

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne & Online at <https://spps.eduvision.tv/LiveEvents>
360 Colborne Street
Saint Paul, Minnesota 55102

November 16, 2021
6:05 PM

A G E N D A

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. **RECOGNITIONS**
- V. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. **APPROVAL OF THE MINUTES**
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#BoldSubject#

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

SPECIAL MEETING OF THE BOARD OF EDUCATION

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

October 11, 2021

4:30 p.m.

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: Y. Carrillo, Z. Ellis, J. Vue, J. Brodrick, C. Allen, J. Kopp

J. Foster arrived a few minutes late.

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Assistant Superintendent Collins; Tom Parent, Facilities Director; Kevin Burns, Director of Communications; Brian Hammer, Interim Board Secretary.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved approval of the Order of the Main Agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call order:

Carrillo	Yes
Ellis	Yes
Vue	Yes
Brodrick	Yes
Allen	Yes
Kopp	Yes

The motion was approved unanimously by a 6-0 vote.

IV. ENVISION SPPS UPDATES

Superintendent Gothard began the Envision SPPS presentation by thanking the board and administration for gathering this evening for this important update. He spoke of the district having too many schools and not enough staff to provide a well-rounded education for all students. The goal of providing a well-rounded education is part of SPPS Achieves strategic plan to create sustainable schools. The district's challenges are not the result of the pandemic, but rather are a result of broader changes in the district.

Dr. Gothard told the board that tonight they would hear the names of schools that would be impacted by Envision SPPS recommendations to merge or close as well as how and when those changes would occur. These would be hard times for families and staff members. Closing a school is not something anyone ever wants to do and between now and the Regular Meeting of the Board of Education on November 16th, there would be a number of opportunities to engage with the administration team in multiple languages. The meeting plans were posted on the Envision SPPS website. Dr. Gothard also encouraged members of the community to speak directly with board members. He then turned the presentation over to Chief Turner.

Chief Turner began by thanking the team which has done this work, a core group and collective administrative effort to develop the recommendations based on workgroup outcomes, meetings and retreats to achieve a well-rounded education for all students in the district. She then explained that the presentation was organized to review recommendations one-by-one by city area. The presentation would take approximately one hour and Q&A would follow. Chief Turner also noted her intention to follow-up, if needed, on any questions that they may not be able to answer immediately during this meeting.

Chief Turner emphasized that achieving a well-rounded education for all students was the goal and that included a focus on core content courses of reading, writing and math, and also equitable access to specialist areas such as music, dance, and theater. She noted too many students to not have access to specialists due to school size. She reminded board members that the district had unsustainable schools with just 5-6 teaching staff, which meant some teachers were teaching joint classes comprising two grade levels (e.g., 2-3 grades combined). The situation in more sustainably sized schools was quite different. Chief Turner also reviewed for board members Chief Wilcox Harris's case studies comparing student experiences in an unsustainable school and a sustainable school, in which there was a distinct lack of experiences for the student in the unsustainably-sized school.

An accompanying slide showed the enrollment of large, small and unsustainable schools in the district today, with unsustainable schools having 250 or less students. Chief Turner also referred to a new video regarding well-rounded education for all students in which parents speak about why a well-rounded education in elementary school is so important for later school experiences.

Chief Turner then turned to discuss Minnesota's and the district's shifting demographics and the declining birth rate, a 10-year trend across the US. She cited statistics of St. Paul's smaller number of births over time, ranging from 5,922 births in 2012-13 to 5,059 births in 2019-2020. This number was expected to continue to fall and, by 2025-26 the number of kindergarten students is projected to be 3,677 students, compared to 4,452 in 2018-19. Another factor mentioned was Saint Paul Public Schools today captures only 60% of school age students in the city today.

Next, Chief Turner began presenting Envision SPPS recommendations with the goal of providing all students with a well-rounded education. She reviewed the criteria through which all recommendations were filtered, including:

- Data
- Facilities

- Operational efficiency
 - Retain capital investments
 - Spatial alignment
- Equity
 - Avoid unintended consequences
 - Integration
- Accessibility
 - Physical
 - Program accessibility (transportation)
- Location and density of students and schools
- Enrollment
- Market demands
- Pathway programming
- Financial/funding
 - Sustainability
- State statutes/legal (known)
- Unknowns:
 - Legislative (state/federal)
 - Cruz-Guzman

Chief Turner then showed a map of Saint Paul schools which indicated those schools impacted by recommendations, the majority of which were elementary schools plus one high school. She noted that the recommendations were developed to be as equitable as possible given demographics and to impact less than 10% of all students. The students impacted by these recommendations total 2,949 students (9%). She emphasized that some of the recommendations had come directly from community and were viewed very positively. Chief Turner also reviewed a slide providing a demographic breakdown of the total systemic impact:

Students impacted: 2,949 total

% of all students: 9%

- Hispanic: 19% (14% of total distinct enrollment)
- American Indian: 1% (1%)
- Asian: 22% (32%)
- Black: 32% (26%)
- Pacific Islander: 0% (0%)
- White: 16% (21%)
- Two or more races: 10% (7%)
- Free/Reduced Lunch: 73% (65%)
- Homeless: 12% (14%)
- MLangL: 36% (28%)
- Special Education: 14% (17%)

Following the overview, Chief Turner presented the recommendations by area:

Area A Recommendation: Relocate L'Etoile du Nord Lower to LNFI Upper

- If LNFI program grows, then PK would relocate to an early childhood education hub
- LNFI Lower facility re-envisioned

Relocate L'Etoile du Nord Lower to LNFI Upper to support well-rounded education in one building given much lower enrollment today compared to the past. The Lower school building could be reviewed if enrollment were to increase, with the recommendation for the Lower building to house Pre-K students which would provide flexibility should student enrollment grow again.

QUESTIONS/COMMENTS:

- Director Vue asked for clarification regarding the meaning of use and utilization percentages presented on the slide.
- Director Parent responded by saying utilization numbers refer to % of capacity in a building so that following this merger the combined LNFI Upper school building utilization would be above 75% building capacity.
- Director Brodrick added that when the district first started the French immersion program, it was wonderful for Saint Paul; it was small to start with but subsequently grew tremendously and became a star school. Saint Paul was a leader in immersion programs with good reputations. He expressed disappointment that the district had lost enrollment in this school which was so successful for so many years, asking for more information about reasons school enrollment was lost and how they related to optimal size.
- Chief Turner noted L'Etoile du Nord was a top choice school, but cited families moving to Mandarin Jie Ming school, which performs strongly today, as a partial explanation. She mentioned the school community was open to working together to look at enrollment and ways forward. She mentioned that if students did not enroll at the beginning it was hard to integrate students at later grades. She said the school community understood that and the need to be flexible around class size. The class size cap would be rethought to allow more flexibility and increase enrollment. Given hopes that Lower campus student enrollment would increase, the Lower campus building would remain available for expansion.
- Chief Wilcox-Harris added that the district had seen growth in dual language immersion programs -- Hmong and Spanish -- but less growth in one-way immersion programs.
- Chief Brodrick requested more information about underlying reasons why parents choose to leave one school or Saint Paul school district. He emphasized that the district would want to address this very basic issue of parent departures since 2013 or 2014. He said he was concerned about immersion programs like this not attracting black and brown students saying that if the district could be better at that this school's enrollment might be better.
- Chief Turner said discussion could look at demographics in immersion in future discussions. Chief Turner also mentioned that each slide in the presentation contained enrollment numbers and had a similar lay-out.

Area A Recommendation: Close Parkway; Repurpose building as Hmong Dual Immersion Program.

- Students go to their area middle school
- Parkway becomes Hmong Dual Immersion middle school

Parkway closes (6-8 Montessori now) given 290 students were too few for a middle school program . The recommendation was to repurpose the building as Hmong Dual Immersion Middle School. Families would choose neighborhood middle school or magnet options.

- Director Vue asked about families impacted by the closure and whether their school choices would be prioritized.

- Chief Turner: Yes, all of the impacted students (2,900+ students impacted) would have the opportunity to participate in the choice program with a priority as an impacted school student. This has been a tradition of SPPS when students are impacted due to school closures.
- Director Vue: Can you say more about feedback from this group about the Montessori middle school pathway on the East Side.
- Chief Turner: Families at Nokomis choose Parkway, but JJHill families tend not to choose that school. The reality is that Parkway has not been a popular choice for middle school.
- Chief Collins contributed that the district had struggled to find licensed middle school Montessori teachers and it was difficult to maintain middle school enrollment at Parkway school.
- Director Vue then requested more information about the middle school licensure issue.
- Chief Collins noted the need to make sure teachers have the middle school licensure endorsement and that the district had tried for years to encourage staffing to become licensed, and even tried to support teacher training, though teacher turnover made that practice unsustainable.
- Director Vue then asked if this was a general problem or if it was just for Area A.
- Chief Wilcox-Harris added that the middle school Montessori program at Parkway was virtually unique in the United States. It was very forward thinking when it was established.
- Director Carrillo asked how early did the district think this was an issue for Parkway and what mitigation actions had been taken.
- Chief Turner noted that Parkway was at first part of Strong Schools, Strong Communities and there was a year to create a plan at the time when the district had middle school capacity issues on the East Side. She said Parkway for a time included both Montessori middle school and regular middle school students, but there was much feedback from parents and teachers that was not a sustainable model, and the Montessori is now alone in Parkway and now enrollment is not there to sustain it. Families have spoken with feet and their mouths that middle school Montessori is not their choice.

Area B: Close Highwood Hills

- Students will have choice of other Area B community schools and magnet options
- Area B attendance boundaries will need slight adjustments to provide students with community school
- Engage community and neighbors to re-envision how best to repurpose building to meet needs

Students could choose other Area B schools and magnet options and the district would engage the community to see how best to reuse the building. Chief Turner said families were not choosing Highwood Hills despite a large housing complex nearby and it having been used for community events. The district would plan to sit with community and city to support the community and this building going forward. See slide of enrollment map. This was the only recommendation for Area B.

QUESTIONS/DISCUSSION:

- Director Brodrick asked for Highwood Hills enrollment numbers.
- Chief Turner: 175 students
- Director Brodrick: How many are East African?
- Chief Turner asked Director Williams to retrieve that data and added that the majority of students qualify as Black and a large percentage were Somali and the 2nd largest group were Karen.
- Director Brodrick then asked whether Highwood Hills had been identified as the Somali or East African school in that area.

- Chief Turner noted the majority of students were Somali and that many nearby residents were Somali and Karen. She said the district would engage families to learn what could be done given most families were choosing Charter Schools, especially Somali-based charter schools.
- Director Brodrick said the district was struggling with tension of integration and de facto segregation often as a result of the fact that communities wanted that type of environment -- cultural immersion. He added that the district was looking at the Cruz-Guzman case decision still to come. If the district were to decide to close Highwood Hills the district would eliminate a school that was attractive to Somali families because Somali families were there. Director Brodrick noted that this board needed to talk about this tension/dilemma; SPPS had tried to be an integrated school district, but in 2021 the district had schools populated by one ethnic group. The board would hopefully seek to discuss this very important issue as a board and that the board needed to hear from communities regarding integration versus de facto segregated schools.
- Director Allen noted there was a lot of truth to what the district was seeing for safety reasons, when staff and parents looked like your children. SPPS needed to have safety in every building...Somali, Hmong, Karen and to nurture this environment in every building. The district wanted to change that so every school was safe -- with staff that can relate to their children and nurture them. Director Allen added that the discussion should not focus on one population only that was a primarily Somali school, for example, because all schools should have safety for all.
- Chief Turner said the district would be reaching out to targeted communities to see what those communities would like to see.
- Director Kopp asked when the board might hear about the engagement plan and what it may look like.
- Director Carrillo, returning to Highwood Hills, asked when was the last time the community was reached out to.
- Chief Turner said regular efforts were made by the principal who offered the school as a meeting site for the community to help community feel more familiar with the school, but families said they chose the charter school because there was a bus providing door-to-door service, a service SPPS did not provide. Director Carrillo asked if that was the primary reason as that seemed like a drastic reason to close a school because of a bus issue. He asked whether something else was going on.
- Chief Turner said families sought one language, one racial group, one socioeconomic group in their school. She said the district would immediately work with that community but the district needs a community with which to partner in return.
- Director Carrillo then asked whether there was a point when enrollment was higher. If so, when that was.
- Chief Collins noted enrollment declines for at least 6 years and the Head Start partnership in the school also closed due to low enrollment. He said administrators had reached out for at least 6 years.
- Director Vue added that 175 students were there now and asked who those students were. He said there were equity lessons that SPPS can learn about where students go and what students remain. The district should not be shuffling students around to another school.

Area C: Recommendation to Close John A Johnson, Merge with Bruce Vento Elementary

- John A Johnson students move to Bruce Vento
- John A Johnson facility re-envisioned
- The "New" Bruce Vento:
 - Previously identified that Vento building should be replaced (2019)
 - Design and construct new building tailored to specific program and neighborhood

Vento re-envisioned and rebuilt will represent investment in East Side state of the art elementary on land that's large enough for early childhood and elementary school. Repurpose John A Johnson. Most Johnson students live closer to Vento.

QUESTIONS/COMMENTS:

- Director Brodrick asked for the timeline for the new Bruce Vento.
- Director Parent noted it would be a 3-4 year process with January 2026 as a possible move-in date. With the whole process still to come, that was just an estimate.
- Director Brodrick asked for clarification of how long it would take.
- Chief Turner said the merger would happen in fall 2022 in Vento and the redesign process for the new Bruce Vento would begin.
- Director Brodrick wondered whether students could be on that site during construction.
- Director Parent said yes and noted that this would be a slightly different process than a few years ago. He added that Bruce Vento was one of few sites where the district could keep school in session and build a new building on the same site/land.
- Director Brodrick sought clarification that it would be on the same site.
- Director Parent: That's correct.
- Director Vue asked about the meaning that the combined building utilization would be 115%.
- Director Parent noted that the capacity of a building is set by a process. When a building's utilization was above 100% it was necessary to work with teachers and administrators to ensure proper use of space to meet needs and how to manage this during the school choice process and during transition.
- Superintendent Gothard added that Chief Turner had shared a statement that the district had a specific number of excess seats in elementary schools.
- Chief Turner responded by saying there were 8,000 excess seats today.
- Superintendent Gothard noted he just wanted to illustrate the capacity the district had and to make schools the very best they could possibly be.
- Chief Turner remarked that those were last year's or the year before's enrollment and enrollment this year is lower.
- Director Kopp mentioned John A Johnson was a Resource Plus school and wondered whether that partnership would be possible following a merger with Vento.
- Chief Turner noted the district was hopeful that partnership would continue.
- Director Allen then mentioned concerns about over-enrollment and wanting to make sure the district was making a good decision about what happens to John A. Johnson.
- Chief Turner noted the district would look at flexibility for growth given that area of the city is dense with students and the new building would take into consideration the possibility of enrollment growth. She added that an incoming kindergartener had 11 to 17 options to choose from and choice in the district would not be going away, saying there were many options.
- Director Ellis looked at the final enrollment number in the combined school and asked whether the district currently had an elementary school that large -- 800 students. She was concerned about such a large size and wondered how a merger of two large schools would work.
- Chief Turner noted the goal was not to surpass 600 students in an elementary school. Vento and John A Johnson currently have about 588 K-5 students now.
- Director Ellis then asked how much above 600 the school could accommodate.
- Chief Turner added that Bruce Vento was close to 700 students historically, though that was dramatically different from today. She said the district did have sites with 500-600 students.
- Director Ellis said ideally enrollment would increase, but expressed concern about the program at 588 students. She asked what growth would look like after merger, with school choice adding new

students. She wondered how fast growth could happen and asked if the school was prepared for growth.

- Chief Collins illustrated enrollment numbers by citing an 18 section school had about 450 students, while a 24 section school had over 600 students.
- Director Ellis assumed families would choose to go there, though that was a big assumption.
- Director Carrillo asked what the target capacity of the new site at Bruce Vento would be.
- Director Parent responded by saying that was part of the design process which may include looking at additional programs such as daycare options (in a daycare desert).
- Director Carrillo expressed concerns about enrollment to echo Director Ellis given the district had found out a lot of students were leaving to go to charter or neighboring districts. He wondered whether the district was setting itself up for an empty building in the future. While the percentage of households with children in this area was quite high, this project would be spending taxpayer dollars to attract those students.
- Director Brodrick noted having a little trouble with his arithmetic, asking Mr. Parent whether the district was expecting to build a building for 800 students.
- Director Parent noted part of the district's expectation was 800 students given current enrollment in both schools.. He said it was more than just the number of seats and kids but also strategic. He said it would be discussed in workgroups too.
- Director Brodrick sought to confirm that at this moment the expectation was to build for a capacity of 800 students.
- Director Parent: Yes, about ballpark.
- Director Brodrick then said when Director Carrillo talked about this area as one where we're losing students he wondered whether the district wouldn't be putting all of its marbles in one basket for a new school. He asked whether the building would be attractive and conducive to attracting students in that area and stated not knowing for sure if it's a good idea to build. He said he kept asking why we can't predict or state why families are not choosing SPPS in those areas. He said he did not expect an immediate answer now, but emphasized that it was a key question.
- Chief Turner noted that as the core group looked at this particular recommendation and began to model it out, the core group determined John A Johnson would not be able to accommodate a merger, but Vento school wouldn't either, though the site could accommodate a new school design school for 800 students. If we want students to come back, we know how to open schools if needed and how to prepare families to come back to well-rounded programs. Families were leaving because they were not able to provide well-rounded education, that's what the district had heard. To reiterate, if the district built a strong program families would come and Chief Turner added that she would love to come back in 3 or 5 years to re-open John A Johnson.
- Director Brodrick said he may have misheard but wanted to affirm that as the district was going to make a commitment to close and build a large Vento school, community engagement would happen prior to the final decision to gauge the question why people were not choosing SPPS schools. Before committing to build 800 student school, he emphasized the district must learn from community about what is needed. Before building it the district wants to know whether they would come. Just as Director Vento asked regarding the timeline regarding community engagement, the district needed to hear those things so the district had a good feeling about what the district was going to try to do.
- Director Ellis said she could use something like Cliff Notes to understand how the use and utilization numbers were determined.
- Chief Turner asked whether Director Ellis would like that now.
- Director Ellis noted she would need a visual at some time.
- Chief Turner said that Vento is at 70% use/utilization now, while John A Johnson stood at 79% now, and the merged schools would have a 115% utilization rate in the near term. This 115% use

rate can be managed with flexibility, noting the district had experience in tight buildings. She noted that currently both buildings had excess capacity and district experience in managing physical space utilization would guide it now.

- Director Carrillo noted the need to have numbers that were understandable to community, asking what 115% meant. He added that it was necessary to be clear about the implications so the plan was understood correctly.
- Director Allen mentioned it would be helpful to explain how shared resources worked in a combined school as a well-rounded school.
- Chief Turner noted resources in a combined school would be shared and students would have access to those resources. She remarked that John A Johnson did not have an assistant principal now due to enrollment, but merged schools would have an assistant principal and more music, phy ed, dance, etc. Combined programs would have more resource options -- language, dance, field trips, community experts. In sum, there would be more staff and more resources.
- Director Allen: Thank you!
- Director Kopp said she was just reminded about what happens when communities combined wondered what impact on EAs and TAs would be as enrollment increased.
- Chief Collins said with more students there would be more opportunities for other positions and that the district would be looking at budgets for specifics. He noted that discretionary dollars would be available.
- Superintendent Gothard said some limitations to discretionary funds now were due to the need to subsidize lower enrolled schools.
- Director Kopp said a well-rounded education was a key feature but there were other benefits to combining.
- Chief Turner noted combined schools may offer a 1.0 FTE family liaison rather than .5 FTE now.
- Director Brodrick asked whether the October 1, 2021 enrollment numbers for this school were available now.
- Chief Turner: Those are the numbers I did give in this presentation -- 352 Vento, 250 enrollment at John A Johnson as of Oct 1, 2021.
- Chief Turner noted that enrollment certification happens in late November or early December and the numbers presented today were tentative numbers, not final enrollment numbers.
- Director Brodrick asked how soon numbers would be turned into the state.
- Chief Turner: Dec 1.

Vice Chair Vue called a 10-minute break at 6:17 p.m. and reconvened the meeting at 6:28 p.m.

Chief Turner continued review of recommendations:

Area D --- Relocate Cherokee Heights Montessori program, Merge with JJ Hill

- Cherokee reopens as community school in Area D
- Cherokee Montessori relocates with JJ Hill

Feedback from the Cherokee Heights community indicated desire for a strong comprehensive school in their neighborhood and strong pathway to Humboldt. Relocating and merging Cherokee Heights Montessori would not likely impact Cherokee Heights enrollment; the majority of families would likely stay at Cherokee and those who choose Montessori would choose JJ Hill.

Area D: Close Riverview Community School, Merge at Cherokee Heights

- Riverview community program relocates to Cherokee
- Creates stronger pathway to Humboldt

- Cherokee Heights utilization rate is not impacted but establishes stronger growth potential

Area E: Wellstone Spanish Dual Immersion students merge at Riverview; Wellstone Biosmart students go to district science magnet(s) or community schools

- Strong Spanish Dual Immersion program at Riverview
 - Miles traveled for Wellstone Spanish Dual Immersion students
 - 61% increases from 2.4 to 3.6 average mile
 - 40% are closer
- Wellstone Biosmart students relocate either at Farnsworth Aerospace, Crossroads Science or community schools
- Wellstone facility re-envisioned

QUESTIONS/COMMENTS:

- Director Vue asked follow-up questions regarding mention by Chief Turner that Area D families were not interested in Montessori philosophy and asked for more background information.
- Chief Turner: Montessori families who support that philosophy would likely move to JJHill, which is where families in that area went several years ago.
- Director Vue then referred to Riverview Community School having just a 33% usage rate and whether the long-term outcome for Cherokee Heights was also 33%.
- Chief Turner said the combined school utilization percentage would actually be about the same as the Cherokee Heights utilization percentage currently. Once combined the utilization rate would be close to 70%.
- Director Vue: Okay.
- Director Parent added that assuming the district had greater retention of Cherokee Montessori enrollment, referring to Chief Turner's statement that community indicated interest in remaining at the new comprehensive Cherokee Heights school, the new enrollment would be about 330 students for a 70% utilization.
- Director Vue then asked a final question about this area, which was in reference to what families in the area want to see in this neighborhood.
- Chief Turner noted initial West Side community discussions had taken place and community feedback indicated this plan would be welcomed and positively received. There are already plans to hold an official meeting to talk with community to seek their input.
- Director Vue asked for more information about the long-term rationale for having a community school at Cherokee Heights.
- Chief Turner referred to community feedback to date which indicated they wanted a core school that was well-rounded and that supported a pathway to Humboldt. She said there was excitement around a community school from this community that was very supportive of their schools. Community see families coming into the area's magnet schools, the community think a strong community school would help to build a strong community high school. New Humboldt construction helps to celebrate this community support and relates back to supporting the community school.
- Director Kopp added that the West Side needed two strong options in the community to retain their community in SPPS schools, given proximity to West St Paul school district which could be a draw to families. She said it was important to retain enrollment and recruit families to keep it strong.
- Director Allen turned to learn more about the numbers anticipated for JJ Hill which was at a 100% utilization rate, while also anticipating numbers staying in Cherokee Heights. She also asked about the plan for repurposing Riverview.

- Chief Turner noted the Spanish Dual Immersion School at Riverview would continue to be an option for families who want a dual Spanish immersion program, which was considered a magnet school option.
- Director Allen asked whether there were numbers to sustain the dual immersion program.
- Chief Turner referred Director Allen to Area E plans in which the board would see how Riverview would become sustainable as Area E recommendations included closure of the Wellstone Dual Spanish Immersion program and merged that program at Riverview.
- Director Allen then asked where Wellstone Dual Immersion Students come from (geographically within the city).
- Chief Turner noted students come from all over the city and that currently Wellstone Dual students were geographically split among Districts A, C and E students attend Wellstone while D, B, F area students currently attend Riverview school. In this plan, all students would go to Riverview. Wellstone Biosmart school would close and students would choose other science magnet or community schools.
- Director Allen asked for confirmation that the plan was to strengthen both schools/programs.
- Chief Turner: Yes.
- Director Carrillo noted that he had two kids at Wellstone Dual and he lived in Area F. He said they chose Wellstone because they thought it was the best research-based Spanish dual immersion school in the district. He asked for the main reason Wellstone would be closed.
- Chief Turner said merging Wellstone and Riverview dual immersion programs left Wellstone Biosmart program unstable, and census data showed that Spanish language families living on the West Side added to the reason for combining in Riverview. Chief Turner added that the Riverview program was a longstanding program with a strong tradition of Hispanic families supporting it. When considering where to locate the two merged programs that were unsustainable on their own, the team considered building capacity, utilization, where the program was welcomed by community, and other factors. She added West Side community had verbally welcomed the merger and community members were ecstatic about bringing the dual immersion program back home to the West Side.
- Director Carrillo asked for confirmation that those were West Side community members, not North Side community members. He stated there were more students on the North Side than on the West Side and that the district needed to think of students as a community and not just as numbers. This recommendation was asking 500+ students to feed programs far away from their homes and breaking apart a healthy school. He noted that he was not saying nothing should change, but research showed dual language programs have a positive impact on students. Breaking up Wellstone to make dominoes to fit on the West Side was inequitable. The recommendation did not add up given numbers and distances involved. Director Carrillo noted that this was what systemic racism looked like. He said he had concerns that the district was targeting a school that served students of color and this was indicative of the need to develop this conversation about equity more. He stated he knew French and Hmong immersion programs had a chance to have conversations about mergers and asked whether there had been conversations with Spanish immersion programs to cover all students, not just the West Side.
- Chief Turner noted that the core team went over the enrollment numbers over and over again and that a lot of work and re-work resulted in these recommendations. With this recommendation, 61% of students would see an increase in the distance to school and 40% of Wellstone students actually lived closer to Riverview than Wellstone. She emphasized that parents wanted well-rounded programs and the decision was to have one strong program added that as the team looked at the West Side, which has only two schools in total, the team thought it was inequitable to close a school there, where the district had recently remodeled and upgraded Riverview. All these things went into account. We did talk about Adams, though as an administration we worked

to reduce that enrollment during construction rather than allowing or encouraging 4 sections of kindergarten this year, so the reduction in enrollment in Adams was intentional and it will take 3-5 years to regain Adams' enrollment...The Envision team felt it was worth the risk to have a beautiful building. Adams is a one-way managed immersion program, while Wellstone and Riverview are dual immersion programs.

- Chief Agbamu added that Adams had a 40-year history and it was the first one-way immersion program in Minnesota. Dr. Agbamu noted Riverview became a two-way immersion program out of need and two-way immersion had proven outcomes from studies in other states. She mentioned Adams was increasingly diverse, but not to the extent of Riverview and Wellstone. She said Riverview had buy-in from parents, and so did Wellstone, but all criteria considered led to the recommendation for the merger at Riverview. Adams had many students on the kindergarten waiting list this year and that having one-way and two-way immersion options in this one district gave parents a choice.
- Director Carrillo expressed concerns that the district was leaving the North Side without a school and that the district knew there was a charter school that would likely capture the North Side students -- parents may say so long to SPPS. He emphasized that enrollment at Crossroads, Wellstone, and schools in the area had not declined, yet the West Side struggled with enrollment not to mention the transportation issues the district has. He was concerned about using investments made in schools as a rationale for making a decision, adding that the district was currently under projections and with this recommendation was saying it doesn't support programs that successfully retain students. He also expressed concerns about opening up a space on Rice Street at a time of higher crime, saying he had really big concerns that this was not a good strategic idea right now and that the message is that the district doesn't really care about the North Side that much.
- Chief Turner responded by emphasizing that at the forefront of all of the Envision SPPS recommendations was putting students first. She noted agreement that not having a school in a community was a concern and the district's goal was to work with the city and possibly move the rec center attached to the school closer to the street. The first goal, however, was to ensure students had a well-rounded education. Chief Turner added that Director Carrillo was correct that enrollment was retained at Wellstone but in part due to city-wide bussing as a city-wide magnet school. Principals say they could have higher enrollment if they had city-wide bussing too. As for Biosmart, the program was not distinct from other schools. The district would be gathering feedback from community in the next month and she noted that the district may have the opportunity to make some revisions if necessary.
- Director Kopp mentioned that data points would be helpful, including how many students are in the Wellstone attendance area and how many choose Wellstone. She expressed concerns about a possible hole the district would be leaving if Wellstone were to close, saying some sense of that data would be helpful.
- Chief Turner said that for Wellstone Biosmart the attendance area was the entire city. For fall of 2019, 11 families chose Wellstone for their school. The district defined choice as families who make active choices themselves and other families may choose. Chief Turner noted that Wellstone currently had two sections of kindergarten now, and those classrooms were full, but they were not active choosers.
- Director Kopp: Asked about summer students enrolling in Wellstone.
- Chief Turner said enrollment figures included 27 students, January through summer, including 4 active choosers and 23 who enrolled in summer. She added that enrollment and market demand were part of this review.

- Director Brodrick noted that as someone who had been a long-time North End community member, Director Carrillo's questions resonated with him. He then asked whether the school the district was looking at closing was a sustainable school.
- Chief Turner: Yes, that's correct.
- Director Brodrick then added the district had a satisfied parent on its own school board and that the school's building was an integral part of that neighborhood -- a school on the hill; it was a landmark for that community. As Director Carrillo said the district was taking a sustainable school that was a major part of the community and closing it at least temporarily. He said his guess was that kids in the geographic band, shown in a previous slide, would be those kids presented with quite a diversity of backgrounds. Giving a personal anecdote, he said as he ate his butter pecan ice cream cone across the street from the school, he was concerned about his beloved Rice Street -- a neighborhood on the brink -- that the city government knew needed to remain a place where kids could grow up. He regretted becoming sentimental as one of those kids, saying he agreed with everything Director Carrillo said about the wisdom of closing that school. Director Brodrick added that he heard Director Carrillo say he was open to options to keeping that building open and maybe even combining it with the old Washington School. Before he continued, he just wanted to say it made him pause in terms of what the best future may be. He was hoping this conversation would be part of the conversation as a board and absolutely including a conversation with those people in the neighborhood. He added that all those people at the ice cream shop get along, which was a model for these difficult times.
- Chief Turner noted these decisions had been emotional decisions and that she appreciated the board's emotional perspective on this. She added that the board may recall that the recommendations presented would be data-based decisions; if you didn't lean on data the decisions would be impossible to make. She encouraged the board to look at the data, including the percentage of students by city area. For a magnet school, enrollment was exactly what you'd expect to see with a magnet school, but there was also the need to provide a unique curriculum with a wide geographic reach that was also socially, economically and linguistically diverse. She asked whether the district was providing that at Wellstone. No, based on data one cannot come to the conclusion that Wellstone was accomplishing all of these things. With the district's goal of providing a well-rounded school, data showed that neighborhood families were not choosing Wellstone, which led to the recommendation to combine Riverview and Wellstone. Chief Turner added that Director Brodrick was right that the district's goal was to re-envision that school. This recommendation stands, but she added she was encouraged by hearing board member concerns.
- Director Ellis asked how many Wellstone Biosmart students go on to Washington Biosmart?
- Chief Turner said the team would find that data and present it for Director Ellis. Chief Turner noted not being concerned about Washington enrollment given the long waiting list for Washington that numbered 100s of students.
- Director Ellis noted she understood that Washington was not hurting for enrollment, but that this was on Rice Street, and the district's objective was to create sustainable pathways for a school that's right down the street, adding that if you eliminate it, that would affect the community.
- Chief Turner responded by saying 34 students had elected to move from Wellstone to Washington (40% of Wellstone students choose Washington).
- Director Brodrick said that when the district created the upper and lower campuses from Farnsworth and Cleveland to go to Johnson, he recalled excitement about creating an exciting Arcade Street corridor that could be the substance of a neighborhood, which was analogous to helping the Rice Street community and working with the city to make something happen. Director Brodrick said his beloved Rice Street was a neighborhood on the brink but that people got along there, adding that anything the district could do to strengthen schools, and communities, would be

valuable. Director Brodrick concluded by saying that perhaps his colleagues could help him with the data.

- Director Carrillo sought to clarify whether Director Brodrick was referring to enrollment data in the pathway to Washington and added that he thought that the percentage of Wellstone Biosmart students going to Washington may be higher.
- Director Ellis then asked whether Crossroads Science was a magnet.
- Chief Turner confirmed it was a citywide magnet.

Area E Recommendation: Close Galtier and Merge at Hamline

- Galtier students relocate to Hamline
- Hamline-Galtier envisions new school community program
- Hamline-Galtier programs merge
- Galtier facility re-envisioned
 - Option for Early Childhood hub
- All students east of Snelling get bused

Chief noted that the programs could fit in either the Galtier or the Hamline school building, but there was room to grow if both programs were in Hamline. The programs could grow in that building, which was attached to a Park & Rec building next door. Plus, it was across the street from Hamline University which partners with the school. Special ed and early childhood programs were in the Hamline building now. This decision came from a review of the data. Schools have been the heart of community, so Galtier could now be open to becoming an early childhood education hub, plus Galtier was uniquely designed for prekindergarten programs where the community would have access to the playground too. Chief Turnered added the district wanted to have a school program in the neighborhood and that program would be for 4-year-olds; the building would not be abandoned, but vital. With this recommendation, rather than leaving both programs unsustainable, the district would have sustainable programs at Hamline with a combined capacity at 78%.

Area E Recommendation: Close LEAP High School

- Students select area high school language academy and/or other alternative program
- LEAP facility re-envisioned

Chief Turner noted that this high school, traditionally designed for new immigrant students, had 176 students in SY19-20 and currently had 144 students. In addition to not being as welcoming to New Americans as the US had been in the past, the opportunities in this school did not match other high schools. A standalone high school for 144 students was not a well-rounded education. These students would attend other language academy programs in the city.

QUESTIONS/COMMENTS:

- Director Kopp first stated that LEAP was a special place; it's like a family, adding that this news could be devastating, very difficult for this community. Director Kopp asked what the bridge to the next plan would look like and how could the district ensure that the experiences in other spaces would be comparable to this special place. She added this was a very specific program that would be difficult to replicate in other spaces.
- Chief Turner responded by saying these were excellent questions and points. She said a significant number of LEAP students were Latino and the Envision team had a meeting there tomorrow to learn more from students. To answer Director Kopp's question, yes the district did have a plan and the Envision team would have feedback from that meeting for the next Envision SPPS meeting.

- Director Kopp emphasized that there must not be a gap, that LEAP students must be well received and supported at their next school.
- Chief Wilcox-Harris added her agreement that LEAP was a very special place that started in the early 1990s. She noted, however, that today the district had five language academies at other high schools. She acknowledged that LEAP was a unique program for supporting ALCs, and the district was considering what other schools may be good options. Chief Wilcox-Harris emphasized that support would be wrapped around these students.
- Director Kopp: Thank you.
- Director Carrillo noted Director Kopp's points made him think of the 'why' question -- why the recommendation for closing. He said that the board was hearing from Galtier that they don't have enrollment support for that special community. Director Carrillo said he'd like to see a recommendation provide direction about these plans. For example, would the district fire and then rehire teachers or would there be a more inclusive approach for teachers. He asked for more information about these intentions.
- Chief Turner responded by reviewing the range of solutions brought to the board and then she read through the definitions of those solutions. For instance, if the recommendation were to combine two schools or different programs, leadership would be combined though separate budget codes would be retained. Crossroads was a good example of two programs with one leader at that school. Another solution had similar programs moving to one school (a merger), which would lead to one leader and decision-making structure, with one budget code, and staffing would be interviewed and selected. All recommendations today were mergers, which meant Galtier would merge with Hamiline and the resulting school would have one leader. HR and the Superintendent of Schools would make those decisions and teaching positions be merged and assigned on a seniority basis. Chief noted the district would be following terms laid-out previously in that regard.
- Director Allen said she appreciated Director Carrillo's request. She said she'd like to see what the district was growing in those spaces in regard to specialists in music, art, etc., asking how education would be enhanced in specific schools. Director Allen asked to know specifically what would be done and how. She added that the district was losing enrollment was understood, but added that the district was losing enrollment due to a lack of cultural content at schools.
- Chief Turner said Director Allen may recall that work begins on November 16th, after the board's vote, and it would begin with the public participation process with parents and stakeholders. At that time, the district would involve community and stakeholders regarding specialists to offer in this new school environment, adding it was premature now to do that, but that work would continue in January.
- Director Allen then asked why it wouldn't be premature to make those decisions without knowing the enrollment and whether it was possible to create that scenario with that enrollment known given that enrollment creates the funding opportunity to have specialists. She added her agreement with Director Carrillo that the district needed to start to paint that vision for communities, otherwise they would not participate in the district process and wouldn't enroll in schools.
- Superintendent Gothard noted that this allowed the district to repurpose its resources.
- Director Allen asked Chief Turner to be very specific about how a school would allow well-rounded education to be actualized.
- Superintendent Gothard said that if the district were able to stabilize enrollment, that would allow the district to repurpose resources as part of the design process. He noted that families today were saying the district needed to do more, and in order to be sustainable the district needed to develop some scale to do it in a better way.

- Director Allen said her question surrounded enrollment and that she was on the board when Galtier was possibly going to close and since then it did not seem like things had gotten better. She noted the classroom cap as it related to school expansion and asked what the strategic plan was for Hamline and other schools if the district did not get the enrollment desired.
- Chief Turner said that since 2016 the district had met with the Galtier community to see what they would like to see in that school in terms of support and with regard to enrollment, but ultimately it came down to the product offered. Families were leaving to find a well-rounded education, and the district was working within its structure to improve upon its product and it was on the basis of that educational experience that the district believed more children would return. The result would be reopened schools that the district was closing now. Chief Turner then asked whether she had addressed Director Allen's question.
- Director Allen noted that her response did not address her question because she was concerned with the slippery slope. Director Allen added that a lack of engagement was a problem and that they needed to hear from community simultaneously. She added that the district was making adjustments now, but those could not happen overnight or in one year. She said she was concerned about where the district would be at in 3 years, while the district was waiting for implementation. Director Allen noted that a lot of parents didn't think about the big picture of the district or even the school, but they did care about their teacher. Building leadership and building complaints had not been addressed, and by not listening to community and students families had left those schools. She added that the district had a history of looking at credentials rather than at leadership quality. She concluded by saying that was what she wanted to say.
- Chief Turner: I have taken notes on those pieces.
- Director Ellis then said she had a question of the General Counsel: "Must we vote on all of these schools together?"
- General Counsel Long said it was his understanding that this was being presented as one package. He then asked Chief Turner for confirmation.
- Chief Turner responded by saying: "Yes, as a single package." She noted that as the district heard from the public and the board, the Envision team would possibly make adjustments, but that, in order to be equitable, data analysis would be used to develop the rationale. The same criteria would be used to make decisions/recommendations and any modified recommendation would be presented on November 16th.
- Director Ellis noted that while the district knew what it did, the community may be asking what the district did was really enough. Community expectations were high and those conversations would need to continue going forward to see if there couldn't be a meeting in the middle. Director Ellis said she didn't like being in this situation in 2016 and she didn't like being in this situation now, with all the emotions. Furthermore, at this time when the district had just been back in schools for maybe 6 weeks. She asked what the district had done beyond just subsidizing the schools and the staff to support leadership as they were struggling. More specifically, what did the district think it did to find a pathway to be elsewhere than the position it was in now. Director Ellis said she was not hearing what our efforts were beyond subsidizing with money. Please refresh my memory regarding LEAP, did we have students at LEAP older than 18?
- Chief Turner said, yes, students could stay until they were 21.
- Director Ellis asked whether students had the option of going back to high school.
- Chief Turner responded by saying, yes, they could. As a super senior, students could look at alternative options -- Gordon Parks, as one example. Chief Turner said LEAP students had told the district they wanted more offerings like what a larger high school would offer.
- Chief Wilcox-Harris noted that she was the first person to talk about LEAP being part of a general high school because LEAP could not offer the level or depth of electives of larger high schools.

- Director Ellis noted that it would seem the district would want the LEAP program, with its particular mission, to remain a small program, but she was hearing that some students wanted electives. Director Ellis asked whether LEAP was ever meant to be a large program, given the specific learning needs of students who attend the school.
- Chief Turner said Director Ellis was correct, but LEAP was not designed to have just 144 across 4 grades. Chief Turner added that she did think the district would be able to work with students to understand what a transition would look like to co-locate with another program at another school where more resources are available thanks to enrollment. She mentioned that a parent recently told the Envision team that LEAP was great but the student was not ready for college when they left. Chief Turner emphasized that the district can provide better and stronger education at other programs. This may be a program that included transfer of staff support to a new school.
- Director Ellis: Thank you.
- Director Brodrick then asked for a clarification from Chief Turner and General Counsel Long regarding the vote on November 16th. He stated that the board would be voting on November 16th on a package, however within that package would be several big changes for particular school communities. If the board were to vote on a package the board would need to be in agreement on all elements of the package. If the board were to vote individually on recommendations or on a package, the board would need to flesh out individual decisions in order for them to be in the package on November 16th.
- General Counsel Long deferred to Superintendent Gothard to respond to this question.
- Superintendent Gothard said the district's goal was to provide recommendations by November 16th. There would be a lot of ideas and emotions like those expressed tonight. He advised making a motion at that time, and it could be one motion or a series of motions. If separated, some may not be agreed on. The question is whether the district would be working comprehensively. The administration would be bringing a recommendation to the board on November 16th and it would be the board's decision on how to bring those motion(s).
- Director Brodrick offered that his concern was how the board as well as the community would have opportunities to weigh in before the vote on November 16th. If the board were to decide that one recommendation may not be agreed upon, within an interlinked package it would be very difficult for a board to do without having had the chance to dive into individual recommendations and hear the community surrounding recommendations. He said the board can't vote on the whole package if the board felt like it had not made a proper judgment.
- Superintendent Gothard noted that the 2nd half of today's presentation would provide details about the community engagement process.
- Director Brodrick added that his uneasiness was not about Envision SPPS as a general plan, but rather about casting a vote on November 16th on all of those individual decisions that impact individual staff, schools and students. He said his concern was going from several recommendations to one package, though he'd wait to see what was in the next few slides since he did not want to make this into a debate about whether the board should vote for a package or for individual actions. He said board members were responsible for every part of that package.
- General Counsel Long noted Director Brodrick was correct that it was the board's decision and it was also the board's decision about how to approach this decision.

Area F Recommendation: Close Jackson Hmong Dual Language (HDL), Merge at Phalen Lake Hmong Dual Language (HDL)

- Stronger HDL program
 - Citywide busing provided
- Parkway repurposed for Hmong Language & Culture middle school program
- 1 mile from Phalen (lower campus) to Parkway (upper campus)

Chief Turner mentioned that Hmong community representatives came to the administration two years ago and provided public comment and spoke with community to discuss HDL (Hmong Dual Language) and about forming a Hmong workgroup, led by Dr. Agbamu. The group developed recommendations to move to Phalen Lake Elementary which had the capacity to merge. The workgroup preferred one building to two, the district did not have a building to accommodate a K-8 school. Therefore, the administration suggested a Upper and Lower Campus configuration, with Parkway becoming a Hmong Language and Culture middle school program (upper campus). This example shows why a package vote works, because of the interlinked plans for school buildings -- Parkway Montessori would close but the school would be repurposed as Hmong Language and Culture Upper School.

Area F Recommendation: Close Jackson Community and Merge at Maxfield

- Jackson facility re-envisioned
- Assumes PK remains at Maxfield
- Maxfield-Jackson school re-envisions new school community program
- Historical Rondo neighborhood
- Promise Neighborhood

Area F Recommendation: Close Obama and Repurpose site

- Current Obama students will go to their community school or magnet options
- Repurposed site reopens as:
 - PK-5 Montessori
 - Middle grades program

Area F Recommendation: Obama as PK-5 Montessori program and 6-7 middle grades

- PreK-5 Montessori program
- 6-8 middle grades program (not Montessori)
- East tower capacity: ~475
- West tower capacity: ~400
- Obama: 85% utilization rate (PK-8)

Area F Recommendation: Relocate newly merged JJ Hill/Cherokee program to Obama once remodeling complete

- East tower: Montessori program
- West tower: Middle grades 6-8 (not Montessori)
 - 6th grade Montessori students districtwide pathway to Obama fall 2025 (Crossroads, JJ Hill, Nokomis North and South)

Chief Turner noted Obama was a service learning magnet with 266 students (k-5) and the building had a 40% utilization rate. In this recommendation, Obama would be repurposed as a combined school with JJ Hill and Cherokee while also adding a grades 6-8 middle school program at Obama fed by a Montessori program. Parents wished to have a middle school pathway for their Montessori students. With this configuration, the Obama building would reach an 85% utilization rate. The Envision SPPS team believed this plan would be supported by the community. Chief Turner added that a question would be when to move given the need for renovation at Obama.

QUESTIONS/COMMENTS:

- Director Allen noted that having worked at JJ Hill she loved Montessori programs. She said it becomes a lifestyle and carries with you other elements of one's life. Director Allen added that she appreciated the merger and push to enhance Montessori and then asked what the correlation was between Obama and Montessori. Was there something about the name Obama?
- Chief Turner responded by saying that the Obama name would stay with the school -- naming the school after Obama was symbolic -- and the JJ Hill name would stay on Selby and be refurbished as an early education hub. Chief Turner added that the district did not want to move that name - Obama - as the past president and first lady were both very supportive of Montessori's hands-on learning philosophy that supports integration, with many languages, with students from all parts of the city in a stable, historic neighborhood. A Montessori teacher helped the Envision team develop this recommendation for the Obama name.
- Director Allen then mentioned that as a fourth generation Rondo kid, and the first in her family to cross the redline across Selby, she thought Montessori was the direction the district needed to go in with education in general. Director Allen then asked where the space was for creating the comfortable space for black and brown kids to achieve excellence in the Obama school.
- Chief Turner noted that people ask her where the Afro-centric excellence is happening in SPPS.
- Superintendent Gothard thanked Chief Turner and the Board of Education, and everyone involved, noting that everyone was similarly aligned here. The purpose of providing recommendations was to provide stability for the future. He added that starting with these increments the district can do education in a better way and this could then serve as the foundation to make more changes in the future.
- Director Vue returned to clarify questions about Parkway becoming a middle school for Hmong studies and when that would take place.
- Chief Turner said the changes would be implemented in fall 2022, when Parkway would welcome 6th graders from Phalen. She noted that the district had learned some things as it grew and the district could be thoughtful and methodical, such that initially the enrollment would be small and students could grow into the building.
- Director Vue then asked for confirmation that the middle school would have citywide bussing.
- Chief Turner responded affirmatively and said the district may look at other configurations in terms of grades assigned to a particular school (5-8 or 6-8). Decisions like that would be done in conversations with community.
- Director Vue followed up by asking whether there are workgroups now and why some schools had pre-plans while other schools did not.
- Chief Turner said the recommendations included 5 closed sites that did not yet have any immediate next steps proposed, so those next steps would be to see what those next steps may be. That process could include working with those communities as a whole including the neighborhood council and taking into consideration the facilities utilization study, and other factors. Chief Turner acknowledged other schools did have a recommended post-change plan and given the thousands of excess seats in the district's schools, it may be a multi-phase year plan. She then asked the board to consider the plans recommended now rather than the ones not yet included in Envision SPPS recommendations.

Area F Recommendation: Expanding Capitol Hill pathway from Highland Sr to other High Schools

- Capitol Hill 8th grade students pathway to community high schools
- Language programs pathways assessed for alternative locations besides Highland Senior, if needed
- Current 5th graders first to pathway to community high school for 2025
- Highland Senior capacity can accommodate community students and anticipated enrollment from Highland Bridge development (Ford Plant)

Chief Turner noted that all other high schools could accommodate Capitol Hill students' advanced placement coursework needs.

In summary, Chief Turner stated that Envision SPPS recommendations represented 2,949 SPPS students (~9% of total enrollment) in a district in which 70% of all students were students of color. She then reviewed the following slide:

How schools have been supported:

- Subsidizing school budgets
 - Fall/spring adjustments (building & district)
- Provided marketing and recruitment support
- Targeted outreach campaigns
- Facility enhancements
- Expanded/modified transportation
- Leveraged partnerships
- Expanded programming to increase enrollment

Chief Turner noted that why students are not attending a particular school was important, the focus of concern needed to be on students who were here now. She said that by doing that, other students would return for a well-rounded education. She emphasized that this was a competitive marketplace and that SPPS gets about 60% market share and that families choose with their feet. Chief Turner said that in the end the district needed to rise to the challenge of providing a well-rounded education in every school.

Recommendation Overview - At start of school fall 2022

- 10 Schools programs will have expanded or changed due to parent requests or program consolidations:
 - Bruce Vento
 - Cherokee Heights
 - Galtier
 - Hamline
 - JJ Hill
 - LNFI Upper
 - LNFI Lower
 - Parkway
 - Phalen
 - Riverview
- 1 high school pathway change due to neighborhood expansion: Capitol Hill
- 5 sites closed and available for future programs, community partnerships, early childhood expansion or temporary space during construction, or other district needs
 - Highwood Hills
 - John A Johnson
 - Jackson
 - LEAP
 - Wellstone
- 1 school temporarily closed for remodeling magnet PreK-8 site:
 - Obama

See enrollment slide fall 2020 versus fall 2024, which shows there are 9 unsustainable schools now, but they would increase by 2024 if no action was taken.

Engagement Dates: See slide in online BoardBook and additional details on Envision SPPS website.

QUESTIONS/COMMENTS:

- Director Allen had a request that Chief Turner provide the board with the alternative ideas that did not work during this process. That is, possible scenarios that were not part of a final recommendation. Director Allen if those could please be provided to the board and to the public.
- Chief Turner said those ideas would be provided and then reviewed Board member requests for additional information.
- Director Brodrick expanded on Director Allen's request to mention that we would not be having this discussion at all if we were not in an enrollment decline that had continued for at least the last 6 years. He said tonight we were looking at optimal school size to have us have better overall achievement and hopefully to actually take a real stab at alleviating the achievement gap. A better deliverable of services across the district would improve enrollment. He said he believed the loss of faith in the district was more fundamental, an organic root of the issue, than optimal size of schools. He said we needed to find out why families leave SPPS, which could be asked during community engagement meetings. Until the question was answered the district would continue to seek a magic bullet to grow enrollment. He said he hoped that when the district talked about Envision SPPS with SPPS communities that that talk would focus on their main concerns. Director Allen's comments said the district needed to have all of our schools be safe and welcoming for all of students -- race, ethnicity, gender, religion. Director Brodrick continued that the district was in this situation due to enrollment declines for years because families had chosen other schools. He said the district could try all kinds of things but he had seen a lot in his education career which basically boils down to what our families want. Basically, families want a safe, culturally relevant space and nothing else would solve the district's enrollment decrease.
- Director Carrillo echoed Director Brodrick and used a football analogy by adding the district was missing its projected enrollment targets and he was concerned that the district was calling running plays on a long 3rd down rather than addressing why people were leaving, which represents passing the buck of responsibility to schools. He added that the district needed to take ownership of the decision coming and own the environment the district had created asking: Why didn't the district support schools while enrollment decreased? He said it was necessary to listen to parents because parents had valid comments to say. Director Carrillo said an open-mind was needed in order to be transformed by their comments, otherwise more people would leave the district. Not all decisions can be well-received but the board owes the community it serves to provide a well-rounded education and improve student outcomes with a joy of learning and a commitment to serve the community that served them.
- Director Kopp noted that there are many people who would not come to public meetings or send an email and that the board's commitment needed to be make the hard decision at this very hard time. She expressed appreciation for Director Carrillo's comments about being transformed, but noted she didn't want the silent to be forgotten. She said she trusted it was possible to get there in the end.
- Director Vue thanked his board colleagues and asked for clarifications on engagement dates and what outcomes should be expected from those meetings, especially the Public Information Sessions.
- Chief Turner noted Public Information Sessions were 90-minute virtual meetings with most of that time dedicated to community questions.

- Superintendent Gothard added that the format would be similar to virtual meetings related to Covid-19.
- Director Vue then asked how Listening Sessions were different from Information Sessions.
- Chief Turner said Listening Sessions would be held in-person and would likely be held in the Board of Education meeting room, from 5:30 to 7:30, on October 28 and November 11. She added that speakers would sign up like they do for regular meetings.
- Director Vue asked whether the language specific meeting dates were set.
- Chief Turner said not yet though the dates picked would be the most appropriate date for a given community and in those languages.
- Director Vue then asked who would participate in Affected School Communities meetings.
- Chief Turner mentioned that principals would be setting up those meetings and the format of the meetings would be determined by each school's current meeting format (virtual or in-person).
- Director Vue sought clarification on workgroups mentioned in previous meetings and where their progress stood today.
- Chief Turner responded first by noting language specific meeting dates were actually finalized and would soon be published and then noted two workgroups were still in their final stages -- 1. Enrollment Workgroup, with a focus on the impact of class size on enrollment, would be done within the next week; 2. The Montessori group, which took a summer break, was currently on hiatus as a result of the emotional response to their preview of the Parkway recommendation. The Montessori workgroup would continue and outcomes would be completed prior to November 16th.
- Director Allen asked when the Affected School Communities meeting would take place and whether board members could attend.
- Chief Turner said that as dates were confirmed they would add them to the Envision calendar. She encouraged visits to the Envision website to view all the data, presentations, meeting dates, workgroup information and more. She emphasized that the recommendations had come from many different participants, including district families who want a well-rounded education.
- Director Carrillo asked when the bi-lingual Spanish meeting was happening.
- Director Turner asked Dr. Agbamu to respond to this question.
- Chief Agbamu said the intention was to finish the French immersion conversation this week and schedule the bi-lingual Spanish meeting next.
- Director Carrillo said he hoped this work would be done before November 16th.
- Chief Turner said the question was how can SPPS maintain a strong bi-lingual Spanish program and noted that she would work to make sure that meeting took place.

Superintendent Gothard then thanked Vice Chair Vue and Board members for their thoughtful deliberations tonight. He said it goes without saying none of us wants to be in this position. He said the goal was to strategically use resources in a consistent, equitable manner to achieve a well-rounded education for all. Thank you for all of your work.

V. ADJOURNMENT

Vice Chair Vue provided a reminder that the Board of Education would hold two meetings on Monday, October 18th: a Special (Closed) meeting at 4:30 p.m. and a Special Envision SPPS meeting at 5:30 p.m., and that the Regular Meeting of the Board of Education would be held on Tuesday, October 19, 2021, beginning at 5:30 p.m. with public comment.

Vice Chair Vue, seconded by Director Ellis, then moved to adjourn the meeting.

The motion was approved by roll call order:

Carrillo	Yes
Ellis	Yes
Foster	Yes
Vue	Yes
Brodrick	Yes
Allen	Yes
Kopp	Yes

The motion was approved unanimously by a 7-0 vote.

The meeting adjourned at 7:34 p.m.

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

Prepared and submitted by:

Brian Hammer

(Interim) Board Secretary, St. Paul Public Schools Board of Education

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

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

**October 18, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Kopp, Y. Carrillo, J. Foster, J. Vue, J. Brodrick
Superintendent Gothard

C. Long, General Counsel

C. Allen joined the meeting a few minutes late.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Foster and seconded by Director Brodrick 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 approved by the Minnesota Statutes of 13D.03. It was passed by acclaim.

V. LABOR NEGOTIATIONS STRATEGY

VI. MOTION TO OPEN MEETING

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

VII. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Carrillo seconded the motion to adjourn the meeting. It was passed by acclaim.

The meeting adjourned at 5:03 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:

Brian Hammer

Interim Board Secretary, St. Paul Public Schools Board of Education

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

REGULAR MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

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

**October 19, 2021
6:05 p.m.**

I CALL TO ORDER

The meeting was called to order at 6:06 p.m. by Jeanelle Foster, Chair.

Director Foster called a recess at 6:06 p.m. and reconvened the meeting at 6:09 p.m.

II. ROLL CALL

Board of Education: C. Allen, J. Kopp, Y. Carrillo, Z. Ellis, J. Brodrick, J. Vue, J. Foster
Superintendent Gothard

C. Long, General Counsel

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda. The motion was seconded by Director Allen.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

IV. RECOGNITIONS

A. Acknowledgement of Good Work by Students

Chief Wilcox-Harris congratulated district educators, administrators and honorees of the National Merit Scholar Corporation, an honor afforded to less than 1% of all graduating seniors in the United States. Chief Wilcox-Harris introduced Christine Vang, Principal, Central High School, and SPPS National Merit Scholar Semi-finalists by name and high school. Principal Vang and Leo Curtis, Central High School student and National Merit Scholar Semi-finalist, shared their reflections on this honor.

B. Acknowledgement of Good Work Provided by Staff & Outstanding District Partners

Chief Wilcox-Harris introduced the recently approved grant from the U.S. Department of Education Institute of Education Research Sciences Education Research Program to develop a groundbreaking pre-literacy tool known as the Individual Growth and Development Indicators (IGDIs) in the Hmong language. This 4-year grant will support the development of the first Hmong learning language assessment tool to support learning in the classroom and so Hmong can thrive as a language in the community. Speakers included grant partners Lori Erickson, SPPS Office of Early Learning Assistant Director; Gao Vang, IGDI Grant Specialist, SPPS Office of Early Learning; and Dr. Alisha Wackerle-Hollman, Assistant Research Professor, Department of Educational Psychology, College of Education and Human Development, University of Minnesota. The IGDI grant proposal was the highest rated of more than 500 grant applications this year.

Questions/comments from board members included excitement for the grant and appreciation for the Office of Early Learning, as well as excitement and congratulations to the national merit scholars. Thanks were also expressed for the University of Minnesota partnership and the groundwork this new grant will help lay in developing materials for other culturally relevant and supportive materials in the district.

Superintendent Gothard expressed congratulations and acknowledged the groundbreaking work being done in the district thanks to strong partnerships like this one with the University of Minnesota. He also congratulated the incredible young people who are representing our communities as national merit semi-finalists.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda, with the exception of C1 - Change Inc. Services in SPPS for separate consideration. The motion was seconded by Director Brodrick.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

VI. APPROVAL OF THE MINUTES

MOTION: Director Foster moved approval of the following meeting minutes. The motion was seconded by Director Vue.

- A. Minutes of the Special Meeting of the Board of Education of September 20, 2021
- B. Minutes of the Regular Meeting of the Board of Education of September 21, 2021
- C. Minutes of the Special Meeting of the Board of Education of September 27, 2021
- D. Minutes of the Special (Closed) Meeting of the Board of Education of October 4, 2021
- E. Minutes of the Special Meeting of the Board of Education of October 4, 2021

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board of Education of October 5, 2021

At the Committee of the Board Meeting on October 5, 2021, Superintendent Gothard welcomed everyone to the meeting, and provided a brief narrative regarding long-term student outcomes as the district's core focus, including how race, ethnicity, culture, and identity intersect with academic readiness, college and career paths. Superintendent Gothard noted that this update to graduation policy was tied to the academic plan to educate students to think critically, pursue their dreams and change the world.

The first presentation was Updates to Policy 510.00 Graduation. Presenters noted that future board approval would be required to adopt this graduation policy change and that the proposal before the Board added three words to the graduation requirement -- critical ethnic studies. An important update for the Board was that critical ethnic studies was being successfully piloted this fall as a semester-length, two-credit, interdisciplinary human geography course for 10th grade students. The expectation was that this new course would lead students to take more courses in African American studies and other courses of their own interest. Board readings of this policy would take place during Regular Meetings of the Board of Education over the next three months: October (1st reading), November (2nd reading), and December (3rd reading).

The next presentation was the Sustainability/Energy Update. This presentation provided an update on sustainability and energy progress in recent months and the rationale for creating a Sustainability Advisory Taskforce. The presenters noted the need to tell the story of SPPS's good work around energy efficiency and the result was the creation of an energy dashboard. Regarding next steps, presenters cited student survey results in which 85% of the more than 1,500 student respondents noted taking action on climate change and the climate crisis was important and 70% said they were likely to participate in climate action. Still, there were complexities to making sustainability/energy decisions including financing options and how to link these efforts to the curriculum and career development.

Presenters noted the key next step was to create, by the end of this fiscal year, the Sustainability Advisory Taskforce grounded in the existing Energy Action Plan. would be an important step and the UMN's CERTs team was ready to partner as needed. The role of the taskforce would include providing guidance on how to incorporate this into the capital plan and district decisions-making long-term. With the board's agreement stakeholder engagement would begin with a survey to be distributed following the meeting.

Questions included requesting more specifics about the timelines for creating the taskforce and what role the Board of Education would play; stakeholder group involvement, how those groups would be formed and who would be represented by them; requests for examples of successful curriculum integration with school energy/sustainability projects; and how community and just not SPPS could benefit from this initiative.

The final presentation was the Envision SPPS Update, which included an overview of community engagement and communication plans, as well as a response to Director Allen's question regarding the costs of maintaining a building in which there were no longer programs or students. Director Parent provided actual costs of owning a building without programming. Chief Turner provided a review of the Envision SPPS timeline from 2020 to full implementation in the 2023-2024 school year as well as engagement plans. Chief Turner also reviewed next steps for the Board of Education and that the board was anticipated to vote during the Regular Meeting in November 2021.

Questions and comments included asking about support for affected communities; the rationale for holding virtual meetings and how long such meeting would last given the need to allow equitable time for parents to speak; who would represent the district at engagement meetings; and the need for the district to lead compassionately to allow people to say what they needed to say.

MOTION: Director Vue approved that the Board accept the report on the October 5, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Carrillo.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

VIII. SUPERINTENDENT'S REPORT

A. Envision SPPS Update

Presentation Title: Envision SPPS: Enrollment & Sustainability - Exploratory Analysis of Class Size Limitations

Researchers:

Dr. Stacy Gray Akyea

Cindy Porter, Research Assistant

Kara Arzamendia, Assistant Director

Dr. Stacey Gray Akyea, Director, SPPS Department of Research, Evaluation and Assessment, presented an analysis of data focused on class size to provide additional background on factors associated with enrollment challenges in the district, with a special focus on the impact of class size limitations on enrollment trends over time, that inform Envision SPPS around sustainability. Due to data constraints, the study cannot conclude there is a direct causation between class size limitations and enrollment, though data suggest there may be some association between the two.

Please see the full presentation in the [BoardBook for the October 19, 2021 Regular Meeting.](#)

Slide content includes:

- Envision SPPS & Enrollment
- In 2013-14 Enrollment Projections
- Kindergarten “Pacesetter”
- Two Roads Enrollment Projections versus Actuals
- Influences - Decisions that may have contributed to current enrollment
- Class Size Limitation Background (CSL)
- Design of the Study
- Analysis 1: In what ways could CSL impact school enrollments?
 - Comparison of Enrollment Models
- Analysis 2: Does the average change in grades differ before CSL and after CSL?
 - Average year to year change by grade
- Analysis 3: Does the change in K-5 cohort differ before CSL and after CSL?
 - Comparison of K-5 Cohort changes before and after CSL
- Analysis 4: How does the actual enrollment compare to the projected enrollment snapshot from 2013-14?
 - 2013-14 5-year Trend to October 1 Comparison
- Results Summary
- Conclusion:
 - All analyses yield results that associate CSL with the subsequent enrollment deviation (decline) beginning 2013-14
 - Results suggest continual declines
 - Results suggest the association with CSL and enrollment decline is stronger for high needs schools and high needs students
 - The combination of smaller birth rates, thus smaller K cohorts with continual declines associated with CSL is a risk to sustainability
 - See limitations of study also listed on this slide
- How Does It Happen?
- An Example: Three Schools
- School A
- School B
- School C
- Schools and programs with healthy enrollments make it possible to provide and sustain a well-rounded education

Director Gray-Akyea: SPPS loss of students from year-to-year coincided with the implementation of class-size limitations, whereas in the past it used to see year-to-year increases in enrollment. She added that lower birth rates with continual declines are a risk to sustainability and that this inquiry was conducted after the fact and therefore there was no ability to control for variables or to see interaction of individual factors in relation to enrollment patterns.

Questions/Comments from board members were numerous, and included queries regarding the explanatory power and meaning of this analysis and whether it was possible that other factors played a role in enrollment declines -- why families choose a school; whether the district conducts exit interviews of families when they leave the district and what additional data the district may have that could be relevant to this discussion (e.g., the opening of charter schools, construction of light rail, and other possible factors); finally, board members asked whether a more systematic approach to understanding enrollment decision-making would benefit the district.

Additional points of discussion included:

- Chief Collins provided a summary of the class size committee at a school, for additional context: There are 6 voting members of a class size committee, including two parents. If you take one step back and look at enrollment, which principals would do, we hope everyone comes back but that's never the case. The 'why' of where students are going is very important information. Parents are very choosy -- selecting one school and only that school as their choice. There's a distinct consumer side of school choice, so managing that and being flexible is really critical.
- Director Ellis: Are those committees still active? Does every school have such a committee and are they active?
- Collins: Yes, SPFE is the representative of teachers and those committees exist when there's an overage. But today we have a lot of capacity for meeting new student enrollment needs so there are fewer committees active.
- Director Brodrick: When we have a family depart the district how often do we have an exit interview with those families to understand their decision?
- Chief Collins: From a site level perspective, about 20% of the time you know when a student is leaving and many times school staff are calling to find out why a student is not in class. We know a student has officially left when we receive a records request from a neighboring district.
- Director Brodrick: If we do have information from conversation with a family that's chosen to leave (to a charter or to Roseville), I'm sure the principal and other staff members have a pretty good idea what the dissatisfaction was all about.
- Chief Collins: I would share a conversation with the principal earlier this year. She told me where they were going and in most cases it was not a neighboring district but to a city that was farther away (e.g., Andover). Housing stock, upward mobility, other challenges factor into such decisions. Some move out of state or there are family dynamics; it's a parent's decision.
- Director Brodrick: I appreciate that as a former classroom teacher. At that time we had a high level of transitory students. We understand all of the problems many students have and we have to build relationships between students and our buildings. But how much data do we have about why families are leaving for families that are not those types of issues?
- Chief Collins: In terms of stability efforts, that's the goal to work with kids. We understand that principals, teachers and staff play a critical role problem-solving with families. That information is not necessarily gathered or shared at the site level.

- Director Brodrick: Would you say it would behoove us to be more systematic in our attempt to gather that information? For years, the question has been why are families choosing to leave SPPS? How can I get that in the form of data rather than in the form of conversation between staff and parents that may not become data that we can work on.
- Chief Baker: During follow-up sessions we can get to your answers. In the interest of time and presenters still to present tonight, I hope we can defer to a future meeting.
- Director Carrillo: Dr. Gray-Akyea, I would like to see data on Charter school openings during the study years. It behoves us to do that and I look forward to that meeting to discuss data about why families are leaving. It behoves us to create an environment that schools feel free to share.
- Director Kopp asked about the possible impact of start time on enrollment, saying that it's one of those data points that would be helpful.
- Director Gray-Akyea stated that the purpose of the presentation was to address sustainability given class-size limits. The illustration is that there is the ability within the current environment to grow the enrollment though it's somewhat stifled in this environment; those are decisions that can be made at the building level to accept enrollment over the class-size limit.
- Director Allen asked whether going forward SPPS allowed schools to make those decisions, given the concern that SPPS didn't allow more students the district would continue to see declining enrollment.
- Superintendent Gothard noted it's contract driven; it's something to discuss in contract negotiations
- Director Allen said she heard teachers complain about the class size cap. But is it the building leader that's making that decision?
- Superintendent Gothard: No, a committee meets to make that decision.
- Director Allen: So going forward, it will be clear to the committees that if they don't approve students their enrollment will decline.
- Superintendent Gothard: This is an agreement between the district and SPFE. This could be a limiting factor for sustaining or growing enrollment.
- Director Allen noted there are several factors out of the district's hands that have led to enrollment declines.
- Director Kopp asked whether there would be follow-up on class size committee language in the contract.
- Gothard: yes it's very specific in the contract.
- Director Brodrick emphasized that he was becoming uneasy tonight that we were starting to talk about negotiations at a school board meeting when teachers were watching this meeting. We should avoid the conversation that you, Chief Baker, wanted to avoid. But this presentation was brought to us. I think we could have predicted that sooner or later it would come that we have class size limits due to this agreement. I think I knew pretty early on that pretty soon we'd be racing to the point of talking about negotiations when we should not be.

B. 2022-2023 Calendar Update

Recommendation: Adopt the recommended calendar for the 2022-2023 School Year.

Calendar Committee Co-Chairs and Presenters:

Craig Anderson, SPPS Executive Director of Teaching and Learning

Sue Snyder, Sign Language Interpreter, Humboldt High School

2022-2023 Highlights:

- 175 days for secondary students
 - Quarter 1: 47 days
 - Quarter 2: 39 days
 - Quarter 3: 46 days
 - Quarter 4: 46 days
- Sept 6th: School Begins
- June 14th: School Ends
- 11 Day Winter Break
- Oct 31st: Conference Prep
- Nov 8th: Digital Day
- April 21st: Staff Development Day
- 5 e-learning days, if needed
- Emphasis on developing a school calendar that is inclusive and welcoming to all students, families, and cultures.

Questions/comments from board members included concerns about the late end of the school year in mid-June, the flexibility of school scheduling given rising temperatures in the summer, and whether Rosh Hashanah was again taken into account in this calendar like in 2021-22. Board directors also expressed appreciation for the extension of the winter break to two full weeks and asked that similar breaks be scheduled in future years. Directors also expressed appreciation for the Calendar Committee's work, including some committee members who have served for many years.

BF 32539 MOTION: Director Foster moved approval to adopt the proposed 2022-23 school year calendar change. The motion was seconded by Director Kopp.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

C. Human Resources Transactions

MOTION: Director Foster moved approval of Human Resource Transactions for the dates September 1 through September 30, 2021. The motion was seconded by Director Ellis.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes

Director Kopp Yes

The motion passed by unanimous vote, 7-0.

IX. CONSENT AGENDA

MOTION: **Director Foster moved approval of all items within the consent agenda withholding item C1 - Change Inc. Services in SPPS for separate consideration. The motion was seconded by Director Ellis.**

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

A. Gifts

BF 32540 Open World Learning Community Parent Teacher Organization Donation

B. Grants

BF 32541 Request for Permission to Accept a Grant from the US Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the US Department of Education for funds to support Ojibwe-language development; to accept funds; and to implement the project as specified in the award documents.

BF 32542 Request for Permission to Submit Multiple Grant Applications to the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to submit multiple grant applications to the Hiway Credit Union Foundation to support innovative classroom projects; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32543 Facilities Department Purchases over \$175,000

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

BF 32544 District-wide Middle School and PreK Adopted Music Curriculum Resource - QuaverEd Music

That the Board of Education authorizes the award of District-wide Middle School and PreK Adopted Music Curriculum Resource - QuaverEd Music for the total subscription cost of \$83,345.00 payment immediately starting the SY21-22.

BF 32545 _____ ESSER Funded Staff Laptop Purchase

That the Board of Education authorize the Superintendent (designee) to approve the expenditure EESR funds in an amount not to exceed \$215,000 for 150 staff laptops. This amount backfills technology allocations omitted during initial ESSR job postings and hiring.

D. Agreements

BF 32546 _____ Lease Agreement with Vietnamese Minnesotans Association

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and Vietnamese Minnesotans Association, located at 1030 University Avenue West.

Administrative Items

BF 32547 _____ Monthly Operating Authority

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 31, 2022.

BF 32548 _____ Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective October 27, 2021, should they not comply with Minnesota State Health Standards for Immunization on or before this date.

BF 32549 _____ Settlement of Dispute

That the Board of Education approve the above-referenced settlement, authorize the Superintendent to sign the Settlement Agreement, and authorize the School District administration to perform the Settlement Agreement.

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32550 _____ Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services at 12 SPPS sites, and is equivalent to the amount expended during school year 2021-

Director Brodrick pulled this item for an understanding of this time and to spotlight it, given its importance. More details on the Change Inc.'s clinical mental health services were provided by Director Kimani, who highlighted that the services provided were for individuals who chose to partake in the services offered. The phone crisis line was a new service provided in the past year. Costs of the contract were similar to those of the past two years.

MOTION: Director Foster moved approval Change Inc. Services in SPPS contract. The motion was seconded by Director ????.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

X. OLD BUSINESS

A. THIRD READING: Updates to Policy 610.00 Field Trips

Insert summary of presentation.

BF 32551 THIRD READING: Updates to Policy 610.00 Field Trips

QUESTIONS/DISCUSSION:

MOTION: Director Foster moved that the Board of Education approve Updates to Policy 610.00 Field Trips. The motion was seconded by Director Allen.

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

Chief Baker: Presentation -- details regarding different types of trips allowed.

B. FIRST READING | Updates to Policy 510.00 Graduation

Presenters:

Cedrick Baker, Chief of Staff

Darren Ginther, Director, Office of College and Career Readiness

Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

Proposal: Add graduation credit requirements to current 510.00 Graduation policy, under paragraph 2:

2. Basic course credit requirements for Saint Paul Public School high school diploma also include:

- Health & Wellness credit
- Fitness & Physical Education credit
- Family & Consumer Science, Industrial Technology or Business Credit
- **Critical Ethnic Studies**
- Elective Credits
- Post High School Planning

QUESTIONS/DISCUSSION:

- Director Brodrick: Do we have a plan to publicize that we are going through this 3 reading process now so that the public, staff, families or students can weigh in on this?
- Response by presenters, Chief Baker and Chief Wilcox-Harris: A communication plan is in place that will follow the typical communications practices when a policy is reviewed by the Board of Education. That communication plan includes internal communication with principals and as part of the teacher recruitment process.
- Director Brodrick: Could this policy change negatively impact 10th grade enrollment in the human geography course?
- Response by presenters: Not likely, as students can enroll in human geography in 11th grade too, plus there is ample flexibility in schedules to accommodate students' desire to take both courses.
- Director Brodrick: Will there be student advising around this new course?
- Response by presenters: Yes.
- Director Ellis: How does the pilot course roll out in other schools which don't yet have the staff?
- Response by presenters: We are going to be actively recruiting teachers this spring and organizing a summer institute to go through a rigorous credentially process to prepare to teach this fall and to know what to expect.
- Director Ellis: What is the credential? And how do we as a district support that process?
- Response by presenters: We are in a position to be bold as there are no specific credentials in ethnic studies, so SPPS will have its own credential. Communication plans we are putting in place and we are finalizing those details to share with building administrators and building content leaders. The procedure will be the same as is usually practiced in the district -- students will see it's a core required course and once we have a better understanding of enrollment and course numbers and then determine how many sections in each school.
- Director Ellis: How many students were enrolled as pilots?
- Response by presenters: Two sections at At Humboldt - 19 and 18 students; One section at Como: 28 students; One section at Harding: 22 students.
- Director Foster: I would just close and say thanks to you for your work. A load of work to ensure SPPS is an inclusive district where each of our kids can show up; a space and a place that's been sorely lacking. We have to be courageous, brave and bold. We cannot operate in fear. Our goal is to create positive outcomes for students.

Superintendent Gothard: This has been a great task and it's a great goal. I want all of our teachers to teach their courses so all of our students feel they have a place and space for them and meet them where they're at. Thank you for your great work.

XI. NEW BUSINESS

Comments by Board Directors:

- Director Allen raised the matter of professional development.
- Director Vue requested more information about the impact and outcomes of small class sizes -- does it work and how much would it cost to implement.
- Director Foster requested an update on Covid-19: What that's looking like in SPPS buildings.

XII. BOARD OF EDUCATION

Chair Foster opened the floor for Board of Education Reports and Communications:

- Director Ellis reported participating in Belwin's Night in Nature Celebration -- it was really awesome -- as well as the tree planting at Hamline Elementary and Como Homecoming. She also attended the Mayor's Cup at Allianz - with over 2,000 audience members. She also reminded board colleagues that AMSD hosts Friday meetings with board directors where board members in the region can talk thru issues and concerns, and brainstorm. Director Ellis also emphasized the need for more communication with community.
- Director Allen mentioned being called to Como to speak with students, of whom many were eager to go into education themselves. They asked many good questions about district curriculum and the lack of POC stories in the social studies curriculum in particular. Students were also curious to know more about recruitment and hiring from within the community. Director Allen also mentioned she and partners organizations would be hosting an event at Galtier Elementary to help with some of that healing, with food, snack, breakdancers, love first, and irreducible grace experts who will help to provide healing to the community and anyone interested -- 10/27 from 3:30 to 6 p.m.
- Director Kopp added that she also participated in the tree planting and mentioned the types of names students gave their new trees: Mr. Leafy and Michael Jackson. She mentioned how wonderful it was to be back in school and to feel the energy of the Mayor's Cup. Director Kopp thanked community members for writing and calling, and asked that community members please continue to reach out. She called on everyone to bring compassion and understanding to this really difficult process; the phone lines are open.
- Director Foster thanked all staff persons, with a special emphasis on food service staff, saying it's been a tough start to the school year. She emphasized, given that the district is short all around and staff are making it happen, that staff practice self-care. We're all a part of the lever of making this space great. She added that lot's great things are going on and a lot of hard decisions are coming up, and they are hard conversations. We'll move on together.

XIII. FUTURE MEETING SCHEDULE

Director Foster provided a reminder that the future meeting schedule can be found online at www.spps.org/boe and that a series of **special closed meetings** regarding negotiations, and **special meetings** regarding Envision SPPS had been scheduled for alternating Mondays until the end of November.

Next Special Envision SPPS meeting: Monday, October 25, 2021 at 4:30 p.m

Next Committee of the Board meeting: Tuesday, November 9, 2021 at 4:30pm.

Next Regular Meeting of the Board of Education: Tuesday, November 16, 2021 at 6:05 pm, with public comment to begin at 5:30pm.

XIV. ADJOURNMENT

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

The motion was approved by a roll call vote:

Director Carrillo	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes

The motion passed by unanimous vote, 7-0.

The meeting adjourned at 10:41 p.m.

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

Prepared and submitted by:

Brian Hammer

(Interim) Board Secretary, St. Paul Public Schools Board of Education

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

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

**November 1, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Jim Vue, Vice Chair.

II. ROLL CALL

Board of Education: J. Kopp, Y. Carrillo, Z. Ellis, J. Vue, J. Brodrick
Superintendent Gothard

C. Long, General Counsel

C. Allen joined the meeting a few minutes late.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Ellis 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 approved by the Minnesota Statutes of 13D.03. It was passed by acclaim.

V. LABOR NEGOTIATIONS STRATEGY

VI. MOTION TO OPEN MEETING

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

VII. ADJOURNMENT

Director Vue moved to adjourn the meeting; Director Carrillo seconded the motion to adjourn the meeting. It was passed by acclaim.

The meeting adjourned at 5:23 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:

Brian Hammer

Interim Board Secretary, 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, and**

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

**November 9, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The special election canvass meeting to order at 4:31 p.m. by Jim Vue, Vice Chair.

II. ROLL CALL

Board of Education: J. Vue, J. Brodrick, C. Allen, J. Kopp, Y. Carrillo, Z. Ellis
Superintendent Gothard

General Counsel Long

Director Foster was not able to attend this meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Vue moved approval of the main order of the agenda. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Vue:	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

The motion passed unanimously, 6-0.

II. NEW BUSINESS

Director Vue stated that the purpose of this Special Board Meeting was to canvass the Returns of the School District General & Special Elections Held on Tuesday, November 2, 2021.

At the election held on November 2nd, 2021, three individuals were newly elected in the General Election to serve on the Board of Education. They are: Halla Henderson, Uriah Ward and myself, Jim Vue.

The Board congratulates Director-Elect Henderson and Director-Elect Ward who will be sworn in as new members of the Board of Education in January 2022. At that time, Jim Vue, would also be sworn in for the same term.

Jeanelle Foster was elected in a special election to fulfill the remaining two years and two months of former board director Steve Marchese's term.

Director Vue then handed the floor over to Legal Counsel Long to further explain the process for the Special Election and what happens moving forward.

General Counsel Long explained that there is a 7-day waiting period after the certification of the election when the general and special election results may be challenged. This is a 7-day period to challenge the 4-year or special election returns. After the period, the oath of office may be delivered. The 4-year seats begin in January and Chair Foster would assume the special election seat upon signing the oath, and immediately resign from her 4-year office, as she cannot hold two seats simultaneously. What is being clarified at this meeting was the additional 7-day wait period before the oath of office may be taken for the special election seat.

Questions/Comments:

- Director Vue requested clarity around the 7-day waiting period and when Director Carrillo's last day of service would be.
- General Counsel Long noted that the last day of service of Director Carrillo depended on when Chair Foster signed the special election oath of office. He added that the Certificate of Election and Oath of Office would be sent out at the conclusion of the 7-day period and Director Carrillo's term would end when it is signed.
- Director Vue sought to confirm that the Oath of Office document could not be signed until after the 7-day period is over.
- General Counsel Long provided a few clarifications by stating that SPPS would not send out the Certificate of Election, Acceptance of Office and Oath of Office until after the 7-day period ends. All elected members have 30-days to return that signed document to the administration. Also, a 4-year term begins the first Monday in January, but Chair Foster's term, for a special election seat, would begin whenever she signed the Oath of Office.

Superintendent Gothard then spoke to note that during the previous night's Envision SPPS Information Session, he provided different information than what General Counsel Long shared to clarify the situation today. So, if we were to have a 7-person board, then the vote count would be a majority -- 7-0, 6-1, 5-2, 4-3 -- and the motion would pass. He added that Board members had stated they were clear on this as well, and this included Chair Foster, with whom he had spoken earlier in the day.

BF#32554 MOTION: Approve the Resolution canvassing returns of votes of Independent School District No. 625 General Election

Director Vue moted approval of the Resolution canvassing returns of votes of Independent School District No. 625 General Election. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Vue:	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

The motion passed unanimously, 6-0.

XII. ADJOURNMENT

Director Vue moved, and Director Ellis seconded, the motion to adjourn the meeting.

The motion was approved by roll call vote:

Director Vue:	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

The motion passed unanimously, 6-0.

The meeting adjourned at 4:42 p.m.

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

Prepared and submitted by:

Brian Hammer

(Interim) Board Secretary, St. Paul Public Schools Board of Education

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

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

**November 15, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: Y. Carrillo, J. Kopp, J. Vue, J. Brodrick
Superintendent Gothard

C. Long, General Counsel

Z. Ellis joined the meeting at 3:34 p.m.

C. Allen, J. Foster joined the meeting at 4:41 p.m..

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Ellis 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 approved by the Minnesota Statutes of 13D.03. It was passed by acclaim.

V. LABOR NEGOTIATIONS STRATEGY

VI. MOTION TO OPEN MEETING

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

VII. ADJOURNMENT

Director Vue moved to adjourn the meeting; Director Brodrick seconded the motion to adjourn the meeting. It was passed by acclaim.

The meeting adjourned at 5:28 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:

Brian Hammer

Interim Board Secretary, St. Paul Public Schools Board of Education

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Alberts Thorpe, R. L.	Classroom Teacher	10/23/2021	\$50.08	Virtual Learning School
Bergmann, J.	Classroom Teacher	10/11/2021	\$28.14	Virtual Learning School
Fuentes-Ponce, J. C.	Classroom Teacher	10/23/2021	\$28.14	Riverview School of Excel
Gostomski, J.	Classroom Teacher	10/18/2021	\$51.81	Virtual Learning School
Moua, M.	Classroom Teacher	10/09/2021	\$29.13	St. Paul Music Academy
Smith, S.	Classroom Teacher	10/04/2021	\$49.30	Como Park Senior High
Troske, M. E.	Classroom Teacher	10/11/2021	\$26.15	Crossroads Montessori
Van Den Hemel, A.	Classroom Teacher	09/20/2021	\$32.69	Obama Service Learning
Yildirim, O.	Classroom Teacher	10/11/2021	\$38.00	Capitol Hill Magnet
Reisdorf, A.	Classroom Teacher	10/11/2021	\$49.30	Virtual Learning School
Versaguis, L. A.	Classroom Teacher	10/11/2021	\$50.08	Riverview School of Excel
Marquette, K.	Classroom Teacher	10/28/2021	\$33.83	Johnson Achievement Plus
Mountain, S.	Classroom Teacher	09/29/2021	\$35.12	Creative Arts Secondary
Wojciechowski, G.	Classroom Teacher	10/23/2021	\$31.34	Como Park Elementary
Cotton, P.	Classroom Teacher	10/18/2021	\$53.42	Virtual Learning School
Rice, M. C.	Classroom Teacher	10/04/2021	\$39.57	Virtual Learning School
Ruff, S.	Classroom Teacher	10/11/2021	\$28.14	Hamline Elementary
Diaz, A.	Education Assistant	10/09/2021	\$30.04	Riverview School of Excel
Kochevar, J. M.	Education Assistant	10/11/2021	\$23.05	Focus Beyond
Kwee, S.	Education Assistant	08/30/2021	\$20.03	Harding Senior High
Xiong, M.	Education Assistant	10/23/2021	\$31.75	Student Placement Center
Ahlstrand, N. J.	Teaching Assistant	10/09/2021	\$15.59	Como Park Elementary
Bagley, J.	Teaching Assistant	10/25/2021	\$15.53	Battle Creek Middle School
Barnes, S.	Teaching Assistant	09/13/2021	\$15.38	Como Park Elementary
Bei, M.	Teaching Assistant	09/20/2021	\$15.30	St. Paul Music Academy
Beyene, G. T.	Teaching Assistant	09/28/2021	\$15.30	Expo for Excellence
Bonds, S. A.	Teaching Assistant	09/07/2021	\$15.53	Humboldt Secondary

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Boone, B.	Teaching Assistant	09/07/2021	\$15.53	Highwood Hills Elem
Bury, B. V.	Teaching Assistant	09/27/2021	\$15.30	Crossroads Montessori
Cabrera Villalonga, Y.	Teaching Assistant	10/25/2021	\$15.30	Wellstone Elementary
Clepper, K. L.	Teaching Assistant	09/27/2021	\$15.38	Como Park Elementary
Collins-Westlund, A.	Teaching Assistant	10/25/2021	\$15.38	Highland Park Senior
Coyne, M.	Teaching Assistant	09/07/2021	\$15.49	Expo for Excellence
Cruz, S.	Teaching Assistant	10/04/2021	\$15.38	Riverview School of Excel
Dah, D.	Teaching Assistant	09/07/2021	\$15.30	Int'l Academy - LEAP
Davis, E. D.	Teaching Assistant	10/11/2021	\$15.53	Battle Creek Middle School
Dillon, M. M.	Teaching Assistant	10/04/2021	\$15.38	The Heights Community
England, O. B.	Teaching Assistant	10/18/2021	\$15.61	Como Park Senior High
Gaston, J.	Teaching Assistant	10/18/2021	\$15.38	Johnson Senior High
Harder, K.	Teaching Assistant	10/09/2021	\$15.38	Hamline Elementary
Harper Smith, B.	Teaching Assistant	09/27/2021	\$15.30	Nokomis Montessori North
Hass, H. M.	Teaching Assistant	10/25/2021	\$15.38	The Heights Community
Jama, H. S.	Teaching Assistant	09/27/2021	\$15.49	Highland Park Senior
James, W.	Teaching Assistant	10/18/2021	\$15.49	Harding Senior High
Johnson, D. A.	Teaching Assistant	10/18/2021	\$15.49	Benjamin Mays/Museum
Keis, M.	Teaching Assistant	09/27/2021	\$15.49	Riverview School of Excel
Krehely, B. D.	Teaching Assistant	10/05/2021	\$15.38	Highland Park Elementary
Lewis-Wright, A. D.	Teaching Assistant	10/18/2021	\$15.38	Battle Creek Middle School
Long, I. J.	Teaching Assistant	10/04/2021	\$15.30	Capitol Hill Magnet
Martin, R.	Teaching Assistant	09/27/2021	\$15.49	Benjamin Mays/Museum
McDermott, A. M.	Teaching Assistant	10/18/2021	\$15.38	Washington Tech Sec
Meilleur, C.	Teaching Assistant	09/07/2021	\$15.30	L Etoile du Nord LWR
Molette, T. A.	Teaching Assistant	10/04/2021	\$15.38	The Heights Community
Pineda-Ruiz, J.	Teaching Assistant	10/18/2021	\$15.30	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Poulose, V.	Teaching Assistant	10/04/2021	\$15.38	Benjamin Mays/Museum
Reid, A.	Teaching Assistant	10/18/2021	\$15.38	Como Park Senior High
Restad, C. T.	Teaching Assistant	09/27/2021	\$15.30	Crossroads Montessori
Rezzag, Y.	Teaching Assistant	09/13/2021	\$15.49	L Etoile du Nord LWR
Robles, Z. I.	Teaching Assistant	09/20/2021	\$15.30	Riverview School of Excel
Rogalski, T. L.	Teaching Assistant	09/20/2021	\$15.38	Como Park Senior High
Rottach, L.	Teaching Assistant	11/01/2021	\$15.53	Int'l Academy - LEAP
Ruiz, J.	Teaching Assistant	11/01/2021	\$15.30	Johnson Achievement Plus
Schmidt, B.	Teaching Assistant	10/01/2021	\$15.30	Crossroads Science
Shaw, P.	Teaching Assistant	10/25/2021	\$15.30	Four Seasons A+
Tristan Lopez, D. N.	Teaching Assistant	10/11/2021	\$15.38	Wellstone Elementary
Vanevenhoven, J. A.	Teaching Assistant	09/27/2021	\$15.49	Crossroads Montessori
Virnig, B. E.	Teaching Assistant	09/13/2021	\$15.49	Open World Learning
Williams, M. D.	Teaching Assistant	09/07/2021	\$15.38	Como Park Senior High
Zepeda, D. R.	Teaching Assistant	09/28/2021	\$15.38	Cherokee Heights Elem
Williams, C.	School Bus Driver	10/18/2021	\$23.87	Transportation Services
Czaia, J. S.	Carpenter	10/05/2021	\$39.62	Como Service Center
Pierson, A. M.	Carpenter	10/11/2021	\$39.62	Como Service Center
Braggs, W.	Clerical	10/25/2021	\$30.42	Colborne Admin Offices
Dahn, G. S.	Clerical	10/25/2021	\$29.59	Colborne Admin Offices
Melichar, J. M.	Clerical	10/25/2021	\$30.42	Colborne Admin Offices
Mosley, T. M.	Clerical	08/23/2021	\$16.26	Rondo Education Center
Olafeso, K.	Clerical	10/25/2021	\$30.42	Colborne Admin Offices
Paquette-Ten Bear, D.	Clerical	10/25/2021	\$26.98	Colborne Admin Offices
Reinitz, J.	Clerical	10/25/2021	\$28.23	Colborne Admin Offices
Sims, D. C.	Clerical	10/25/2021	\$30.42	Colborne Admin Offices
Thomas, C. V.	Clerical	10/25/2021	\$30.42	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Aganmwonyi, D.	Custodian	10/04/2021	\$17.65	Washington Tech Sec
Bauer, C. L.	Custodian	10/04/2021	\$17.65	Wellstone Elementary
Carter, D.	Custodian	10/04/2021	\$17.65	Randolph Heights Elem
Conner, C. L.	Custodian	10/25/2021	\$17.65	Journeys Secondary School
Handt, M.	Custodian	10/11/2021	\$17.65	Como Park Senior High
Kaehler, B. C.	Custodian	10/11/2021	\$17.65	Homecroft Early Learning Ctr
Kellermann, J. J.	Custodian	11/01/2021	\$17.65	Humboldt Secondary School
Klar, S. A.	Custodian	10/04/2021	\$17.65	Rondo Education Center
Lucena Hernandez, B.P.	Custodian	10/25/2021	\$17.65	Adams Spanish Immersion
McKenzie, K.	Custodian	10/11/2021	\$17.65	Four Seasons A+
Niguse, T. H.	Custodian	10/04/2021	\$17.65	Como Service Center
Ortiz-Lara, J.	Custodian	10/25/2021	\$17.65	JJ Hill Montessori Magnet
Perna, J. M.	Custodian	10/25/2021	\$17.65	Galtier Elementary
Robinson, E.	Custodian	10/25/2021	\$17.65	Chelsea Heights Elementary
Schowalter, J.	Custodian	10/25/2021	\$17.65	Parkway Montessori
Sedaro, M.	Custodian	10/11/2021	\$17.65	Colborne Admin Offices
Tillett, R. M.	Custodian	10/11/2021	\$17.65	Jackson Preparatory Elem
Updyke, R. W.	Custodian	10/11/2021	\$17.65	Eastern Heights Elementary
White, R.A.	Custodian	10/11/2021	\$17.65	Battle Creek Elementary
Greaves, S.	Nutrition Services	11/01/2021	\$15.00	Rondo Education Center
Guzman Alcantara, A.	Nutrition Services	09/02/2021	\$15.00	Phalen Lake Hmong Studies
Hendrix, K. L.	Nutrition Services	11/01/2021	\$15.00	Rondo Education Center
Paech, P.	Nutrition Services	09/02/2021	\$15.00	Central Senior High
Purple, S. R.	Nutrition Services	09/27/2021	\$15.00	Farnsworth Aerospace UPR
O'Neill, P. J.	Painter	09/27/2021	\$35.00	Como Service Center
Corniea, C.	Plumber	10/04/2021	\$50.47	Como Service Center
Aadland, N.	Professional Employee	11/01/2021	\$39.43	Como Service Center

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kvaal, J.	Professional Employee	10/18/2021	\$30.54	Como Service Center
Justice-Elk, S.	Technical	10/23/2021	\$28.06	Como Service Center
Lee, R.	Technical	10/23/2021	\$24.85	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Keleny, M. V.	Central Administrator From: Classroom Teacher	09/27/2021	\$56.11	Colborne Admin Offices
Landreau, C.	Central Administrator From: Classroom Teacher	10/23/2021	\$58.32	E-STEM Middle School
Ransom, D. M.	Central Administrator Career Progression	08/23/2021	\$57.67	Como Service Center
Thomas, A. M.	Central Administrator From: Teacher on Special Assignment	10/09/2021	\$52.97	1780 W. 7th Street
Xiong, N.	Central Administrator From: Classroom Teacher	10/23/2021	\$40.49	Como Service Center
Tufte, J. N.	Classroom Teacher From: School/Community Professional	10/04/2021	\$31.34	Como Park Elementary
Van Ness, P. L.	Classroom Teacher From: Teaching Assistant	10/25/2021	\$28.14	JJ Hill Montessori Magnet
Hanson, K. L.	Classroom Teacher From: Education Assistant	08/28/2021	\$36.98	Capitol Hill Magnet
Nyo, G. S.	Classroom Teacher From: Education Assistant	10/27/2021	\$28.14	Int'l Academy - LEAP
Alexander, J. J.	School/Community Professional From: Teaching Assistant	10/11/2021	\$21.77	Johnson Senior High
Clark, A. A.	School/Community Professional From: Teaching Assistant	10/25/2021	\$21.03	Johnson Achievement Plus Elem
Martinson, V. M.	School/Community Professional Career Progression	08/30/2021	\$26.87	Global Arts Plus UPR
Stubbs, J. P.	School/Community Professional From: Teaching Assistant	08/28/2021	\$25.39	Adams Spanish Immersion

HUMAN RESOURCE TRANSACTIONS
October 1, 2021 – October 31, 2021
November 16, 2021

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, T. M.	School/Community Professional From: Teaching Assistant	10/18/2021	\$21.03	Highwood Hills Elementary
Ellington, E.	Education Assistant From: Teaching Assistant	10/04/2021	\$17.27	Bruce F Vento Elementary
Hansen, L. C.	Education Assistant From: Teaching Assistant	10/26/2021	\$24.05	Focus Beyond
Lysne, E. A.	Education Assistant From: Teaching Assistant	11/15/2021	\$22.84	Ronald M Hubbs Center
Nyo, G. S.	Education Assistant Career Progression	10/11/2021	\$20.47	Global Arts Plus LWR
Oliver, D. M.	Education Assistant From: Teaching Assistant	09/13/2021	\$22.36	Como Park Senior High
Sanders, R. R.	Education Assistant From: Teaching Assistant	10/25/2021	\$17.81	Washington Tech Sec
Santiago, A. A.	Education Assistant From: Teaching Assistant	10/25/2021	\$16.95	Washington Tech Sec
Serrano, L. M.	Education Assistant From: Teaching Assistant	09/11/2021	\$21.70	Focus Beyond
Wandrick, J. S.	Education Assistant From: Teaching Assistant	10/04/2021	\$18.92	Journeys Secondary School
Win, L. L.	Education Assistant From: Teaching Assistant	10/11/2021	\$22.36	Mississippi Creative Arts
Harfield, M. E.	Teaching Assistant Career Progression	10/25/2021	\$15.61	Johnson Achievement Plus
Florez, A.	Clerical From: Teaching Assistant	10/25/2021	\$24.65	Colborne Admin Offices
Jones, G. R.	Clerical From: School/Community Professional	10/25/2021	\$24.65	Colborne Admin Offices
Mercado, W. S.	Clerical From: School/Community Professional	10/25/2021	\$33.73	Colborne Admin Offices
Ashton, A. P.	Custodian Career Progression	10/04/2021	\$29.07	Johnson Achievement Plus
Odeen, D. T.	Custodian Career Progression	09/29/2021	\$30.95	Rondo Education Center

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hiltunen, R. M.	Maintenance Supervisor Career Progression	10/25/2021	\$43.19	Como Service Center
Breault, B.	Nutrition Services Career Progression	10/04/2021	\$19.94	JJ Hill Montessori Magnet
Crawford, T.	Nutrition Services Career Progression	10/25/2021	\$16.11	L Etoile du Nord UPR
Fang, M.	Nutrition Services Career Progression	10/11/2021	\$17.71	Nokomis Montessori North
Pha, K. C.	Professional Employee From: Clerical	09/25/2021	\$28.51	Colborne Admin Offices
Ticknor, M. J.	Professional Employee From: Clerical	10/09/2021	\$35.87	Colborne Admin Offices
Yang, V. N.	Professional Employee From: Clerical	10/25/2021	\$27.69	Como Service Center
Coleman, A. W.	Trades Laborer From: Plumber	09/11/2021	\$54.42	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brown, A.	Classroom Teacher	10/25/2021	\$29.05	Virtual Learning School
Merwin, H.	Classroom Teacher	10/11/2021	\$31.34	JJ Hill Montessori Magnet
Mohamed, S. A.	Classroom Teacher	10/04/2021	\$28.14	Como Park Senior High
Sharp, D. M.	Classroom Teacher	10/11/2021	\$43.88	Highland Park Senior
Monfre, J.	Classroom Teacher	10/04/2021	\$29.83	E-STEM Middle School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brown, M. K.	Classroom Teacher	09/29/2021	Groveland Park Elementary
Buzzetta, C. A.	Classroom Teacher	10/22/2021	Hamline Elementary
Davis, J. N.	Classroom Teacher	10/09/2021	Hamline Elementary
Deming, J. L.	Classroom Teacher	10/10/2021	Global Arts Plus LWR
Emmons, S. G.	Classroom Teacher	10/02/2021	Battle Creek Middle School
Hernandez, T. M.	Classroom Teacher	09/26/2021	American Indian Magnet
Juenemann, L. M.	Classroom Teacher	10/06/2021	Highland Park Senior
Kyllo-Peters, N. A.	Classroom Teacher	10/09/2021	271 Belvidere Bldg

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mena-Larsen, E. J.	Classroom Teacher	10/21/2021	Global Arts Plus UPR
Nguyen, M. C.	Classroom Teacher	10/01/2021	Nokomis Montessori South
Pankow, M. P.	Classroom Teacher	11/12/2021	Highland Park Senior
Scott, L. K.	Classroom Teacher	10/09/2021	Hazel Park Preparatory
Warde, K. V.	Classroom Teacher	10/11/2021	L Etoile du Nord UPR
Wheeler, J. K.	Classroom Teacher	10/07/2021	Benjamin Mays/Museum
Becker Peterson, A. K.	Classroom Teacher	10/08/2021	Global Arts Plus LWR
Lee, Y.	Classroom Teacher	10/05/2021	Harding Senior High
Dove, M. A.	Classroom Teacher	10/18/2021	Mississippi Creative Arts
Wallace, M. M.	Classroom Teacher	10/09/2021	Mississippi Creative Arts
Duling, J. J.	Classroom Teacher	10/01/2021	Battle Creek Elementary
Gorham, K. T.	Classroom Teacher	09/23/2021	Battle Creek Middle School
Hanson, A. J.	Classroom Teacher	10/19/2021	Daytons Bluff Achievement
Moss, J. M.	Classroom Teacher	10/01/2021	Johnson Achievement Plus
Soler, A.	Classroom Teacher	09/13/2021	Riverview School of Excel
Villarraga, D. H.	Classroom Teacher	10/05/2021	Humboldt Secondary School
Galuska, B. C.	Teacher on Special Assignment	10/08/2021	1780 W. 7th Street
Lessard Sanchez, R.N.	School/Community Professional	11/01/2021	271 Belvidere Bldg
Yarbrough, M. C.	School/Community Professional	10/29/2021	Jie Ming Mandarin Immr
Fitzpatrick, E.	Education Assistant	09/17/2021	Focus Beyond
Jama, Z. I.	Education Assistant	10/06/2021	271 Belvidere Bldg
Johnson, E. D.	Education Assistant	10/11/2021	Hazel Park Preparatory
Yang, Z.	Education Assistant	09/09/2021	Phalen Lake Hmong Studies
Zan, H.	Education Assistant	09/17/2021	Colborne Admin Offices
Buchmann, K. N.	Teaching Assistant	09/16/2021	Bridge View

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Edwards, F. C.	Teaching Assistant	09/22/2021	Bridge View
Esmael, M. H.	Teaching Assistant	10/02/2021	Como Park Elementary
Moreno, P.	Teaching Assistant	10/13/2021	Bridge View
O'Neil, K. R.	Teaching Assistant	10/08/2021	Bridge View
Reed, C. M.	Teaching Assistant	10/09/2021	Johnson Achievement Plus
Sherow, R. D.	Teaching Assistant	09/07/2021	Ramsey Middle School
Sullivan, T. D.	Teaching Assistant	10/06/2021	Focus Beyond
Ticknor, M. J.	Clerical	08/15/2021	Colborne Admin Offices
Kuczaboski, M. P.	Custodian	10/16/2021	St Anthony Park Elementary
Cogshell, V. L.	Nutrition Services	10/25/2021	Humboldt Secondary School
Coleman, A. T.	Nutrition Services	09/29/2021	Highland Park Elementary
Devaney, M. A.	Nutrition Services	09/17/2021	Como Service Center
Siraji, Z. M.	Nutrition Services	10/25/2021	Cherokee Heights Elem

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
DeLaundreau, K.	Teaching Assistant	08/30/2021	\$19.84	Hamline Elementary

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cronin Ott, H. E.	Classroom Teacher	10/11/2021	\$51.09	271 Belvidere Bldg
Georgeson, M. I.	Classroom Teacher	10/11/2021	\$33.08	Riverview School of Excel
Kempf, S.	Classroom Teacher	10/18/2021	\$46.29	Virtual Learning School
Moore, T. V.	Classroom Teacher	10/23/2021	\$37.72	American Indian Magnet
Paddock, M. K.	Classroom Teacher	10/11/2021	\$31.34	Ramsey Middle School
Rajcic, K. E.	Classroom Teacher	10/04/2021	\$34.08	Capitol Hill Magnet
Suarez Ramirez, C. M.	Classroom Teacher	10/09/2021	\$41.79	Riverview School of Excel
Lee, M. L.	Classroom Teacher	10/11/2021	\$36.98	Battle Creek Elementary

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Salah, F. H.	School/Community Professional	10/11/2021	\$26.12	Student Placement Center
Bryant, L. R.	Teaching Assistant	10/25/2021	\$15.38	Harding Senior High
Burlingame, D.	Teaching Assistant	10/09/2021	\$15.30	St. Paul Music Academy
James, W. D.	Teaching Assistant	10/11/2021	\$15.38	Washington Tech Sec
Krawza, A.	Teaching Assistant	10/18/2021	\$15.53	St. Paul Music Academy
Martin, M.	Teaching Assistant	10/18/2021	\$15.30	Benjamin Mays/Museum
Moran, D. M.	Teaching Assistant	10/18/2021	\$15.49	Global Arts Plus LWR
Tilmon, T. A.	Teaching Assistant	09/27/2021	\$15.38	Ramsey Middle School
Vang, S.	Teaching Assistant	10/18/2021	\$15.49	Johnson Achievement Plus
Yang, T.	Teaching Assistant	10/09/2021	\$15.61	Nokomis Montessori South
Hite, J. B.	Clerical	10/18/2021	\$18.62	Global Arts Plus LWR
Bailey, E.	Custodian	11/01/2021	\$17.65	Como Service Center
Thao, K. K.	Nutrition Services	11/01/2021	\$15.00	Washington Tech Sec
Vazquez, E.	Nutrition Services	11/01/2021	\$15.00	Wellstone Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Deming, J. L.	Classroom Teacher	10/14/2021	Global Arts Plus LWR
Nguyen, M. C.	Classroom Teacher	10/04/2021	Nokomis Montessori South
Pankow, M. P.	Classroom Teacher	10/12/2021	Highland Park Senior
Scott, L. K.	Classroom Teacher	10/25/2021	Hazel Park Preparatory
Steinbach, M. K.	Classroom Teacher	10/04/2021	Bruce F Vento Elementary
Duling, J. J.	Classroom Teacher	10/04/2021	Battle Creek Elementary
Moss, J. M.	Classroom Teacher	10/25/2021	Johnson Achievement Plus
Galuska, B. C.	Teacher on Special Assignment	10/15/2021	1780 W. 7th Street
Fitzpatrick, E.	Education Assistant	10/11/2021	Focus Beyond
Jama, Z. I.	Education Assistant	10/08/2021	271 Belvidere Bldg
Wiggins, K. D.	Education Assistant	10/25/2021	Focus Beyond

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Yang, Z.	Education Assistant	09/24/2021	Phalen Lake Hmong Studies
Zan, H.	Education Assistant	10/04/2021	Colborne Admin Offices
Buchmann, K. N.	Teaching Assistant	09/29/2021	Bridge View
Robinson, K. L.	Teaching Assistant	10/11/2021	Obama Service Learning
Sprigler, V. A.	Teaching Assistant	10/04/2021	Humboldt Secondary School
Wilson, S. O.	Teaching Assistant	10/18/2021	Cherokee Heights Elem
Ticknor, M. J.	Clerical	10/09/2021	Colborne Admin Offices
Dahir, Y. D.	Nutrition Services	10/12/2021	Rondo Education Center
Devaney, M. A.	Nutrition Services	10/25/2021	Como Service Center
Ottinger, T.	Nutrition Services	10/05/2021	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ticknor, M. J.	Clerical	08/15/2021	\$31.85	Colborne Admin Offices

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Florez, A.	Teaching Assistant	10/24/2021	\$22.40	Johnson Senior High
Porter Lucero, D. R.	Classroom Teacher From: Teaching Assistant	10/04/2021	\$49.30	Capitol Hill Magnet
Sheridan, P. C.	Classroom Teacher Career Progression	08/30/2021	\$52.60	Ramsey Middle School

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Forbes, W. K.	Superintendency Career Progression	07/03/2021	\$50.77	Colborne Admin Offices

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sprigler, V. A.	Teaching Assistant	11/09/2021	Humboldt Secondary School
Olson, T. L.	Clerical	01/01/2022	Washington Tech Sec
Malone, K. M.	Nutrition Services	10/30/2021	Washington Tech Sec

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dols Klingel, M. M.	Central Administrator	10/09/2021	Como Service Center
Ahmed, I. M.	Classroom Teacher	11/11/2021	Battle Creek Elementary

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Amato, S. A.	Classroom Teacher	10/23/2021	Murray Middle School
Forsberg, S. L.	Classroom Teacher	10/30/2021	Four Seasons A+
Kohanek, J. L.	Classroom Teacher	08/21/2021	JJ Hill Montessori Magnet
Larson, E. A.	Classroom Teacher	10/16/2021	Washington Tech Sec
McCurdy, N. K.	Classroom Teacher	10/17/2021	Parkway Montessori
Mischke, M. E.	Classroom Teacher	10/09/2021	Como Service Center
Papenfuss, K. L.	Classroom Teacher	10/30/2021	Highland Park Elementary
Rausch, E. R.	Classroom Teacher	10/02/2021	Creative Arts Secondary
Steigauf, M.	Classroom Teacher	10/02/2021	Virtual Learning School
Stice, M. K.	Classroom Teacher	09/16/2021	American Indian Magnet
Van Den Hemel, A.	Classroom Teacher	10/02/2021	Obama Service Learning
Hall-Dayle, J.	Classroom Teacher	11/06/2021	Bruce F Vento Elementary
Englund, N. J.	School/Community Professional	10/16/2021	Humboldt Secondary School
Harris, R. K.	School/Community Professional	10/30/2021	Harding Senior High
Olson, K. E.	School/Community Professional	10/22/2021	Highwood Hills Elementary
Rivera, A. R.	School/Community Professional	09/28/2021	American Indian Magnet
Hanson, D. L.	Education Assistant	10/30/2021	Cherokee Heights Elem
Mohamud, H. A.	Education Assistant	10/21/2021	Nokomis Montessori South
Omer, W. F.	Education Assistant	10/16/2021	Harding Senior High
Pratt, J. L.	Education Assistant	10/09/2021	Harding Senior High
Santos, A. E.	Education Assistant	06/15/2021	271 Belvidere Bldg
Sisneros, A. D.	Education Assistant	10/23/2021	Focus Beyond
Truso, M. C.	Education Assistant	10/21/2021	1780 West 7th St
Williams, S. J.	Education Assistant	10/09/2021	1780 West 7th St
Xiong, D.	Education Assistant	10/01/2021	Battle Creek Middle School

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brown, A.	Teaching Assistant	09/21/2021	Battle Creek Middle School
Buchmann, K. N.	Teaching Assistant	10/01/2021	Bridge View
Compton, E.	Teaching Assistant	10/30/2021	Como Park Elementary
Esmael, M. H.	Teaching Assistant	10/19/2021	Como Park Elementary
Florez, A.	Teaching Assistant	10/23/2021	Johnson Senior High
Hagos, B. D.	Teaching Assistant	11/06/2021	Highland Park Senior
Jackson, B.	Teaching Assistant	09/28/2021	Hamline Elementary
Jakes, N. G.	Teaching Assistant	10/09/2021	Johnson Achievement Plus
Jones, E.	Teaching Assistant	10/08/2021	Riverview School of Excel
Kowalczyk, M. N.	Teaching Assistant	10/07/2021	St. Paul Music Academy
Kroell, S. M.	Teaching Assistant	10/21/2021	Frost Lake Elementary
Lambrecht, L.	Teaching Assistant	10/09/2021	Como Park Elementary
Louisiana, C.	Teaching Assistant	10/21/2021	Daytons Bluff Achievement
Malm, J.	Teaching Assistant	09/29/2021	Harding Senior High
McGraw, A. L.	Teaching Assistant	09/22/2021	Maxfield Elementary
Palumbo, J. F.	Teaching Assistant	10/21/2021	Highland Park Senior
Pattain, A. M.	Teaching Assistant	10/09/2021	Battle Creek Elementary
Perkins, K.	Teaching Assistant	10/09/2021	Mississippi Creative Arts
Reed, C. M.	Teaching Assistant	10/13/2021	Johnson Achievement Plus
Rodriguez, C. E.	Teaching Assistant	10/05/2021	Bridge View
Sherow, R. D.	Teaching Assistant	10/11/2021	Ramsey Middle School
Smith, J. C.	Teaching Assistant	10/30/2021	Parkway Montessori
Wachholz, J.A.	Teaching Assistant	10/30/2021	Washington Tech Sec
Webb, N. M.	Teaching Assistant	10/13/2021	Hazel Park Preparatory
Wegley, A. J.	Teaching Assistant	10/30/2021	Mississippi Creative Arts
Welle, Z. S.	Teaching Assistant	11/05/2021	Bridge View
Xiong Franklin, N.	Teaching Assistant	10/21/2021	Phalen Lake Hmong Studies

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Novotny, C. A.	School Bus Driver	08/14/2021	Transportation Services
Reese, A. R.	Clerical	11/04/2021	Obama Service Learning
Vogel, K. W.	Clerical	10/09/2021	Bridge View
Handt, M.	Custodian	11/06/2021	Como Park Senior High
Sameru, K. S.	Custodian	11/06/2021	Humboldt Secondary School
Chuhel, R. K.	Electrician	10/01/2021	Como Service Center
Cook, G. E.	Maintenance Supervisor	10/09/2021	Como Service Center
Coleman, A. T.	Nutrition Services	10/19/2021	Highland Park Elementary
Dean, Y. D.	Nutrition Services	10/16/2021	Como Park Senior High
Deputre, S. N.	Nutrition Services	10/08/2021	Daytons Bluff Achievement
Gaede, S. K.	Nutrition Services	10/28/2021	Como Park Senior High
Thein, R. W.	Pipe Fitter	10/30/2021	Como Service Center
Jacobson, M.	Professional Employee	10/28/2021	Colborne Admin Offices
Yang, D.	Supervisory	10/23/2021	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., K. V.	Education Assistant	09/26/2021
C., K.	Teaching Assistant	10/09/2021
J., K. J.	Teaching Assistant	09/20/2021
Y., P.	Teaching Assistant	09/25/2021
F., J. W.	Custodian	10/09/2021
K., G. N.	Custodian	10/01/2021
B., A.	Nutrition Services	09/30/2021

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., A.	Classroom Teacher	09/25/2021
A., S. M.	Classroom Teacher	10/28/2021

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

DATE: November 16, 2021

TOPIC: Gift Acceptance from 3M Company for Air Purifiers

A. PERTINENT FACTS:

1. 3M Company wishes to donate air purifiers and filter replacements valued at \$450,973.75 to be used districtwide as needed.
2. Distribution of the air filters will be managed by the Facilities department in coordination with the District's Indoor Air Quality program.
3. The gift imposes no undue financial burden or obligation to the school district. In-kind services by the District will be provided by custodial services and warehouse and distribution operations to receive, distribute, and deploy the units.
4. This donation meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education, authorize the Superintendent (or Designee) to accept a gift of \$450,973.75 in air purifiers and filters at various sites.

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

DATE: November 16, 2021

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

A. PERTINENT FACTS:

1. With funding from the Saint Paul Children's Collaborative, the Amherst H. Wilder Foundation provides subgrants to programs that promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area.
2. The Office of Community Education received a grant for funds to finance staffing expenses to support families and children at the Rondo Freedom School. The goals of this project include:
 - Improve readiness for K
 - Improve grade 3 reading scores
 - Improve school mobility rates
 - Improve school attendance
 - Increase parent engagement in the educational process of children
 - Increase housing stability
 - Increase healthy eating and access to healthy food
 - Increase engagement of parents in public decision-making processes
 - Increase engagement of SPPN Partners in public decision-making processes
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$75,000.
4. This project will meet the District strategic plan goal of College and Career Paths by engaging in a cross-sector collaboration that paves pathways of opportunity leading to college and career success so that all children succeed in school and in life.
5. This is a recurring grant-funded opportunity. Amherst H. Wilder Foundation has funded this project since June 1, 2015.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Deb Campobasso, Program Manager 2; Tony Walker, Executive Director, Office of Community Education; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

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B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a subgrant 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.

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

DATE: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

A. PERTINENT FACTS:

1. The Minnesota Department of Employment and Economic Development is currently accepting grant applications for projects that serve adult participants who are low income and/or who are Black, Indigenous, and People of Color, and who have multiple barrier to employment. Projects will provide navigation services, wraparound support services and training.
2. Saint Paul Public Schools Adult Basic Education has prepared an application for funds to prepare adult participants for in-demand careers as K-12 paraprofessionals. The goal of this project is to help adult learners pass the ParaPro Plus certification exam and gain employment as unlicensed educators in SPPS. 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 \$230,000. The project will serve at least 60 adults.
4. This project aligns with the District strategic plan initiative to recruit and retain more employees who look like our students.
5. This is a new grant-funded project. The project period is 18 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Renada Rutmanis, Supervisor, Adult Basic Education; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Tony Walker, Director, Community Education; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Employment and Economic Development for funds to prepare adult participants for in-demand careers as K-12 paraprofessionals; 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: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that expand access to tutoring services including academic enrichment, mental health supports, and other wraparound services for K-12 children.
2. Saint Paul Public Schools Office of Family Engagement and Community Partnerships has prepared an application for funds to collaborate with Sprockets on enhancing the city's Program Finder online tool. The goal of this project is to increase use of the Program Finder tool to connect more students and families with out-of-school time programs and services. 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 \$200,000. The grant project will focus on Black EL students (approximately 3,150 students) but will scale up to serve all SPPS students and families after the grant period.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 8 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to enhance the city's Program Finder online tool; 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: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Grow Your Own grant pathway for adults

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase and diversify the teacher workforce in Minnesota. The adult pathway will provide tuition scholarships or stipends to enable district employees or community members who are People of Color or American Indian to participate in teacher preparation programs.
2. Saint Paul Public Schools Human Resources has prepared an application for funds to support the St. Paul Urban Teacher Residency (SUTR) program and create pilot programs for undergraduate teacher pathways with Metropolitan State University and the University of Minnesota. The goal of this project is to sustain SUTR while creating undergraduate pathways to teacher licensure. 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 \$750,000. The project will affect SUTR cohort 6 & 7 residents (approximately 20 residents) and 10 undergraduate licensure candidates.
4. This project aligns with the District strategic plan objective increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 60 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Danaya Franke, Supervisor, SUTR program; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Kenaytta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to sustain the SUTR program and pilot undergraduate teacher licensure programs; 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: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

A. PERTINENT FACTS:

1. The Minnesota Department of Employment and Economic Development is currently accepting grant applications for projects that serve adult participants who are low income and/or who are Black, Indigenous, and People of Color, and who have multiple barrier to employment. Projects will provide navigation services, wraparound support services and training.
2. Saint Paul Public Schools Adult Basic Education has prepared an application for funds to prepare adult participants for small business ownership and careers in customer service and food service. The goal of this project is to help adult learners create a business plan and connect with resources to take the next step towards small business ownership. 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 \$317,000. The project will serve at least 60 adults.
4. This project aligns with the District strategic plan objective to provide career-focused, hands-on opportunities for students.
5. This is a new grant-funded project. The project period is 18 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Renada Rutmanis, Supervisor, Adult Basic Education; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Tony Walker, Director, Community Education; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Employment and Economic Development for funds to prepare adult participants for small business ownership; 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: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Grow Your Own grant pathway for secondary students

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase and diversify the teacher workforce in Minnesota. The secondary student pathway will encourage secondary school students, especially students of color and American Indian students, to pursue teaching careers.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to encourage participation and persistence in the Education Career Pathways located at several SPPS high schools. The goal of this project is to increase student participation in the Education Career Pathways. 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 \$750,000. The project will affect students at three high schools.
4. This project aligns with the District strategic plan objective to increase opportunities for students to envision their future, explore careers and prepare for postsecondary education.
5. This is a new grant-funded project. The project period is 60 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education to increase participation and persistence in the high school Education Career Pathways; 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: November 16, 2021

TOPIC: Request for Permission to Submit a Grant to the Minnesota Professional Educator Licensing and Standards Board

A. PERTINENT FACTS:

1. The Minnesota Professional Educator Licensing and Standards Board is currently accepting grant applications for projects that develop or expand teacher mentorship programs and retention programs, especially those serving teachers of color and American Indian teachers.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to support the Mentor-Mentee Program and help Tier 2 licensed teachers prepare for and pass exams required for Tier 3 licensure. The goal of this project is to increase retention of Year 1 teachers at TSI and CSI sites, and to increase the number of Tier 3 licensed teachers employed by the district. 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 \$166,000. The project will affect approximately 300 new educators across SPPS sites.
4. This project aligns with the District strategic plan objective to increase our ability to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 7 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Dawn Ransom, Supervisor, Educator Support Pathway; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Craig Anderson, Executive Director, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota PELSB for funds to support the Mentor-Mentee program and to provide support to Tier 2 licensed teachers to pass required exams for Tier 3 licensure; 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: November 16, 2021

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

A. PERTINENT FACTS:

1. Request to Sign the Memorandum of Agreement with Minneapolis College.
2. This partnership supports students at Como Park and Highland Park High Schools. 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.
3. This will be an annual request. These courses are a part of the Community Justice and Education Pathway at Como Park and Highland Park High Schools. These courses align with Strategic Focus Area College and Career Paths in the SPPS Achieves Strategic Plan.
4. The total cost for these courses for the 2021-22 school year is \$9,000 (\$3,000 per course).
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

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 FY22.

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

DATE: November 16, 2021

TOPIC: Phase Gate Approval of FY22 Fire Safety System Program (Project # 0652-22-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY22 Fire Safety Systems Program at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides fire safety systems work at Crossroads Elementary.
3. 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	N/A
#3 – Schematic Design #3A – Finance Update	June 22, 2021
#4 – Contract Award #4A – Finance Update	November 16, 2021 (Current)
#5 – Project Close-Out #5A – Finance Update	Fall 2022 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Spent
\$4,072,000	\$1,212,763	\$533,735	44%

5. The following bid was received per the terms and conditions of F556(5):

Lump Sum Base Bid

Egan Company.....\$279,741

6. The bid will be reviewed by Jamie Atkins, Purchasing Manager.
7. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
Health & Safety Bonds	2021B	\$3,702,000	June 17, 2021
LTFM FY23		\$370,000	

8. Project cash flow schedule has been reviewed and approved by the District Finance Office.
9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$279,741 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

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

DATE: November 16, 2021

TOPIC: Phase Gate Approval of FY22 Fire Safety System Program (Project # 0652-22-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY22 Fire Safety Systems Program at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides fire safety systems work at Dayton's Bluff Elementary.
3. 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	N/A
#3 – Schematic Design #3A – Finance Update	June 22, 2021
#4 – Contract Award #4A – Finance Update	November 16, 2021 (Current)
#5 – Project Close-Out #5A – Finance Update	Fall 2022 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Spent
\$4,072,000	\$1,212,763	\$533,735	44%

5. The following bid was received per the terms and conditions of F556(5):

Lump Sum Base Bid

Egan Company.....\$189,720

6. The bid will be reviewed by Jamie Atkins, Purchasing Manager.
7. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
Health & Safety Bonds	2021B	\$3,702,000	June 17, 2021
LTFM FY23	n/a	\$370,000	

8. Project cash flow schedule has been reviewed and approved by the District Finance Office.
9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$189,720 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

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

DATE: November 16, 2021

TOPIC: Phase Gate Approval of FY22 Fire Safety System Program (Project # 0652-22-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the FY22 Fire Safety Systems Program at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides fire safety systems work at John A Johnson Elementary.
3. 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	N/A
#3 – Schematic Design #3A – Finance Update	June 22, 2021
#4 – Contract Award #4A – Finance Update	November 16, 2021 (Current)
#5 – Project Close-Out #5A – Finance Update	Fall 2022 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Spent
\$4,072,000	\$1,212,763	\$533,735	44%

5. The following bid was received per the terms and conditions of F556(5):

Lump Sum Base Bid

Egan Company.....\$240,729

6. The bid will be reviewed by Jamie Atkins, Purchasing Manager.
7. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
Health & Safety Bonds	2021B	\$3,702,000	June 17, 2021
LTFM FY23	n/a	\$370,000	

8. Project cash flow schedule has been reviewed and approved by the District Finance Office.
9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of FY22 Fire Safety Systems Program (project # 0652-22-01) to Egan Company for the lump sum base bid for \$240,729 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

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

DATE: November 16, 2021

TOPIC: Phase Gate Approval of FY22 Window Replacement Program (Project # 0201-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Window Replacement at Riverview Elementary 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 to project
#3 – Project Budget #3A – Finance Update	March 23, 2021
#4 – Contract Award #4A – Finance Update	November 16, 2021 (current)
#5 – Project Close-Out #5A – Finance Update	TBD

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

Project Budget	Current Obligations	Invoiced to Date	Percent Spent
\$1,567,500	\$8,314	\$0	0%

4. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Huot Construction and Services, Inc.	\$1,373,667
National Windows Associates.	\$1,385,000
S&J Glass, Inc.	\$1,400,000
JPMI Construction Co.	\$1,458,000

5. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room

6. Bids will be reviewed by Jamie Atkins, Purchasing Manager.

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

Funding Source	Issuance	Amount	Date Issued
LTFM Bond	2021C	\$1,425,000	June 2021

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A22-1687-A FY22 Window Replacement Program at Riverview Elementary (Project #s 0201-22-01) to Huot Construction and Services, Inc. for a lump sum base bid of \$1,373,666.30.

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

DATE: November 16, 2021

TOPIC: RFP A21-1516-A – Trash, Recycling, and Organics Hauler Services

A. PERTINENT FACTS:

1. This request for proposal provides for all labor, materials, equipment and services necessary for, and incidental to, hauling and disposing of municipal solid waste; collecting, transporting, and composting of source separated organics; and collecting, transporting, and marketing of source separated recyclable materials in a single stream recycling system to all District buildings for a three year period beginning February 1, 2022 and ending January 31, 2025 with an option to renew for one (1) – two (2) year extension.
2. The solicitation announcement was sent to all licensed commercial haulers in Washington and Ramsey Counties, as well as advertised per statutory requirements.
3. Proposals were evaluated by a committee and scored based on best value criteria including: Administrative Management Experience, Operating Practices and Policies, Equipment, Customer Service Standards and Practices, Customized Customer Services, Recyclable Materials Marketing Plan, Base Program Preferences, and Price Proposal.
4. The District received proposals from the following vendors:

Republic Services
Walters Recycling & Refuse
Waste Management
5. Republic Services was selected based on the above criteria and is estimated at an annual cost of \$1,100,000. The estimated contract value is based on a variety of factors, including but not limited to: annual volume of waste, recycling and organics generated, projects taking place throughout the district requiring temporary roll-offs, 8 fee schedules with different tiers for select services, and occurrence of on-call requests, dumpster exchanges, dumpster cleaning, overflow, and recycling contamination fees.
6. The proposals will be reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from the general fund budget code 01-005-813-000-6331-0000.
8. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to award of Request for Proposal No. A21-1516-A contract for district-wide trash, recycling, and organics hauler services for a three year period beginning February 1, 2022 to the best value proposer Republic Services for an estimated annual cost of \$1,100,000.

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

DATE: November 16, 2021

TOPIC: Request for Permission to Contract with St. Paul Youth Services
for Behavior Specialist Program Support SY 2021-22

A. PERTINENT FACTS:

1. St. Paul Youth Services (SPYS) provides behavior intervention, family support, crisis counseling, and Restorative Justice services. SPYS uses accredited research and feedback gathered from staff and students to continually assess, modify, and target its strategies based on what proves most effective for young people and their families.
2. SPPS and SPYS agree to partner, providing five (5) support staff supporting two (2) SPPS sites for the 2021-22 school year.
3. The two sites are: Harding Senior High School (3 staff) and Johnson Senior High School (2 staff). The SPYS Support staff will enhance and increase student strategies throughout the district. The contract amount is \$275,000 to be paid from school budgets.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Specialist support at two sites for SY2021-22, and to implement the services as specified in the contract.

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

DATE: November 16, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals.

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from November 17, 2021 through July 1, 2022.
2. The terms of this memorandum clarify the protocol used due to the possibility of remote learning due an emergency closure due to COVID-19 or severe weather. Terms are as follows:
 - SPPS instructional expectations for remote working; guidelines for e-Learning, digital learning days, and a temporary shift to online learning.
 - The day to day instructional expectations and how these guidelines apply to e-learning days (formerly called Inclement Weather or Snow Days), digital learning day (Election Day or 6-8 students in a K-8 building), and temporary shifts to online learning (quarantine days or other emergencies).
 - a) All teachers shall set up their learning management system (Schoology, SeeSaw) at the beginning of the school year.
 - b) SPPS shall maintain a repository of lessons to support these expectations.
 - c) Schedules shall not be constructed in such a way where a teacher is responsible for responding or attending to a group of students in an in-person setting and remote learning setting at the same time during the duty day. Additionally, teachers are not required to do the following:
 - i. Teach students in person and online simultaneously.
 - ii. Record in-person lessons with students to post in the learning management system or send to students.
 - COVID Safety Labor Management Committee:
 - a. The parties agree to have a weekly LMC meeting scheduled when community transmission of COVID-19 is “substantial” or “high” per the CDC guidelines to discuss safety of students and staff and any possible movement into online learning. SPPS will follow CDC guidance when making decisions about any possible movement into online learning due to the spread of COVID-19. Parties may jointly decide to cancel the meeting.
3. This MOU covers the proper protocol for teachers, educational assistants and members of the school and community service professional groups respectively.
4. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for teachers, educational assistants and school and community service professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of November 17, 2021 through July 1, 2022.

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

DATE: November 16, 2021

TOPIC: Memorandum of Understanding between TriDistrict CAPS and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU details the expansion of the partnership between TriDistrict and SPPS pertaining to the TriDistrict CAPS program.
2. TriDistrict is providing an opportunity for 2-4 SPPS students to participate in its Transportation Technologies program. SPPS students have the opportunity to earn ELA and CTE credit for participating.
3. Participation fees will not exceed \$6,483.42. SPPS will provide transportation to the students participating in the TriDistrict program.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and TriDistrict CAPS for the 2021-22 school year.

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

DATE: November 16, 2021

TOPIC: Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College.

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College.
2. This agreement provides Harding students the opportunity to earn Century College credits for the successful completion of Careers in Criminal Justice. This agreement provides AGAPE students the opportunity to earn Century College credits for the successful completion of Personal Finance. Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This is an annual request. A similar request was made last year when Harding began offering the CJS (Careers in Criminal Justice) 1020 course as a part of the Community Justice Pathway at Harding High School. This course aligns with the College and Career Paths strategic focus area in SPPS Achieves.
4. Fees paid to Century College are at the rate of \$3000.00 per concurrent enrollment course per semester. The total cost for two sections for the 2021-22 school year is \$6000.00.
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY22.

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

DATE: November 16, 2021

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2021, through June 30, 2023.

2. Contract changes are as follows:

Wages: Effective July 3, 2021, the salary schedule increased 1.5% for all classifications. Effective July 2, 2022, the salary schedule increased 1.5% for all classifications.

Incentive Pay: Effective upon approval of this labor agreement, all employees in this group will be provided a one-time lump sum payment of \$500.00.

Benefits: Effective January 1, 2022, this group will move to cafeteria plan design. Employee benefits will be offered to eligible employees through a Cafeteria Plan qualified under IRS Codes §105, §125, and §129. The Cafeteria Plan will contain a core set of benefits. Enrollment in these core benefits is required in order to participate in the Cafeteria Plan and receive any Employer contributions. Additional optional benefits are offered allowing employees to select benefits that meet their individual needs. Life Insurance, Dental and Long-Term Disability Insurance are core benefits.

Contribution to Cafeteria Plan Credits

Each eligible full-time employee with single coverage shall receive \$620 per month which may be spent in a District-qualified cafeteria benefits plan. Each eligible full-time employee with family or single+1 coverage shall receive \$1,295 per month which they may spend in a District-qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary.

Dental Insurance: Effective January 1, 2022 single dental insurance shall be part of the core benefits. Employees who enroll in family dental coverage will pay the difference between the cost of family and single coverage with any remaining credits provided by the district toward core benefits.

Vacation: Effective July 1, 2021, employee's vacation carry over will increase from 160 to 184 hours of vacation into the following year.

3. The District has four (4) regular employees in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2021-2022 budget year: \$297,805
- in the 2022-2023 budget year: \$299,940

5. This item will meet the District target area goal of alignment.

6.) This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Daniel Wells, Employee Relations Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 877 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2021 through June 30, 2023.

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

DATE: November 16, 2021

TOPIC: Request to Sign Concurrent Enrollment Joint Powers Agreement with Fond du Lac Tribal and Community College.

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Fond du Lac Tribal and Community College.
2. This agreement provides Harding students the opportunity to earn Fond du Lac College credits for the successful completion of ANSH 1001 Introduction to Anishinaabe Language and ANSH 1002 Anishinaabe Language II. Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This will be an annual request.
4. Fees paid to Fond du Lac Tribal and Community College are at the rate of \$3000.00 per concurrent enrollment course per semester. The total cost for two sections for the 2021-22 school year is \$6000.00.
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Fond du Lac Tribal and Community College for FY22.

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

DATE: November 16, 2021

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 Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period September 1, 2021 through September 30, 2021.

(a) General Account	#740600-741609 #0004223-0004261 #7004187-7004215 #0006124-0006205	\$51,662,220.87
(b) Debt Service	-0-	-0-
(c) Construction	-0-	<u>\$3,390,843.68</u>
		<u>\$55,053,064.55</u>

Included in the above disbursements are two payrolls in the amount of \$22,910,527.08 and overtime of \$117,944.07 or 0.51% 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 Workers' Compensation Law falling within the period ending April 30, 2022

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

DATE: November 16, 2021

TOPIC: Request Permission to Purchase COVID-19 Test Kits from Vault Health

A. PERTINENT FACTS:

1. To support safe, in-person instruction in schools, screening testing provides another important layer of prevention to protect students, teachers, and staff by slowing the spread of COVID-19.
2. Approximately 17,000 test kits and extra mailing labels are being purchased from Vault Health, primarily for use by employees, to use when our current supply runs out.
3. The cost of these supplies is approximately \$1,400,000 out of budget code 29-005-720-170-6401-0000
4. All costs are funded out of a Minnesota COVID-19 School Testing Program Grant from the Minnesota Department of Education. The Epidemiology Laboratory Capacity (ELC) Reopening Schools Grant is supported through the American Rescue Plan Act of 2021.
5. The resources available through this award are aimed at providing support for schools to detect and prevent the transmission of COVID-19 within schools.
6. This project will meet the District target area goals of achievement and sustainability
7. The purchase will be reviewed by Jamie Atkins, Purchasing Manager.
8. Requested by Mary Langworthy, Director, Health and Wellness, and Marcy Doud, Deputy Chief, Division of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to purchase COVID-19 Test Kits from Vault Health at a value not to exceed \$1,400,000.00.

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

DATE: November 16, 2021

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Langworthy, Director, Health and Wellness, and Marcy Doud, Deputy Chief, Division of Schools.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective November 24, 2021, should they not comply with Minnesota State Health Standards for Immunizations on or before this date. **Crossroads** students would be excluded from school effective November 30, 2021.



Saint Paul
PUBLIC SCHOOLS

2nd Reading Policy 510.00 Graduation

Cedrick Baker, Chief of Staff

Darren Ginther, Director, Office of College and Career Readiness

Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

November 16, 2021

510.00 Graduation

Why are we proposing an update to this policy?

Adding graduation credit requirements necessitates a board policy update.

510.00 Graduation

Proposed updates to be made to the current policy:

- **Add “Critical Ethnic Studies” in paragraph 2 so it reads:**

"2. Basic course credit requirements for Saint Paul Public School high school diploma also include:

- Health & Wellness credit
- Fitness & Physical Education credit
- Family & Consumer Science, Industrial Technology or Business credit
- **Critical Ethnic Studies**
- Elective credits
- Post High School Planning

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510.00 Graduation

Next steps:

- December 14, 2021
 - 3rd Reading and Vote

510.00 Graduation

See [here](#) for proposed policy.

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - Family & Consumer Science, Industrial Technology or Business credit
 - **Critical Ethnic Studies**
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown, except in accordance with the district procedure allowing for identity adornments to be worn. Any exemptions must be approved by the Superintendent.

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students
Minn. Stat. § 120B.023 – Benchmarks
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits
Minn. Stat. § 120B.07 – Early Graduation
Minn. Stat. § 120B.11 – School District Process
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

Policy 101.00 – Racial Equity