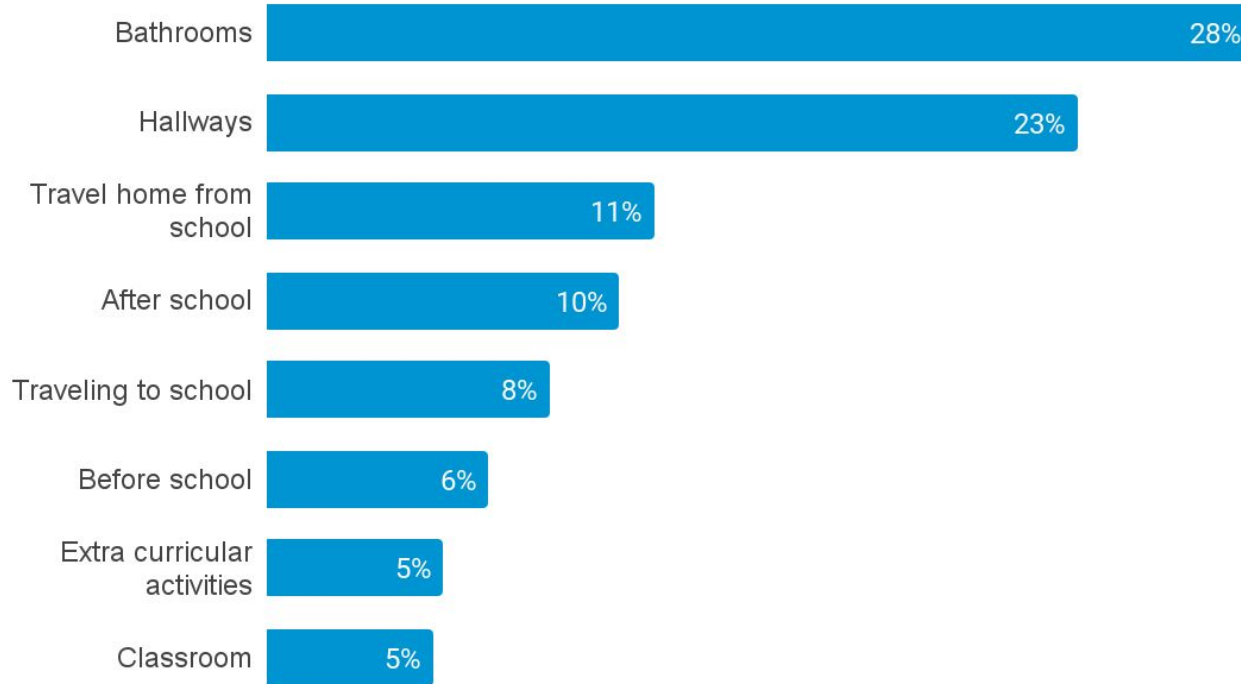
Elementary Schools



145

# Safety Perceptions of Students by Location

Students reported feeling most *unsafe* or *very unsafe* in bathrooms, hallways, and traveling to and from school

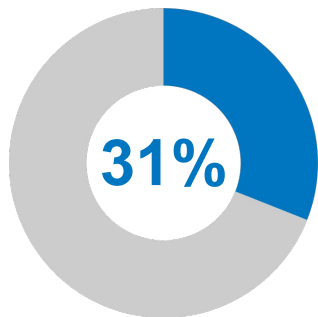


146

# Student Safety Perceptions by Bathroom Type

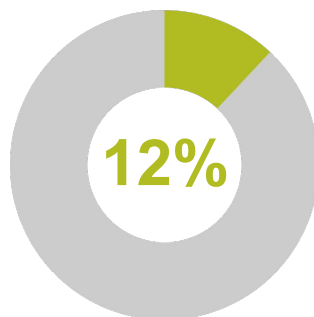
Students feel safer in inclusive restrooms

## Traditional Restrooms



31% of students feel *unsafe* or *very unsafe* in traditional restrooms

## Inclusive Restrooms



12% of students feel *unsafe* or *very unsafe* in inclusive restrooms

My student will not use the bathrooms at school for fear of violence and exposure to drugs. They try and “hold it” all day.

*Parent comment during listening session*

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# Student Safety Perceptions in the Hallway

- In addition to bathrooms, hallways were spaces consistently rated where students feel *unsafe* or *very unsafe*
- Approximately 23% of students feel *unsafe* or *very unsafe* in the hallways during school
- Staff selected hallways and common areas as the place that they feel least safe with 45% selecting that they felt *unsafe* or *very unsafe*

I am concerned about students roaming hallways and letting people in who don't belong in the building. Even with alarms on doors, I am concerned about the safety of my children.

*Parent comment from safety survey*

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# Student Safety Perceptions of Transportation

- Most students feel *safe* or *very safe* traveling to and from school (92% and 89%), but those who take Metro Transit report higher rates of feeling *unsafe* or *very unsafe* compared to students who use other forms of transportation
  - Students who ride Metro Transit generally feel safer in the morning compared to the afternoon

Metro Transit	Safe or Very safe in the Morning	Safe or Very safe in the Afternoon
City Bus	82%	72%
Light Rail	67%	58%

**SPPS is not taking enough regard for the students who take public transportation. I've already been involved in an incident with my friend where we were both attacked/assaulted by an adult. We now both have to be driven to school.**

*Student comment from safety survey*

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# Physical Violence

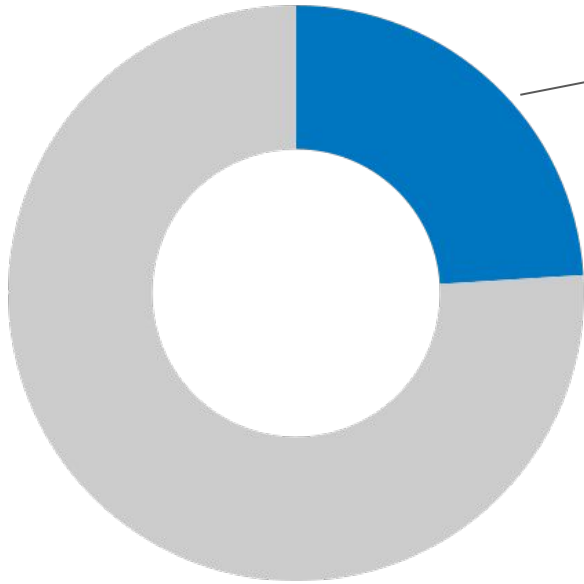
# Experiences with Physical Violence

- Families at middle and elementary schools report higher levels of physical violence than at the high school
- Most staff at the high school level report experiencing or witnessing physical violence
- Most students are not involved in physical violence at school
- The greatest safety concerns for students, families and staff are weapons and student-on-student violence

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# Physical Violence in Schools Reported by Families

Almost one in four families report experiencing physical violence at school



**24%**

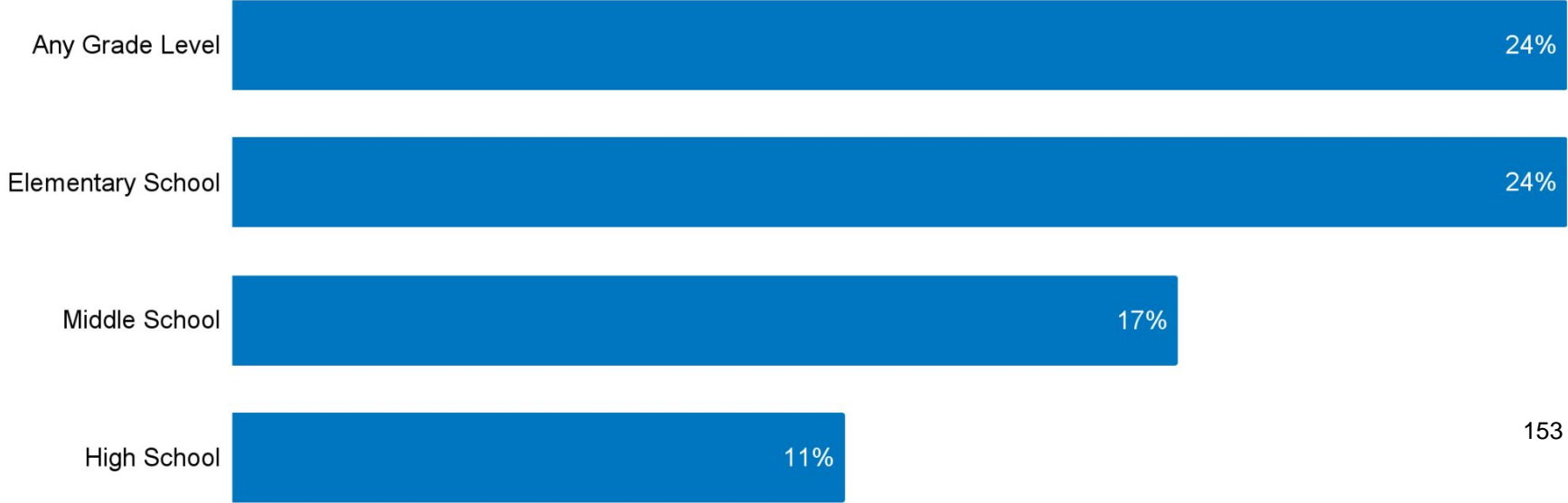
**of SPPS families report at least one of their children being a victim of physical violence at their current school.**

Physical violence includes being punched, kicked, slapped, pushed down, hair pulled, being in a fight or being shown a weapon as a threat.

152

# Family Reported Physical Violence About Their Children in School Buildings

Families at lower grade levels report higher incidents of physical violence



153

# High School Student Experiences with Physical Violence

Most high school students have not experienced physical violence



154

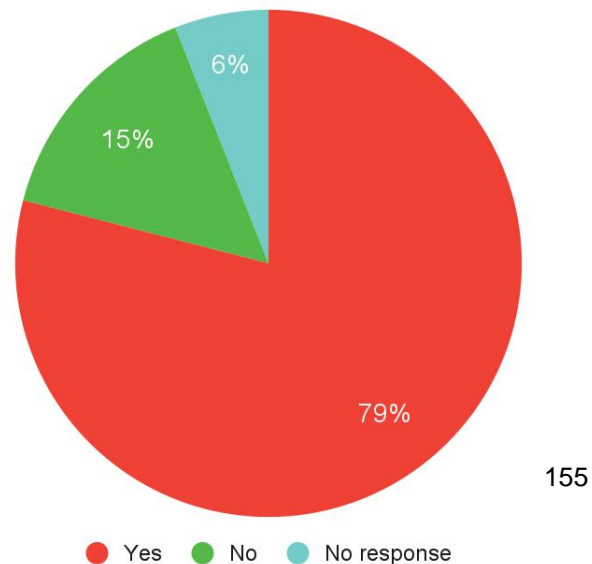
# High School Staff Experience with Physical Violence

Most high school staff have witnessed or experienced physical violence

## *Comments from Staff about Physical Violence*

- The majority of staff did not feel equipped to deal with the situation when they witnessed or experienced physical violence
- Many staff have been involved in multiple incidents, sometimes with the same student(s)
- Most staff were not satisfied with the outcome after an incident of physical violence and did not feel supported by their building administrators
- Staff often felt helpless to prevent, improve or resolve the situation

## Witnessed or Experienced Physical Violence



# Primary Safety Concerns from Students, Families and Staff

Weapons and student-on-student violence are top concerns across groups and school levels

School Setting	Stakeholder Group	Top Concern	Second Concern
High School	Students	Weapons (29%)	Student on student (17%)
	Parents/Families	Weapons (43%)	Student on student (16%)
	Staff	Weapons (40%)	Student on student (23%)
Middle School	Parents/Families	Weapons (27%)	Student on student (19%)
	Staff	Student on student (36%)	Weapons (32%)
Elementary	Parents/Families	External people entering (39%)	In-person bullying or threats (17%)
	Staff	Student on staff (25%)	Student on student (20%)

156

*Respondents could only select their most important concern.*



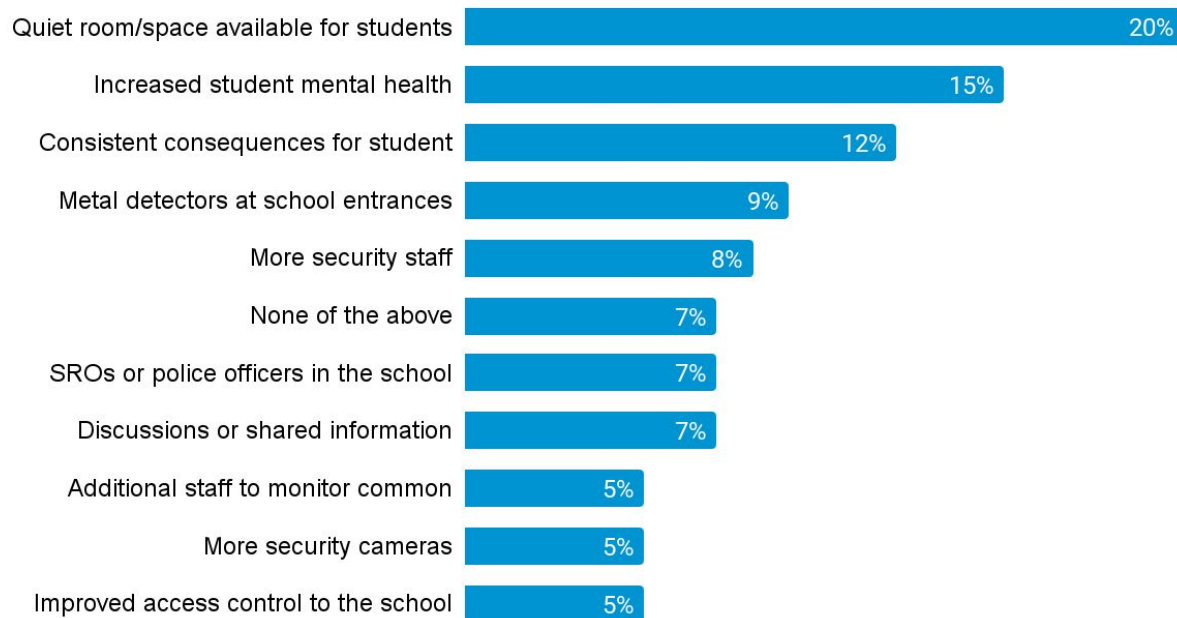
# Safety Ideas

# Safety Ideas from Students, Families, Staff and School Administration

- On the safety survey, students selected a quiet space for them to go and increased mental health support staff as the top two options
- During listening sessions, students recommended identification cards to monitor entries and exits, calming break rooms for students to reset, and restorative practices when conflicts arise
- Increased mental health supports and consistent consequences for behavior were in the top three choices for students, families and staff
- School administrators met with members of the Board of Education and recommended School Resource Officers (SROs) because they do not have training on how to disarm people with weapons, and more cameras and security to monitor doors and hallways 158

# Student Safety Ideas

On the safety survey, students selected a quiet space for them to go when they needed to calm down or decompress and increased mental health support staff as the top two options in having a positive impact on school safety



Mental health support is difficult to find and access for students, especially the students who need it the most. There also isn't a convenient space for students to have a quiet environment that's stress free.

*Student comment from safety survey*  
159

\* Students could pick their top two options.

# Student Ideas for Safety Improvements

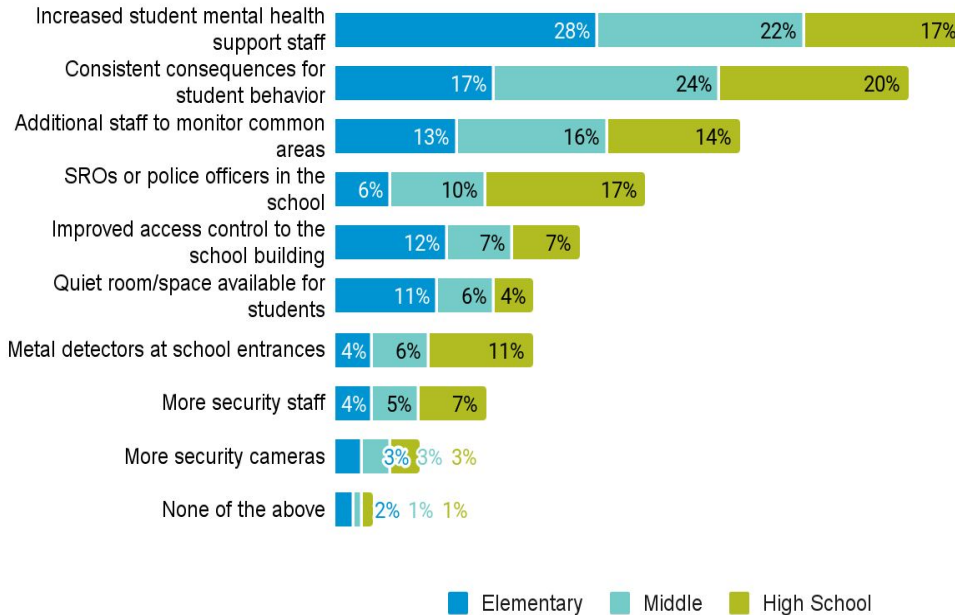
During listening sessions, students presented a number of ideas to improve safety:

- Student identification cards: how they are issued, monitored and used
- Calming/break rooms for students to reset
- Restorative practices
- Transportation provided by SPPS
- Incentives for making positive choices
- Increased after-school programming

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# Family Ideas for Safety Improvements

High school and middle school families rank consistent consequences for behavior as the first choice. Elementary school families are more interested in mental health support.



Make it clear that students are there to learn and bad behavior will have consequences. Have clear, consistent communication with the community about disruptive incidents and disciplinary action.

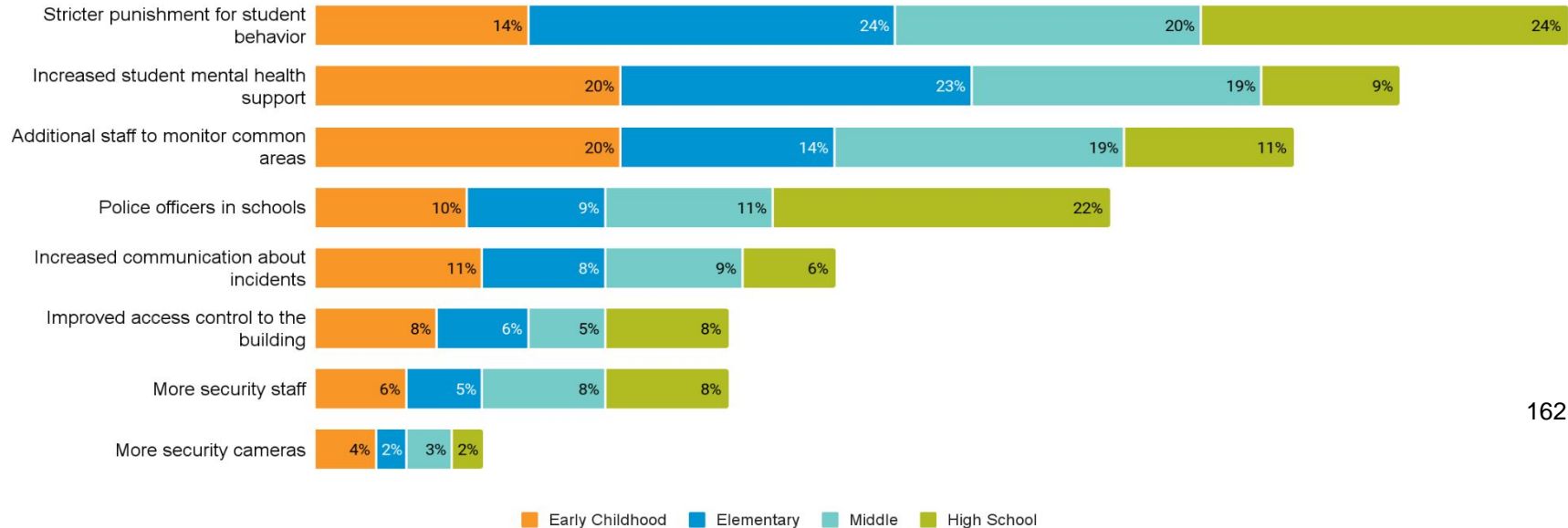
*Parent comment from safety survey*

161

\* Parents/families could pick their top two options.

# Staff Ideas for Safety Improvements

Beliefs about improvements to safety varied by school setting. High school staff are the most strongly in favor of police officers in schools. Middle, elementary and early childhood staff are more interested in mental health support.



\* Staff could pick their top two options.

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# Similarities Across Students, Families and Staff

Consistent consequences for student behavior and increased mental health supports were common themes across all groups surveyed

## Highest Rankings

- Increased mental health supports was the highest or second-highest rated option among all three groups
  - Among staff and families in lower grades, increased mental health supports ranked highest
- Consistent consequences was in the top three among all three groups
  - Among staff and parents in higher grades, consistent consequences for student behavior ranked highest

## Lowest Rankings

- More security cameras was listed as the lowest option for all three groups<sup>163</sup>
- Staff and families ranked more security staff second lowest, while students ranked it higher on the list

# School Administrator Ideas for Safety Improvements

Principals met with Board of Education members to discuss concerns and recommendations

- Bring back School Resource Officers (SROs) to schools
- More cameras and security to monitor doors and hallways
- Increased communication
  - Include school leadership in district safety conversations
  - Provide more information about students who are being transferred
  - Allow time and space to discuss safety concerns with school administration

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# **Safety Policies, Measures and Procedures**

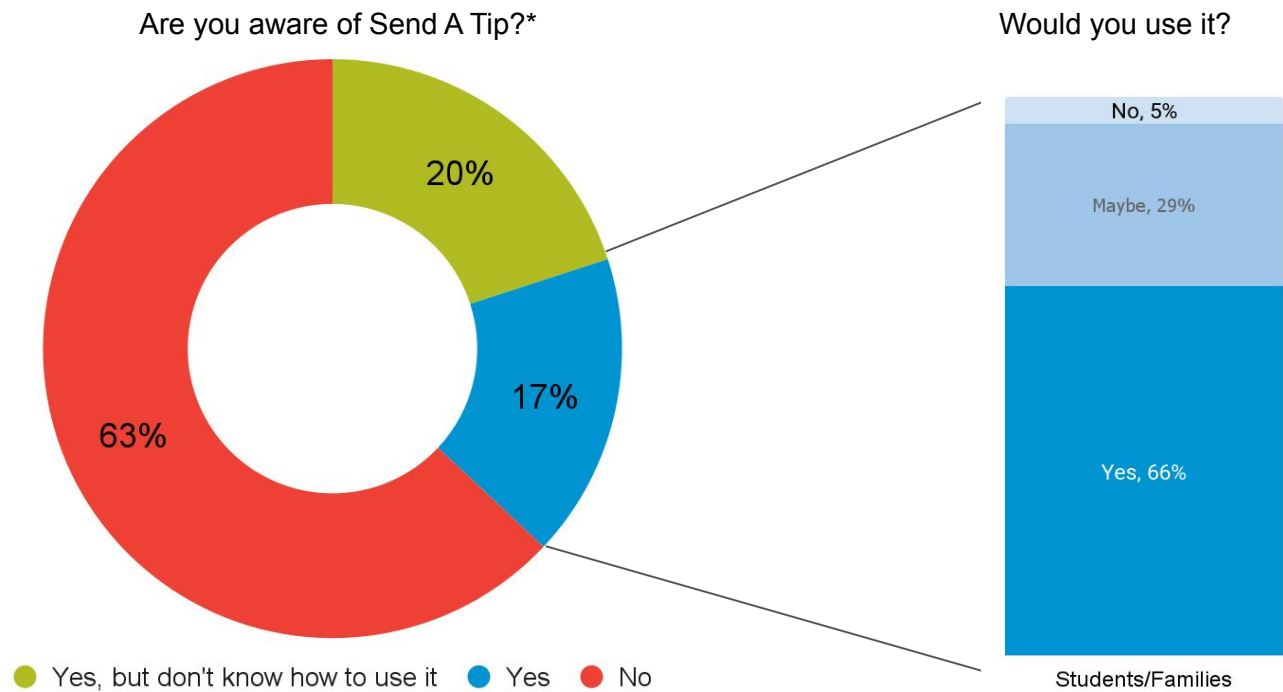
# Safety Policies, Measures and Procedures Summary

- More awareness about Send a Tip is needed. The people who know about it are willing to use it
- Students and staff know and understand different security procedures
- Most students feel comfortable interacting with security staff and think having these staff in schools is a good idea
- Overall, students are supportive of SROs
- SROs were a higher ranked choice on the safety survey from high school staff compared with middle and elementary staff
- Families ranked SROs as the third highest choice
- School administrators discussed the need for SROs

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# Send a Tip

Most students and families aren't aware of Send A Tip, but for those that are, they would use it

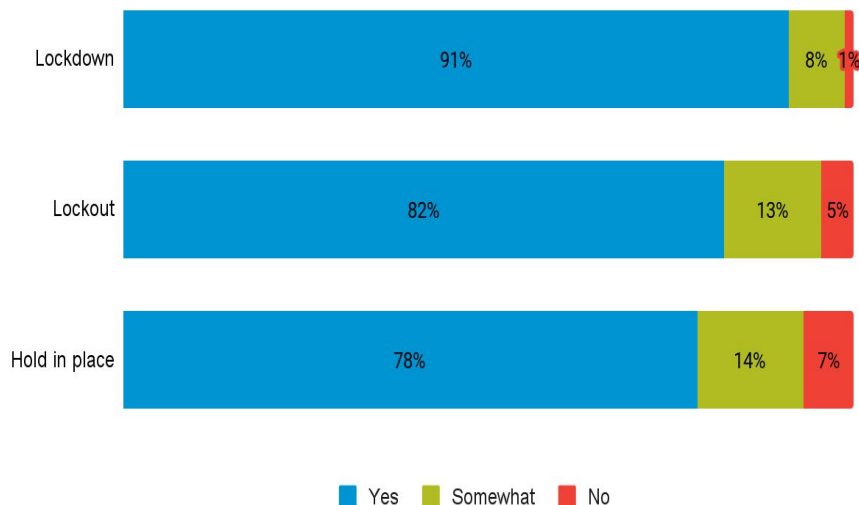


\*Only those who responded Yes were shown the question *Would you use it?*

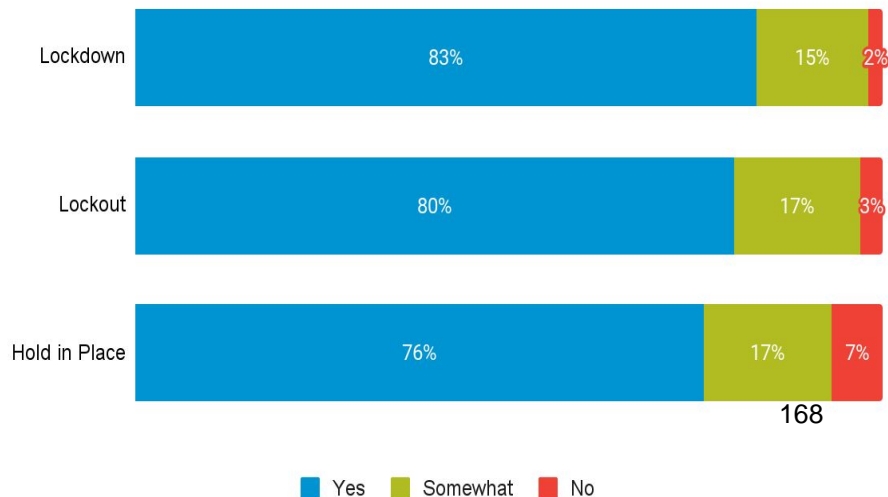
# Safety Procedures for Students and Staff

## Staff and students know about safety procedures

### Students understanding of role in following procedures

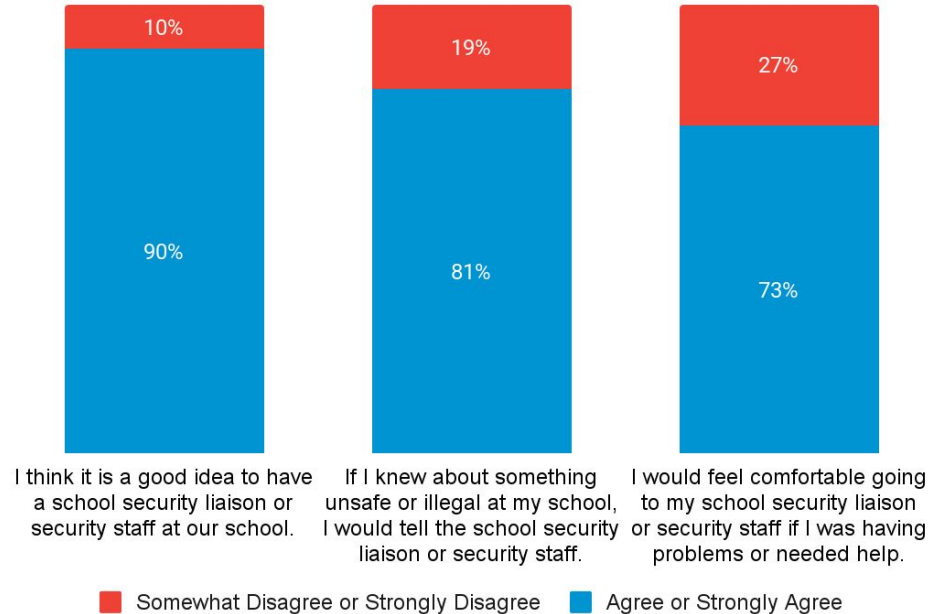


### Staff understanding of the following procedures



# School Security Staff

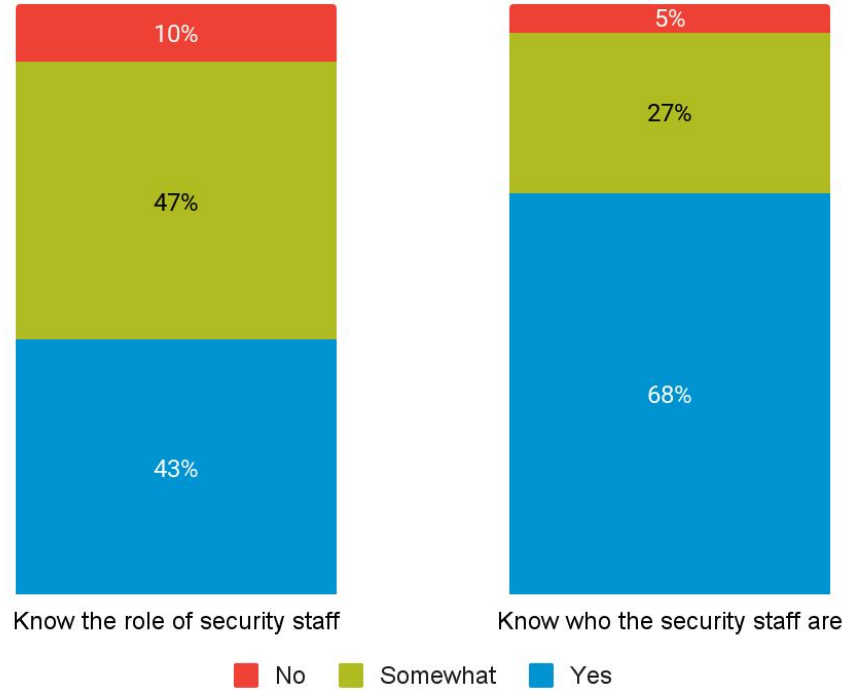
Students feel comfortable going to school security staff if they need help or see something unsafe  
The majority of students think security staff are a good idea



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# School Security Staff

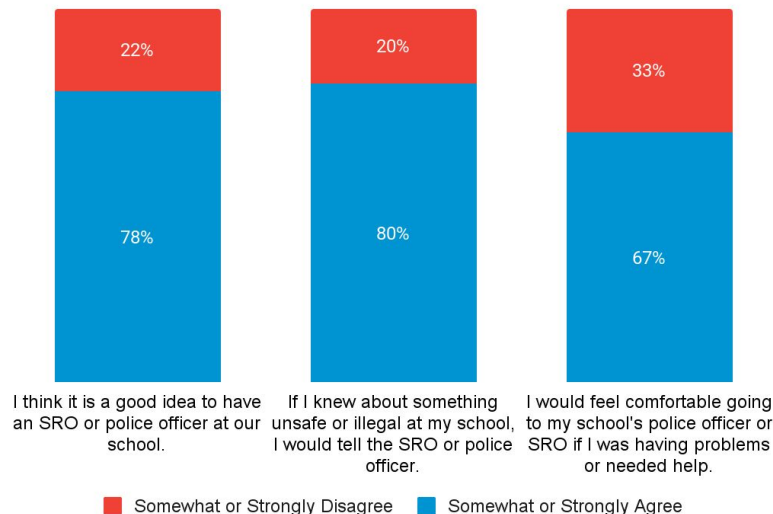
Staff generally know who the school security staff are and their role in the school



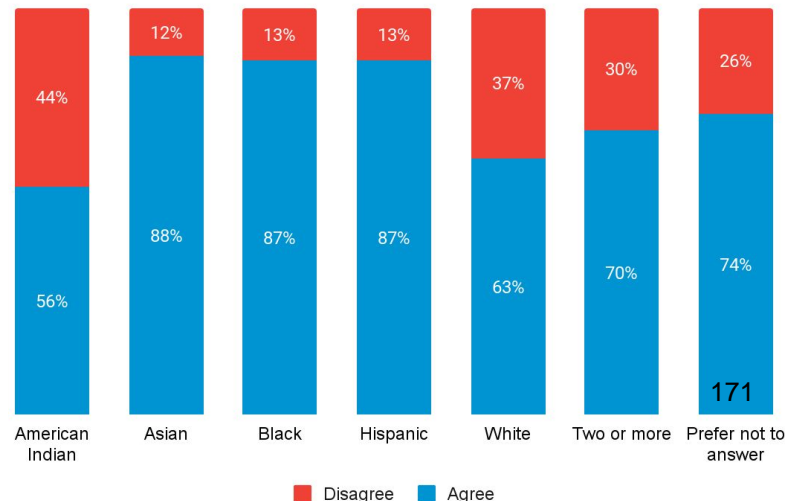
170

# Perspectives on School Resource Officers (SROs) from Students

Overall, SPPS students think SROs are a good idea, 78%. This is somewhat less than the state average of 92% (MN Student Survey, 2023).



Perspectives on SROs varied somewhat by self-reported race. American Indian and White students are notably less likely to endorse SROs being in schools.



# Perspectives on SROs from Staff and Families

- During listening sessions, perspectives from staff and parents/guardians around SROs were mixed; many people spoke for and against reinstating police officers in schools
- When asked on the safety survey to rank ideas for safety improvements in schools, high school staff and families ranked SROs as the third highest choice
- SROs were not in the top three for middle or elementary school families
- School administrators recommended bring SROs back as one of their three top safety improvement ideas

Bring back qualified and vetted police officers inside the schools. It is a great opportunity to humanize police officers, and build community relationships.  
*Parent comment from safety survey*

I appreciate the lack of police presence at the school, and the controlled entrances. It's safe without feeling militarized.  
*Parent comment from safety survey*

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# Overall Findings

- Feeling unsafe is more common among staff and families than students
- The greatest safety concerns for students, families and staff are weapons and student-on-student violence
- Students report bathrooms, hallways and traveling from school as top safety concerns
- Most students have not experienced physical violence
- Families report that most students in their family across all grades levels have not experienced physical violence
- Most staff have experienced or witnessed physical violence

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# Overall Findings Continued

- Most students and families are not aware of Send A Tip
- The majority of students and staff know and understand safety procedures in their schools
- Most students and staff, including school administrators, support security staff and School Resource Officers (SROs) in buildings
- Increased mental health supports and consistent consequences for behavior were in the top three choices for students, families and staff as improvements that could be made toward safer schools

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# Focus Areas

# System Adjustments

- Introduction of digital hall passes
- Collaborative walkthroughs of high schools
- Return of yellow buses
- Office of Neighborhood Safety collaboration
- Calming rooms at 30 schools for students and 8 for staff (ARP funds)
- Inclusive restrooms at Como, Humboldt and Johnson
- Enhanced security measures

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# Focus Areas from Findings

- Importance of Send A Tip
- Bathrooms and hallways
- Presence of security staff
- Continue to expand opportunities for trusted student/adult relationships

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# Questions?

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**Saint Paul**  
PUBLIC SCHOOLS

# FY24 Budget Development Update

Tom Sager, Executive Chief of Financial Services  
May 23, 2023 Board of Education Meeting

# Purpose of Tonight's Presentation

1. Provide an overview of the FY24 budget process to date
2. Provide an update on the impact of recent legislative changes to school funding
3. Provide an overview of key parameters and assumptions for the FY24 budget development
4. Provide information on the anticipated changes to the FY24 general fund

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# Timeline of FY24 Budget Process and Progress to Date

- Process began in January at the Superintendent's Districtwide Administrative Meeting (SDWAM) – All principals and department/division leaders
- Members of SDWAM were surveyed and asked to provide feedback on the District's annual budgeting and allocation process
- Many good ideas emerged, with several prevailing themes for opportunities to improve the process

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# Prevailing Themes from SDWAM Survey

1. Provide the allocation data sooner so administrators can beginning planning and staffing
2. Make the process more inclusive and collaborative to build capacity and knowledge for all
3. Make the process and tools easier to use – make it simpler, yet comprehensive
4. Focus on the FTE “bottom line” – especially for most parts of the general fund that does not include areas such as Title, EL, and Special Education

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# Overview of Timeline

- **March 24:** Site allocations sent to all schools. Principals begin their work with site budget teams.
- **April 12-19:** 75 meetings conducted with all principals to review budget plans. These meetings included representation from Human Resources, Finance, Federal programs, Special Education, Schools & Learning, Operations and ESI.
- **Prior to meeting with principals**, a pre-planning meeting was conducted to review the process from multiple perspectives. Refine and determine roles and responsibilities.
- **April 21:** Site budget plans submitted to Finance

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# Outcomes of Site Allocation Process

- Positive feedback received
- Four objectives achieved
  1. Provided the allocation data sooner than usual.
  2. Process was more inclusive and collaborative and built capacity and knowledge for all school and department leaders.
  3. Process and tools were easier to use – make it simpler, yet comprehensive.
  4. Process focused on the FTE “bottom line” – which helped facilitate # 3 above.

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# Department Budget Allocation Process

- **April 28:** Budget allocations sent to department administrators.
- Department administrators worked directly with their accountants to establish their FY24 staffing and non-personnel related budgets.
- FY24 budgets based on:
  1. FY23 budget and contractual obligations
  2. Current FY23 spending patterns
  3. Updates in department structure and/or initiatives since July 2022
- **May 12:** Department administrators submit budget plan back to Finance
- **Current:** Finance team continues to work with department leaders on budget finalization, and are uploading all data to budget the FY24 total District budget.

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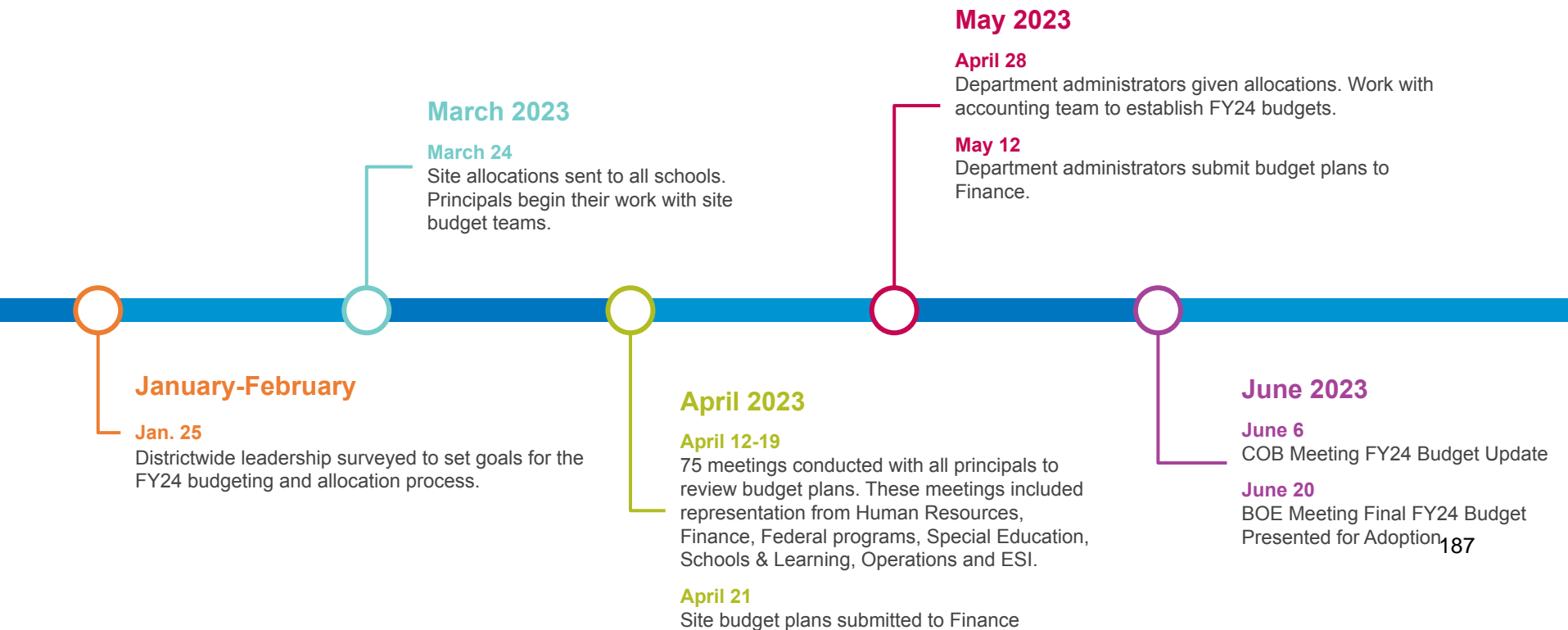
# Next Steps

- **June 6:** Committee of the Board Meeting FY24 Draft
- **June 16:** Recommended Budget in Board packet
- **June 20:** Board of Education Meeting for Recommended approval of Adopted FY 24 Budget.

The BOE will also receive a revised FY24 budget in January/February 2024, based on fall enrollment, FY23 audit results, and any employment contract updates.

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# Overview of Timeline



# Current Assumptions and Parameters for Fiscal Year 24

- State funding formula: Base allocation, Special Ed and EL cross subsidy, compensatory aid
- Enrollment
- Employment contract agreements
- Unemployment insurance and Family and Medical Leave
- Continued investments in the strategic plan, comprehensive school structures, ESSER strategies, and new opportunities such as creation of the East African Magnet School
- Anticipated general fund deficit spend in FY24 that will keep district in compliance of the board policy of maintaining at least a 5.0 percent fund balance. Detail to follow

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# Key Drivers to School Districts Budgets

1. State and federal funding formulas
2. Enrollment
3. All employee contract agreements
4. Local property tax levy – especially voter approved referendums
5. Any unfunded mandates from state or local levels

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# Results of Budget Parameters

**As of May 17, 2023**

Basic State Aid Allowance

\$9,432,288

SPED and EL Cross Subsidy

\$24,766,988

Compensatory Aid

\$16,597,949

Library and Student Support

\$963,776

**Total New State Revenue for FY24**

**\$51,761,001**

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# Results of Budget Parameters (Continued...)

Forecasted enrollment decline	-\$12,848,000
All employment contract agreements	-\$17,856,000
Inflation on all operating purchases	-\$7,300,000
Continued investments in comprehensive school funding and maintenance of existing ESSER II services	-\$22,959,904
Unemployment insurance and FML	-\$7,572,308
Districtwide investments (new school programs, teacher recruitment, yellow buses, safety and security measures)	-\$7,822,400
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<b>Total investments and offsets</b>	<b>-\$76,358,612</b>

# FY24 Anticipated Ending General Fund Balance

## May 17, 2023

- The anticipated general fund deficit spend in FY24 will keep the district in compliance of Board policy of maintaining at least a 5.0 percent fund balance.
- Specifically, the FY24 general fund balance will be 6.6 percent. This is 25 days of general fund operations, based on current parameters and assumptions.

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# Highlights of FY24 Budget

- Meets all contractual obligations
- Prioritizes lower overall class sizes
- Improves safety and security measures
- Maintains initiatives that address learning loss and social emotional learning
- Provides additional opportunities for enrollment options
- Maintains general fund balance within Board policy

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# Thank you.

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