

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

October 19, 2021
6:05 PM

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#BoldSubject#

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

DATE: October 19, 2021

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. National Merit Scholarship Corporation (NMSC®) announced the names of approximately 16,000 Semifinalists in the 67th annual National Merit Scholarship Program. These academically talented high school seniors have an opportunity to continue in the competition for some 7,500 National Merit Scholarships worth nearly \$30 million that will be offered next spring. This year, SPPS has six students that have been named as National Merit Scholarship Semifinalists:

Central Senior High School

Adri Arquin

Leo Curtis

Como Park Senior High School

Soren Sackreiter

Highland Park Senior High School

Kathleen Bacigalupi

Benjamin Pinto

Finn Zwank

High school juniors entered the 2022 National Merit Scholarship Program by taking the 2020 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®), which served as an initial screen of program entrants. The nationwide pool of Semifinalists, representing less than one percent of U.S. high school seniors, includes the highest-scoring entrants in each state.

To become a Finalist, the Semifinalist and a high school official must submit a detailed scholarship application, in which they provide information about the Semifinalists academic record, participation in school and community activities, demonstrated leadership abilities, employment and honors and awards received.

A Semifinalist must have an outstanding academic record throughout high school, be endorsed and recommended by a high school official, write an essay, and earn SAT® or ACT® scores that confirm the student's earlier performance on the qualifying test. From the approximately 16,000 Semifinalists, about 15,000 are expected to advance to the Finalist level, and in February they will be notified of this designation. All National

Merit Scholarship winners will be selected from this group of Finalists.

National Merit Scholarship winners of 2022 will be announced in four nationwide news releases beginning in April and concluding in July. These scholarship recipients will join more than 362,000 other distinguished young people who have earned the Merit Scholar title.

2. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

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

DATE: October 19, 2021

TOPIC: Acknowledgement of Good Work Provided by
Staff & Outstanding District Partners

A. PERTINENT FACTS:

1. The University of Minnesota and the Office of Early Learning received a grant from the US Department of Education Institute of Education Sciences (IES) Education Research program. This grant provides funding for projects to develop reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students.

This grant will allow the University of Minnesota and the Saint Paul Public Schools to create a ground-breaking pre-literacy tool known as the IGDIs or Individual Growth and Development Indicators in the Hmong Language. This grant-funded project meets the strategic focus area of culturally relevant education.

Our partners on the grant team from the University of Minnesota include:
Dr. Alisha Wackerle-Hollman, Kory Vue, Charly Vang and Kelsey Will. Representing SPPS on the grant team is Gao Vang, Office of Early Learning Grant Specialist.

2. This item is submitted by Dr. Kate Wilcox-Harris, Chief of Academics.

B. RECOMMENDATION:

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

**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

**September 20, 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. Foster, J. Vue, C. Allen, J. Kopp

Y. Carrillo and Z. Ellis arrived a few minutes late.

J. Brodrick was not able to attend today's meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Vice Chair Vue moved approval of the order of the main agenda. The motion was seconded by Director Kopp.

The motion was approved by roll call vote:

Director Foster	Y
Director Vue	Y
Director Allen	Y
Director Kopp	Y

Motion passed unanimously, 4-0.

IV. ENVISION SPPS

Vice Chair Vue turned the meeting over to Superintendent Gothard and staff to lead the board through the Envision SPPS updates.

Superintendent Gothard thanked the board for the opportunity to provide an update on work that had been ongoing for several months. Included in the presentation is information on the methodologies used

to formulate the Envision SPPS plan, with additional details to come later this fall. He then introduced Chief Turner.

Chief Turner thanked the board for the opportunity to provide information in an informal setting about what the Envision SPPS working groups have learned and an outline of the recommendations the board will be asked to vote on later in the fall. Chief Turner is aware of the high level of interest in the Envision SPPS plans and noted how important the collaborative working groups, comprising district staff, parents and community members, are to the development of Envision SPPS recommendations. Special meetings of the board are open to the public and livestreamed to help communicate plans to community members so there are no unanswered questions come voting time later this fall. Finally, she noted many other members of the Envision SPPS team will participate in future meeting presentations.

This is the first time SPPS has had a strategic plan, capital plan and an Envision SPPS plan aligned at the same time. The goal is to align capacity, capital planning and investments. To reach this goal approximately 120 participants joined work groups for 120 hours over at least five meetings (2.5 to 4 hours per meeting) to develop Envision SPPS recommendations.

SPPS is facing both declining birth rates and increased competition from more educational options for students, including charter and private schools. Families have more options. The Highland Bridge housing development does present an opportunity for more enrollment, but the district has learned from experience that enrollment from such developments often result in localized enrollment increases in the neighborhood but do not increase the district's enrollment overall as families just as likely relocate within the district to Highland Bridge.

The goal of Envision SPPS is to reach each student and provide a well-rounded education. Families want well-rounded education for their students, including core curriculum in reading, writing and math. Yet inequities in schools in terms of student access to a well-rounded education that also includes the extras like world languages, dance, music, creative expression, writing, and accelerated learning for gifted and talented students. These courses bring smiles to our children, but they are not available in all schools. Small schools do not allow a full complement of such courses while in large schools teachers are able to focus on their specialities.

Other aspects of a well-rounded education -- fieldtrips, community experts -- are helped by enrollment and parent fundraising. All children deserve it, but community-based agencies and grants help larger schools more. Therefore, SPPS is looking at schools with fewer than 2 sections of a grade as a school of concern. From a well-rounded education perspective, a more ideal, sustainable size would be, at minimum, 3 sections a grade per school, though SPPS also understands that this goal may not be achievable all at once.

Chief Turner noted the goal is to look at small schools to get to ideal size that's sustainable. At present approximately 6-8 schools -- standalone schools under 540 students -- cannot provide well-rounded, sustainable education unless subsidized by the district. That is, funds are taken away from schools with sustainable enrollment and given to schools that need subsidies. In the end, given these circumstances, no one receives a well-rounded education.

QUESTIONS/COMMENTS:

- Director Ellis asked for clarification about SPPS's commitment to communities with smaller schools, which Chief Turner described as unsustainable. She stated that while those schools may

be considered small, they can provide a well-rounded education asked: But that's not your understanding?

- Chief Turner response: That's right. ESSER funds can be used during this transition to make sure students receive the appropriate level of education. She noted SPPS is providing schools with additional resources to have special opportunities in music, art, and science.
- Superintendent Gothard noted the importance of considering the differences between elementary and middle schools and their differing formulas for teachers. For middle schools, if 50 fewer students show up than expected, the district still must deliver the structure that's in place though it's necessary to make appropriate adjustments to deliver that structure. The situation is a little different for elementary schools.
- Director Ellis then asked Chief Turner a follow-up question about the relationship between enrollment dollars and decision-making. For example, if parents know what opportunities are available at a school, which they believe provides a well-rounded education, the district may call that same school unsustainable. She asked what parents will be able to do to ensure they are achieving the well-rounded education they sought.
- Chief Turner thanked Director Ellis for the question and noted that for the last several years, based on the funding formula, parents may not realize the level of subsidies the district has provided schools to achieve a well-rounded education. Today, schools that are unsustainable are provided some resources that are available thanks to transfers from other schools' dollars to make that possible. Chief Turner noted her belief that every school should have a set of resources such as a nurse, among many others, but it's a struggle when the district does not have enough staff to deliver high quality educational experiences in every school. Small schools may have only 6-8 FTEs, not counting custodians. There are not enough resources to go around, so the district has come to a time to discontinue the process of taking from one school and giving to another.
- Chief Collins noted that working with parents and administrators may choose a school and then compare it to other schools. It's important to keep in mind that a 12 section school and an 18 section school are differently resourced. The number of specialists will vary. It leads to partial FTEs, and very difficult conversations to navigate from a workforce perspective. Economies of scale may not be a popular term, but it's part of this discussion when trying to provide to schools -- hiring for students' outcomes.
- Director Kopp added that in addition to opportunities available to students, it's also about the burden on staff who stay late and do more, which may lead to greater stress and burn-out, which has a direct impact on students too. Keeping up morale is a big challenge for staff, but principals may be overburdened too. All of which impacts students' outcomes, which are the heart of the matter.
- Chief Wilcox-Harris noted she wrote down the word burden and stated that the burden is real yet the benefits are missing because the district does not have the capacity to build standards and outcomes. SPPS is known for its partnerships but, as a result of this burden, the dreams for those partnerships are not meeting their potential.
- Director Kopp stressed that principals want stability of staff! The school board itself is an example of change and the challenges that change presents. She noted that when people are let go due to enrollment that affects students; the lack of cohesion impacts students,
- Director Carrillo echoed the sentiment that the district's core mission is to improve outcomes for students and to provide opportunities in that environment. He sought clarification regarding the criteria for change, stating that as a parent of a student at one of these potential sites affected: Is it about identifying a sweet spot of enrollment or are there other criteria? As a board member, he emphasized that it's important to know the criteria when parents come to board members with concerns at a time when the ground under parents is shifting. More specifically, he asked whether

beyond the goal of achieving the ideal size to match the school building, or are there other criteria?

- Chief Turner responded by emphasizing that Envision SPPS recommendations are not just about school size but rather what the SPPS district could be. It's not about closing schools but achieving better outcomes for all students. Recommendations to the board and the superintendent are grounded in data around enrollment, class size, achievement, budget criteria, facilities for an inner city, urban school system that's landlocked, with limited land. The district is looking at the operational efficiency of school buildings, but the district is also looking at equity and the impact on students. For example, are all areas of the city impacted relatively equally? Or is one part of the city more impacted than others? What about special education students, African American students and ELL students -- how are they impacted? Chief Turner noted the need to look at the transportation factor. Plus the district considers families' demand for a particular school -- what are the options to meet demand at that school? Plus, in terms of financial sustainability, there are unknowns -- federal and state government requirements must be aligned with SPPS programs. In sum, it is not just about the number of sections in a particular school.
- Director Carrillo: Thank you.
- Director Ellis: Why don't we as a district change the formula?
- Chief Turner continued by mentioning it becomes a mathematical formula for a principal. For example, a principal may be responsible for delivering a program with a particular enrollment (meaning you have a particular budget that you must manage - teachers, custodians, etc), but this includes an economies of scale factor. The district must do more to find a way to address educational funding gaps.
- Director Ellis noted that families are sometimes involved in deciding which teacher is needed more due to funding limits, even though it's difficult for families to understand the circumstances that led to the need to make such a decision. She asked whether the district could change the funding formula to provide a well-rounded education rather than shuttering schools. Making this kind of a change and its rationale must be explained in clear language. For example, if the goal is to increase grade sections to three in each elementary school, do all elementary school buildings have that much capacity? Director Ellis expressed concern over families' understanding of the district's plans.
- Superintendent Gothard mentioned that in regard to changing the formula, the district wouldn't change the formula, but rather would change how the district spent its dollars. Enrollment is critical and the district has hard decisions to make to achieve well-rounded education outcomes. When making difficult decisions, the district does need to express how the outcomes will be achieved and the recommendations coming to the board are made to achieve that.
- Chief Collins, reflecting on the last statement by Director Ellis, added that regarding decision-making at a particular school the district knows there are other layers of funding. For example, some buildings qualify for Title I dollars with a specified use. The matter of funding is more complex than dividing up the dollars differently. The goal is to give more flexibility to schools yet, due to no one's fault, smaller sites have less flexibility.
- Chief Turner noted that Director Ellis's comments address the cornerstone of the Envision SPPS goal. The district will continue to have art schools, science schools, and Montessori schools, but parents should expect some basic resources and outcomes in all of the district's schools.
- Director Vue commented on a presentation slide that highlighted factors impacting enrollment trends and asked which groups in the SPPS community are most impacted -- which students are leaving the district? He wondered whether the district is taking a targeted approach to reshaping our schools and our communities. For example, birth rate change is impacting some groups more than others.

- Chief Turner responded stating that groups with steady enrollment include students of color and special education students. While overall enrollment is decreasing, the district's special education students and special needs enrollment are holding steady. The district has this data and the study built in additional data points on demographics to take note of shifts. As a result, some groups should be targeted for planning purposes.

Chief Turner continued, in reference to previous questions by Director Ellis, that there are some very small schools and just 2 section schools that work with what they have, emphasizing that with Envision SPPS the district will not see the 'disposal' of schools. Instead, other programs may move into that school as a part of a repurposing of that school building.

Chief Turner continued that Envision SPPS is not about closing schools but about envisioning what the district can really be. Sustainable schools -- some may not need to change. Some may need to co-locate with another program in the same building to build economies of scale to share costs and resources. Another may need to relocate to a larger building. Still, some school buildings and some programs will close. In a district in which 80% of resources are used on people, it's very important that the impact on staff be explained. The focus is on people and students, not on buildings -- the focus is what will children and families receive in terms of well-rounded outcomes. Some buildings will be recommended to close. Some may be repurposed with another role or program. Decommissioning -- closing a school building -- is a legal process and given the landlocked status of St Paul, the district does not currently foresee the decommissioning of any school buildings.

QUESTIONS/COMMENTS:

- Director Allen, returning to Director Ellis's comments about school capacity and program relocation, asked about how a child would maintain relationships if a program relocated to another building?
- Chief Turner stated that a relocated program means moving elsewhere more or less intact to continue it in a new space.
- Director Allen then noted major concerns regarding students deciding to go to a very particular school to receive a well-rounded education.
- Chief Turner noted history and data in the district show that parents make decisions resulting in enrollment declines. Data also show that when you make the right decision to provide a well-rounded education district students and families come back. The district's middle schools are a good example of this. Before Superintendent Gothard's tenure began, the district experienced a large departure of students after 5th grade. Dr. Gothard and team put together a very strong middle school program and over the last three years the district has seen more and more 5th graders choosing SPPS 6th grade. The district's middle schools are doing quite well. Families are coming back.
- Director Allen asked about enrollment and what will happen in buildings with the district does not get the enrollment projected.
- Superintendent Gothard noted his commitment to working with the community and how the district has heard continually about families being torn between choices. District classrooms/buildings are increasing enrollment due to the district's programs -- and he expressed his belief that the district will stabilize or increase enrollment. The goal now is to have the opportunity to offer those programs. Therefore, it's not a matter of per pupil funding, it's about making structural decisions to offer those programs based on feedback received.
- Chief Wilcox-Harris added that the district is designing the floor, such that all students have that access. So much of what the district had done in the past was in response to No Child Left Behind, but now the district has block grants to support well-rounded education. This has required

a needs assessment as block grant dollars must go to needs at all Pre-K thru 12 sites. We want to provide a well-rounded education at every school.

- Director Ellis responded by asking that the district refrain from using “the floor” -- asking that the district elevate that a little. As a parent you want to have all of the programs and resources, but noted that it is not fair to put decisions on the community. The community was told that they were responsible for making decisions in the past (e.g., regarding the focus on science), which was a really good experience. However, the community was then later asked to cut either language or science and Director Ellis wondered how that staff member felt knowing that families voted on whether to place greater value on language or science.
- Chief Turner noted the district’s intention to be able offer a core of reading, writing, and math. Parents may then have a choice in what language is offered, not whether a language is offered. She noted that as a community we can talk about co-locating programs and managing operational costs. Colocating can help to make programs sustainable. Relocating programs, as discussed earlier, because a school or program is closed may mean families that attend that school would have higher priority to attend a particular school. If a program is phased out, that process may involve students aging out of programs.
- Director Allen requested cost analysis information: What are the costs if a building is not immediately repurposed?
- Director Carrillo then added a request for more information to understand changes and fluctuations in enrollment. What is online enrollment now?
- Chief Collins: K-12 online enrollment: 1,500.
- Director Carrillo noted the district’s initial expectation of lower enrollment in online learning and now whether those students will have a place in school when they are seeking to go back to in-person learning.
- Superintendent Gothard responded by saying any student that goes back will have a well-rounded experience and noted that he has been very clear -- Envision SPPS is a much longer process than just this round -- this is just phase 1. Every decision will have a reaction. Online learning is an example of when the district thinks about what that outcome will be and when it will be a good time to make new recommendations.
- Chief Collins mentioned that the enrollment numbers discussed tonight are pre-pandemic enrollment numbers. SPPS has a lot of capacity in SPPS schools now. Enrollment season begins in January and ends in mid-Feb. From a budgeting perspective the district needs to be flexible as enrollment may fluctuate. The waitlist now is very small -- a few schools have waitlists and there are some on the online waitlist. The district will look and see where parents are at, where families are at, and staff those buildings accordingly. A key question is what is the SPPS experience that is desired and how does the district staff for that outcome.
- Director Carrillo mentioned his sense that there will be a group of fluctuating students who are online now and wondered how to think creatively about capacity and moving student cohorts to other sites. He recommended not to think linearly but rather to think creatively. Phasing out is a costly approach and the district will have parents leaving the district for private and charter schools. Colocating and relocating proactively empowers the community to build a vision for moving to a place of well-rounded education and seeing that come to fruition.
- Director Kopp added another way to think about this is that while in the past parents have had to choose schools outside the neighborhood, but now we may see some changes to that practice. She mentioned comments she’s heard, when giving school tours for 3 years, what families wanted. As we are building toward this and being intentional about well-rounded schools in every neighborhood, where families are comfortable, phases may be a good way to go.
- Chief Turner noted that as the district looks at solutions the district can think about that and consider what agencies can help a building become sustainable. Partnerships with Headstart,

Achievement Plus and other agencies that may be able to help. And in response to Director Carrillo, there may be options for schools that we recommend to combine under one leader. Programs would retain separate budgets and staffing, but share leadership and operations, or recommendations may be about mergers of two very small community schools within blocks of one another. There are other options too, such as merging leadership and staffing, similar to the merger of Prosperity Heights and Hayden Heights. Communities can come together to work together to become one program.

- Director Ellis then asked about the time frame associated with decision-making and what happens after a decision is made by the board.
- Chief Turner turned to the Engagement Model table in the PowerPoint presentation and noted that after the board votes in November, the community will work together from December to September to make decisions. She addressed Director Ellis's comment that it's unfair to ask parents to make decisions, and stressed that decisions are made by the board. Parents are involved and are welcome to comment, but the work starts by January 2022.
- Director Ellis asked what might potentially change these timelines.
- Chief Turner noted that if the board does not take action this fall, that would change the timeline. The district is aligning this process with the budgeting process earlier approved by the board. If the board does not take action, we are giving everyone less time to come together to make plans.
- Chief Foster noted that her comment is not about the current process, but rather is to focus on the language being used so that the community understands the process and its recommendations and that there is a space and place for holding conversations with community. It needs to be user-friendly and accessible. She agreed that as board members elected by communities it is the board's responsibility to make decisions, but the district needs to provide clear data on which to make decisions and be clear about tying in conversations with communities to make decisions.
- Chief Turner noted that every decision is consequential. A decision in one area affects other areas. For example, in the past Director Marchese asked about the choice process and how it's aligned with class size. For Envision SPPS, the Work Group has grown to 120 people and Work Group findings are being used to formulate recommendations. Recommendations are birthed from reports -- ranging from 10 pages to 200 pages. The team of 120 representing our community, parents and staff has developed reports that inform district recommendations and provide a framework for how enrollment is tied to well-founded education. That's where the discussion begins.

Chief Turner then turned to introducing each Work Group, their process, and a summary of their findings:

- College and Career Work Group: This workgroup found secondary schools need lab spaces and classroom spaces that are appropriate for training in large gatherings, and maker spaces that are adaptable and flexible. The Work Group recommends that each high school has a center for career pathways.
- Early Childhood Work Group produced a 200-page report. They started with questions about what the city needs for early learners, whether there's enough capacity for early learners and if there's a space mismatch for the city's early learners -- e.g., East Side relative to Highland or Central. As the district repurposes buildings it makes sense to repurpose buildings for early learning and the district should have early learning hubs -- for Pre-Ks and early childhood screening that could also include partnerships with HeadStart. There would be a place parents could call. The Work Group has not identified a site, but the Work Group has identified the need

and they have given the district ideals around classroom square footage size for early childhood learners.

- Enrollment Work Group focused on customer service and how friendly is school selection. What's the actual impact on potential enrollment of different recommendations? Also, we have looked at class size limitations. If you always lock out a family when you reach a certain enrollment level - e.g., 25 highest number in a class while additional students are put on waitlist, then the district loses opportunities for growth. Site location also has an impact on enrollment. You will see in our recommendations that some programs are recommended to relocate to another neighborhood.
- Facilities Use/Utilization and Alignment: 85% of building space utilized is ideal, the sweet spot that allows for growth and adaptation. Under 70% capacity is underutilized -- the district has some of these schools. Every building in the district has gone through a facilities utilization review as part of this process.
- Language Immersion Work Group: This was the district's first language immersion work group and it was started by the Hmong parent group. French and Spanish immersion programs will have findings too. The Hmong language program recommendations include that two Hmong language immersion programs in the city are not sustainable. They have been very clear in their work, under Dr. Bao's leadership, that those two programs currently in Jackson and Phalen must be consolidated. This is the parent work group's recommendation. They have also talked about realigning the program to include a cultural studies track in Hmong Studies, in addition to the language immersion track, in which students would learn appreciation for Hmong culture. One city-wide Hmong immersion program at a Pre-K thru 8 school building or possibly in a lower campus and upper campus configuration where the two buildings are near each other.
- Integration: Integration is a core concept at work in Envision SPPS and the NAACP is providing a leadership role in defining integration as a guiding concept but they are not making decisions. The NAACP has provided a new definition of what integration is -- "inclusive, remove legal and social barriers that perpetuate disparities in student achievement...eliminating educational inequities...inclusion...equal and equitable access to education resources for all students." The NAACP has also provided an assessment tool for monitoring decisions and their impact on American Indian, Asian, African American and Latino students, among other student groups and they have asked the district to use this Assessment Tool on Equity Impact (Integration) (see presentation slide). NAACP's work with the district is ongoing.
- Middle School Model Work Group findings include that in order to meet well-rounded educational goals, no 6 thru 8 grade schools should have enrollment below 540 students. The Work Group also recommends adding flexible workstations for teamwork and other newly learning amenities, among other findings.
- Montessori Pathway Work Group is not done with their work yet. Key questions guiding their work include asking: How viable is it for the district to offer Pre-K thru 8 Montessori in the district? If Montessori families often choose to leave the district for higher grade education, should the district continue to offer a middle school experience in Montessori? No recommendations have been made yet. There are concerns about the sustainability of Parkway's enrollment below 200 students. The Montessori Pathway Work Group continues its research and discussions.

Director Vue called a 10-minute break at 6:32 p.m.

Director Vue called the meeting back to order at 6:42 p.m. and Chief Turner continued her introduction to each Envision SPPS Work Group:

- Special Education Work Group noted special education enrollment in the district is not declining. In fact, more space is needed to meet special education needs, with some variation in the demand for space in different parts of the city. Greater demand is found on the East Side where more special education students live, but they currently may need to leave their neighborhood to attend school, away from their siblings. It is important for families to know what to expect too. The Work Group also anticipates the need for school building spaces to undergo accessibility assessment. While all buildings are currently ADA compliant, some buildings may be more accessible than others.
- Talent, Development and Acceleration Service Pathway Work Group: In order to offer this experience, resource considerations are very important. This Work Group developed 4 possible models of school support, including the single school model (which exists now); the school-based model with speciality support in every school -- a more equitable model; a blended service model; and another model. Please see the relevant slide presentation for complete details. This Work Group determined the district should employ a mixture of all these models. As part of the Work Group's process, they reviewed the current practice of sending Capitol Hill school students to Highland, and recommended that Capitol Hill students take advantage of offerings of accelerated and advanced courses at all high schools instead. The Work Group looked at courses the students take and found the courses students take at Highland are not different from courses offered at other schools, so the conclusion of the Work Group is that the Highland program may no longer be needed.

Chief Turner summarized Work Groups' mandate saying that each Work Group was asked to answer a series of questions, which resulted in reports. All reports will be available on the website this week. Next, the Envision SPPS team plans to meet with the board every other Monday through November 2021 to ensure community participation in person or via livestream. Before the vote takes place, public comments are also welcome during regular board meetings. In addition, Chief Turner plans to schedule virtual community engagement sessions--in general or with targeted communities, similar to the meeting held to discuss in-person schooling. Communities can also request speakers to join them at a community meeting. As winter approaches, the consultation with communities phase will begin if the board decision is made in November. Consultations will focus on communities and the decision's impacts on their school. Chief Turner noted the existence of a much broader and deeper communications plan, but this statement now provides a summary of the district's communications and engagement plans. Chief Turner then asked for additional questions and discussion.

QUESTIONS/COMMENTS:

- Director Ellis noted that board members are hearing from community about other avenues for communication with community might be explored. Director Ellis asked her board colleagues what the board had done in the past when such decisions were being made?
- Director Carrillo seconded Director Ellis's called for public comment and encouraged the board to be open to additional public comments opportunities. Given none of these presentations have had specific sites or recommendations in place, there's no way to go to the public to ask for comments on anything specific. The question is which sites will be affected in Round One? He recommended the board coordinate with staff to make recommendations public and that the

board open space to have public comment with the board, beyond the regular time that the board meets. He wondered whether it would be possible to hold sessions in different parts of the city.

- Director Ellis said that rather than expecting the public to come to the board, the board could go to the community. She wondered again about past community engagement practices when similar issues have come up.
- Superintendent Gothard mentioned the well-attended virtual meetings during the pandemic may serve as a model.
- Director Kopp noted that concrete Work Group recommendations are needed before seeking feedback. Community members may hear this, but some families may think the school has everything it needs. Others may know their schools are being discussed for change. Therefore, setting expectations is very important. Some of the decisions will be difficult and emotional, and the board must understand the gravity of decisions and their importance. Director Kopp asked that the board be mindful of that. Communication that is accessible -- that everyone can grab onto and access -- is very important. Even before there are recommendations, some people will be wondering about the impact on their school(s).
- Chief Turner responded by saying the district makes decisions about where programs go or what happens to schools. The district has been very clear about that. The district is not going out and asking community to make decisions they do not have the authority to make, but the district does believe targeted engagement is important. She noted the NAACP also asked to meet with the parent group of color -- parent advisory group -- about how they want the district to communicate with them about decisions and implementation.
- Director Ellis added that the board has not seen any recommendations yet, and wondered what the board could do to receive more input.
- Director Vue then asked a question about integration, especially with regard to presentation slides 28 and 29, and what categories people were placed in and whether any disaggregation of those categories was done. He was concerned the analysis may be missing information when using these categories. Also, he noted the need to be realistic about timeline and process.
- Chief Turner responded by saying the Work Group has put some forethought into this. Also, the decision may be made but it may not be implemented until September 2022, or implementation may take a few years. Consideration is also being given to the fact that school choice decisions take place in January and February. This is a multifaceted program with many variables, with implementation in the 2022-2023 school year.
- Director Vue followed up by asking if and when decisions are made, such as in regard to the Hmong immersion programs, how families and students will be supported. He also wondered about the impact of decisions on school reputation and community perception of different schools and programs as a result of decisions made and whether the Work Group has taken these factors into consideration.
- Chief Turner responded by saying that it's important to work with Hmong immersion program families to help them think through the implications for the school and to support the families themselves. Those are opportunities for targeted work with a particular community. A decision in the fall will allow the board to engage with targeted community groups, ask the right questions and gather community opinions.
- Director Ellis asked Chief Turner to return to the last slide in the presentation on "Next Steps" and noted that she realizes the Superintendent likes the word phases, but how many schools may be part of Phase I? A couple? A handful? She wondered whether information about short-term and long-time implications will be provided in future meetings.
- Chief Turner responded by saying the Envision SPPS core group is preparing information on the impact of each decision for administration leadership. The district is mindful of the need to avoid directly impacting a significant number of students. That said, analysis of data also shows that the

district has 10 unsustainable elementary schools and some middle and high schools at that level as well. There are a range of solutions, including a mixture of closures, relocations, etc.

- Superintendent Gothard added that online enrollment today is part pandemic-induced and part preferred learning. After the past 18 months, the district needs to look at different realities, while still not knowing what the future will look like.
- Chief Turner made special note of the phenomenal work of the Hmong community on their report. The decision is to have a pre-K thru 8 school or an upper and lower campus. If the preference is to have an upper and lower campus, it may take a few years to identify an upper school space that's available. That's what is meant by phases. It may take some time to grow to meet the vision for a given program and as a result some decisions are phased in.
- Director Ellis noted that this concrete example was helpful, but the terminology of phases creates uncertainty and lack of clarity. She also mentioned her hope that the district would not be dragging this out either, and exhausting communities in the process. Director Ellis added that the presentation was information rich and very informative.
- Director Kopp then asked for clarification on the date when the board will hear specific recommendations.
- Chief Turner noted specific recommendations would be provided during the November 2021 Committee of the Board meeting, with the officials vote taking place during the regular Board of Education meeting in November 2021. The earlier a decision is made, the sooner the board can engage with the community.
-
- Director Kopp noted the importance of a timely process that is not stretched out. She added that small schools are strategizing about how to be heard in this decision-making process. Thorough communication is really important -- asking the right questions matters when trying to understand what people want and need. She provided the example of planning a neighborhood park and being asked what kind of play equipment they wanted in the park when they had no expertise in playground equipment. Rather than asking the community group to select playground equipment, the experts should have asked what our kids liked to do and the experts could then select relevant playground equipment if that was what the community engagement process determined was needed. The board must be committed to investing in impacted communities. If not, the district might see that attrition in enrollment and the district must follow through on investing in impacted communities if the district says it is going to.

Chief Turner, in conclusion, stated that the goal is to provide a vision for sustainable programs that provide a well-rounded education to all students. If no action is not taken this year, she will provide information about what the schools will look like 4 years from now if the district does nothing. She also looked forward to more specific opportunities for outreach and engagement with community. Chief Turner asked that any additional community engagement requests be shared with the board liaison.

Superintendent Gothard rounded out the session by emphasizing that Envision SPPS is not new. Envision SPPS is nearly two years old and is part of the strategic plan and the Envision SPPS recommendations are an outcome of the strategic planning process. Regardless of the outcome, the point is to achieve high standards. He thanked everyone for their hard work.

XII. ADJOURNMENT

Director Vue moved to adjourn the meeting. Director Allen seconded the motion.

Director Vue noted the upcoming Regular Meeting of the Board meeting scheduled for Tuesday, September 21, 2021 beginning at 5:30pm with public comment.

The motion was approved by roll call vote:

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

The motion passed unanimously, 6-0.

The meeting adjourned at 7:29 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

Secretary to the Board (Interim), 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

**September 21, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

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

Director J. Brodrick was not able to attend this meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda with the exception of moving New Business: Belwin Conservancy to precede the Superintendent's Report. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

II. RECOGNITIONS

BF 32505 Acknowledgement of Good Work by Students

A. Acknowledgement of Good Work by Students

Como Park Senior High School Marine Corps JROTC (Junior Reserve Officer Training Corps) was honored to congratulate **Cadet Major Aliser Paw** for earning the highest award a cadet in the district's nation could obtain, the Legion of Valor Bronze Cross, for outstanding achievement in the Reserve Officer Training Corps Program. Only six cadets across the world in more than 241 MCJROTC programs were selected.

BF 32506

B. Acknowledgement of Good Work Provided by Outstanding District Employees

Brian Hare, a sixth-grade science teacher at E-STEM; **Meagan O'Brien**, a biology teacher at Washington Technology Magnet; and **Anne Zielske**, a chemistry teacher at Harding Senior High School, have been selected as state finalists for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). This national award was given out every year with K-6 teacher applications taken in even-numbered years and 7-12 teacher applications taken in odd-numbered years. The finalists' applications were forwarded on to the National Science Foundation for judging at the national level and the White House would make the final selection. Final award winners have not yet been named for 2020 or 2021.

III. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with them E4 - Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field pulled for separate consideration. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

IV. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 17, 2021
- B. Minutes of the Special (Closed) Meeting of the Board of Education of August 23, 2021
- C. Minutes of the Special Meeting of the Board of Education of September 3, 2021
- D. Minutes for the Special (Closed) Meeting of the Board of Education of September 14, 2021

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes

Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

V. COMMITTEE REPORTS

A. Minutes of the Committee of the Board of September 14, 2021

At the Committee of the Board Meeting on September 14, 2021, Superintendent Gothard welcomed everyone to the meeting, and then provided a brief narrative and recap on the start of the school year, including the successes and excitement among staff and students, as well as the challenges of returning to in-person school at this time. Superintendent Gothard emphasized the commitment to health, safety and well-being in the district and the many compliments received about protocols put in place, while also embracing feedback to see if adjustments need to be made. Questions and discussion from the board included thoughts on district students' adjustment to being back in school again after more than a year of virtual learning; equity concerns for students on the online learning waitlist; and staffing of online learning in the context of uncertainty around vaccine approvals for younger students in the coming months.

The next presentation was School Finance and Levy. This presentation sparked robust dialogue with board members, and included further clarification on the school levy process; the implications of enrollment trends; factors impacting school levies; the impact of Covid-19 on district finances; the need to set a levy ceiling; community input opportunities; and the Truth in Taxation Hearing in December, before Ramsey County's final levy certification filing deadline of December 28, 2021.

The next presentation was the Immunization Compliance and Risk for School Exclusion. Discussion centered on required immunizations in Minnesota; exemptions to the vaccination requirements; impact of Covid-19 on required vaccinations, including data comparing Ramsey County to state of Minnesota vaccination rates; district efforts to reduce barriers to vaccinations through multilingual outreach, translated materials and by providing consistent, equitable and fair access to vaccinations, including the availability of vaccinations at student placement centers, where vaccinations numbers were increasing thanks to active outreach to noncompliant homes; new outreach strategies focused on family outreach rather than individual student outreach, in partnership with mobile clinics and local healthcare providers to support families; and how in order to prevent another preventable disease outbreak on top of Covid-19, Board of Education would be sought for approval of exclusion from school starting with the regular meeting on October 19, 2021, while outreach efforts continue in partnership with community organizations.

The next presentation was the American Rescue Plan (ARP) Funding Plan Update. Further clarification was requested regarding input on plan revisions before seeking Board approval of the plan at the September 21, 2021 regular Board meeting; allocation of resources for district priorities such as career and skilled trades training, and social/emotional support; the strategic application of ARP funds to ensure sustainability of the district's efforts; and attention to transparency and communication around ARP spending.

MOTION: Director Vue, seconded by Director Foster, moved to approve that the Board accept the report on the September 14, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published.

The motion was approved by roll call vote:	
Director Allen	Yes

Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

VI. New Business

Speakers:

Katie Bloom, Executive Director

Marty Davis, PreK-12 Science Supervisor, Office of Teaching and Learning

Male speaker began by expressing thanks for the opportunity to join tonight's meeting to mark this 50-year partnership, the longest science-focused partnership in the district that was unique in the metro area. Belwin welcomes 10,000 students per year to experience and learn science in the outdoors. Even Covid-19 could not stop these experiences, as students watched virtually what was happening outdoors throughout the year.

Executive Director Katie Bloom from Belwin thanked the board for the invitation to join the meeting and helping Belwin celebrate today and then proceeded with the slide presentation, which provided a summary of Belwin Conservancy's history as an independent nonprofit with resources including 1,500 acres of protected land, 7 miles of public hiking trails, a bison herd (since early 2000s), athletic fields, an observatory, and community programs and events throughout the year. All programs were grounded in partnerships.

Belwin Conservancy began, on Bell family land in Afton, in partnership with SPPS at a time when SPPS was looking for an outdoor education classroom. They noted Belwin provided land, facility, trails, and SPPS provided teachers, students, and curriculum. Since those early days, Belwin had grown and thrived throughout expansion. The partnership with SPPS remains at forefront of its work with a legacy of 3rd graders, 5th graders, and special education students -- 100,000s of students over multiple generations. Adults return to tell Belwin of the lifelong influence experiences at Belwin Conservancy had had on their lives and their sense of social responsibility.

In conclusion, they emphasized that Belwin Conservancy looked forward to 50 more years of partnership for 10,000 kids per year. And while Belwin currently operated at capacity, there was room to grow, especially for special education students to build a new building for special education students in particular. Everyone was welcome to visit Belwin's open house on October 9th, from 9am to 3pm. Activities would include open hiking, live music, arts, environmental activities, and a 2:30 pm celebratory gathering.

QUESTIONS/COMMENTS:

- Director Vue began by saying that he'd been to Belwin many times, but did not know the history. He spoke of his many memories of his kids with their classmates and teachers at Belwin. He then thanked staff for bringing that joy to SPPS students, schools, parents and teachers.

- Director Ellis remarked that Belwin was the field trip she would always chaperone. The visits were impactful, leading you to remember things from the first time you've done them and connecting with them differently the next time. The last time Director Ellis visited Belwin was in 2019, and she thanked Belwin staff for the learning she discovered there as a child. Thank you!
- Director Kopp spoke of her daughter being transformed by her field trip to Belwin. It's a magical place.
- Director Carrillo added that he would likely be a chaperone for his son's field trip next year and thanked Belwin for the partnership, which opens up experiences for the community and challenges students' views. This was for future generations, for grandkids to experience that joy too.
- Director Foster noted that Belwin Conservancy creates memories, including her own as a child, and when visiting with her own child's 5th grade class and then with her grandchild's 6th grade class. She thanked Belwin for the ongoing partnership and reminded everyone in the audience that you could do partnerships too from SPPS's experience partnering with Belwin.
- Superintendent Gothard then expressed thanks for the partnership today and in the future, and for the broad reach of Belwin's work. Thank you!

VII. SUPERINTENDENT'S REPORT

Superintendent Gothard introduced the presentations comprising the meeting's Superintendent's Report. A key focus was on lost learning and needs stemming from the Covid pandemic, and how the district would serve its students. Targeted efforts to serve students and the community included enrolling 14,000 students in summer school and more than 4,500 individuals on community education courses this year. Regarding ARP, the content would provide an update on key themes from outreach and the result plan for the \$207M allotment for SPPS for which the administration was seeking board approval.

A. Summer Learning & Back to School Update

Presenters:

- Adam Kunz, Director, Office of Digital & Alternative Education
- Anthony Walker, Director, Community Education
- Rev. Dr. Darcel Hill, Executive Director, CDF Freedom Schools, Digital Freedom School Connect & Freedom Schools Express

Summer Learning Review included discussion of partnerships with the Y and Parks and Recreation, 1:1 instruction and learning at Belwin Conservancy. For middle school students, many students checked out books (3,000 books at Murray) and engaged in new learning opportunities like the coding course in which students developed an app and pitched it to professionals in the field. It was a valuable and much appreciated learning experience. New arts programming was also highlighted. For high school, a key emphasis was on credit recovery, which led to students earning more credits than in 2019 and 180 students graduating by the end of the summer. During graduation speeches students noted how much they valued the relationships developing in the summer in-person courses compared to the virtual space during the school year. Lessons learned included the need for better preparation for extreme heat in future summers, staffing needs, among others.

Community Education Programs: Community programs, youth and adult enrichment programs were virtual in 2020 but they were able to pivot to in-person courses in 2021. Adult basic education was highly

successful, with contact hours nearly as high as in 2019, thanks to staff outreach efforts. Discovery Club enrollment in daycare was down in 2021.

Children's Defense Fund (CDF) Freedom School: Making a difference with hope, education and action, with 632 students currently enrolled, most of whom were male. The goal was to have students see their cultural heritage via culturally responsive and inclusive partnerships and enrichment components. Programs include STEM and arts enrichment field trips, meeting professionals in STEM fields.

See Board Book for presentation slides.

QUESTIONS/COMMENTS:

- Director Allen thanked the presenters and then asked for more information about middle school outcomes based on testing or other means to measure outcomes. K-5 outcomes in the presentation were clear. Regarding high school credit recovery, did credit earning criteria change between 2019 and 2021? Why were so many more credits earned in 2021 than in 2019?
- Director Kunz responded by saying credits earned per student were higher due to students taking more courses in 2021. As for middle school, the district does have outcomes data and that data could be shared at a later time.
- Director Allen then asked for clarification whether the photo on the community education slide was from a community education program.
- Executive Director Hill confirmed that it was a class.
- Director Allen noted that community education does not seem to serve as many students of color, so it's important to be accurate in community education's portrayal. She noted her excitement to see so many people of color in that slide, but then realized it probably was not from a community education class. She then noted her appreciation for the CDF partnership for Freedom School.
- Director Vue asked about long-term projections for summer school and, given the tough last year, what the district learned from 2021 programs that would inform future summer programs. He also expressed hope that summer school momentum might carry over into the school year. =
- Director Kunz noted a key learning outcome from this summer was the value of focusing on opportunities every quarter to earn credits so fewer credits need to be recovered during the summer. Before the pandemic, the same folks tended to teach each summer, but last year was hard on them, so this year the district relied on newer teachers from outside the district, which exposed them to SPPS schools and opened the door to those educators for learning about St. Paul schools.
- Director Walker added that from a community education lens, a question was how best to partner with summer school to ensure every student had high quality enrichment opportunities. could state funds pay a role in providing access for all kids? There was an opportunity to work together with summer school.
- Executive Director Hill noted lessons learned include how important community involvement really is. The new Black Men Teach partnership helped them to learn what an urban school district was like, which was eye-opening for them. Community partnerships, parents help students see role models who look like them and show them they could do it too. Enthusiasm about learning improves too.
- Director Allen then asked for more information about credit recovery before the pandemic.
- Director Kunz said all high schools in the district have after-school credit recovery courses that were offered both online and in-person four days per week to help students.
- Executive Director Hill discussed the new all African American male credit recovery class to improve proficiency levels that Black Men Teach and community were really excited about. Many

young men go through violence in their communities, but with mentors who held them accountable and served as role models they could know that education could make a difference in their lives. She then thanked Director Kunz, Director Walker, Chief Baker and others for expanding those programs for the district's males because they earn less credits. It's very important to have such great opportunities available to them.

- Director Allen noted that the district's neighboring district was doing something similar and then thanked Chief Baker for expanding the program.
- Director Ellis addressed Executive Director Hill by saying that after her experience visiting the Freedom School and after reading notes about the school her words tonight were very helpful and inspiring. She noted that every time she visits Freedom School she recognizes how impactful it is. One time she asked students what was the best part about the school and they said everything was the best part. Director Ellis then wondered about the other schools after the student told her there's nothing like Freedom School. She wished that students felt the same about the regular school-year school, too. She hoped it was not just summer, but in the future the whole entire school year was like that for students and that the entire community could be taken along with them.
- Director Ellis then asked about credit recovery and whether there's also an in-school credit recovery program in addition to summer school and what the difference was between the two.
- Director Kunz responded by saying the extended-day learning for grades 9-12 students takes place each quarter during the school year. Those courses were available to students if they did not earn a passing grade in a course.
- Director Ellis follow-up by asked if there's a credit difference between the school year (e.g., 1 credit) versus summer (e.g., 2 credits)?
- Director Kunz confirmed that during the school the number of credits earned in a course was one credit while during the summer it's two credits.
- Director Ellis then sought clarification about what differentiates the school year and summer courses that would make the credits earned different.
- Director Kunz noted that due to the intensity of the summer courses, which have more hours, results in more credits earned.
- Chief Wilcox Harris contributed that student credits were being held on to, as a result of the credit recovery efforts, rather than lost. She also noted the importance of being more proactive in real time during the school year to maintain those credits and avoid the need to enroll in the summer term. The goal was to be more equitable and supportive of students, and this includes looking at scheduling and grading practices. Elements of this support were part of the ARP funding proposal. Chief Wilcox-Harris noted Director Kunz's leadership of the credit recovery work -- incredible work taking toward a systems change.
- Superintendent Gothard noted that students were taking a traditional school schedule and adding more time on top of that.
- Director Ellis asked a final clarifying question about summer credits -- was this a system SPSS had created or one that the state had created.
- Director Kunz noted it's a system the district had created to help students graduate and stay on track.
- Director Ellis closed by noting her hope to continue the conversation at another time.:
- Director Foster asked for clarification of the difference between community education during the school year and summer community education.
- Director Walker noted that community education courses were run on a fee-based model to generate revenue to cover expenses. This summer, programs were held at Central High School

as a way to seek the efficiencies of using one building space, in part out of consideration of Covid-19.

- Director Foster then asked if different courses were offered during the school year versus the summer, or if courses differed season-by-season. Lastly, Director Foster asked if Freedom School was considered community ed?
- Director Walker noted that the Freedom School does fit well as community ed.
- Director Foster concluded by thanking Executive Director Dr. Hill for presenting and talking about those partnerships, including with Black Men Teach. She noted that people want to learn and understand how ESSER III and ARP funds were being used and your presentation shows that. Director Foster praised Dr. Hill --for these many years-- for ensuring kids get something that's missing. Thank you for pulling those black and brown kids in. Thank you.

Superintendent Gothard thanked the presenters and then welcomed presenters of the next update.

B. Saint Paul Public Schools ARP Funding Plan

Presenters:

- Sherry Carlstrom, Director, Office of Title I Federal Programs
- Heather Kilgore, Director, Family Engagement and Community Partnerships
- Myla Pope, Assistant Director, Office of Equity
- Darren Ginther, Director, College and Career Readiness
- Kathy Lombardi Kimani, Director, Office of School Support
- Leah Corey, Director, Innovation Office
- Stacey Gray Akyea, Assistant Director, Research, Evaluation and Assessment
- Andrew Collins, Assistant Superintendent
- Marcy Doud, Assistant Superintendent

Director Carlstrom began the presentation by providing brief introductions to her co-presenters and an overview of the goals at this meeting to seek Board of Education approval to submit SPPS' ARP plan to the Minnesota Department of Education (MDE). By way of background, Director Carlstrom provided an overview of ARP's purpose, priorities, and Federal guidelines and SPPS's ARP strategy development process, including engagement and how the work group responded to feedback from stakeholders. Director Kilgore then discussed ARP priorities and the timeline, and noted the many individuals, workgroups across all SPPS divisions and family/community advisory groups from the district whose comments led to revisions after each meeting during each phase, including needs assessment and reviews of drafts. During the engagement phases to date, outreach was targeted and feedback important for honing the eventual recommendations. Once ARP funds were available, the plan was to continue to engage stakeholders at every step.

Stakeholders groups comprising educators and families were targeted for input and they broadly said SPPS was on the right track. Families seek high quality education and more information on how learning strategies were implemented and monitored at their particular school and by their particular teacher. They also mentioned that they were looking for more targeted support for student groups and more systemic equity support. Among the most important components of that feedback was the emphasis on SEL - social-emotional learning support. SPPS colleagues seek to understand how ARP would kickstart existing investments and in what specific areas ARP would enhance their work. Equity of investments was a common theme.

The next portion of the presentation focused on equity and the grave inequities identified within the district and the funds added to help bridge opportunity gaps to build capacity and systemic change. ARP funds would provide the means to implement these plans over the next four years, while mediating between needs of academics and staff and ensuring broad-based commitment to systemic equity. A core element of this work was social and emotional learning support as one part of a holistic culture of equity that does not separate academics from college and career pathways. It was a district-wide system and a holistic journey for young people based on assets not deficits of each student. Equity was part of Teaching and Learning with Technology work and counseling work and ensured that each student felt seen in order to best to realize a personal learning plan and college readiness. The work was data driven and data informed, to which families would also have a portal for access. The Career Pathway Guide would provide new tools that were visually appealing and help students see the relevance of curriculum to life after school. A goal was to make the Pathway experience available to students at earlier ages for career exploration in middle school and perhaps earlier. The 3M Skilled Trades Grant received in August 2021 focused on skills trades in healthcare, IT, business and more provides a centralized space that would have the most impact. Partnerships with 3M and other businesses, and include paid internships, were part of the initiative to align career pathways. In sum, this was a holistic, intersectional plan; students cannot thrive if they aren't healthy.

Next, the presenter dove more deeply into social and emotional learning (SEL) support in the district. SEL was not new, but had been part of SPPS for 25 years, but the community was asking for a larger investment in this work to be more proactive and create a welcoming environment that supports individualized support, ranging from behavior intervention specialists to individualized student plans. At the heart of SEL was building trust relationships and partnerships embedded with academics that helps reveal the process by which we manage the district's emotions and reach for the district's goals. SEL investments accelerate this work. SEL was embedded in the ARP plan. At this challenging time in which some students had become disengaged with school, the intention was to hire navigators at the high school level who connect with young people and help them get back engaged with school. They go out in the community. One navigator who had already started was a Humboldt graduate who was doing great work.

SEL was related to college and career preparedness and fundamental to a well-rounded education. SEL was part of arts, theater, and dance at the elementary level. SEL support was also targeted to meet particular community needs and was supported by the SEL team and community partnerships which were new and expanded.

In conclusion, Director Carlstrom provided a summary of proposed ARP strategies and how community feedback played an important role in aligning the strategy with community needs. In closing, she asked the board to support and approve the ARP plan.

QUESTIONS/COMMENTS:

- Director Kopp thanked the presenters and expressed appreciation for the time dedicated to community engagement in how ARP funds would be used. In terms of information availability, it's important to ensure the information was easily accessible and she pushed the presenters to think about what that accessibility might look like. Could the district document in a storytelling format the types of investments being made so they were really visible so it's clear what it means for an individual family's kid in their school. Families seek to see and hear evidence, and storytelling could provide that, and demonstrate the impact of these funds. She concluded by thanking the presenters for their work.

- Superintendent Gothard noted the intention was to create an innovation team to help us look at this plan in a different way and to share the district's work and celebrate it with a new communications specialist helping with this work. This may include online information that's live, reports before you, want to share with community and why it's extremely valuable for your child to be educated because we were offering this to community.
- Director Carrillo echoed Director Kopp's sentiment and noted his sense of encouragement he felt by the breakdowns and objectives and asked how the district was going to grade the outcomes 24 months out. The community was learning about now and people were not yet ready to take a deep dive. It's important to be transparent about impacts, and to review what did not have the impact expected. Everyone hopes for success, but perfection can't be expected. The goal was really to have safe schools and to deliver quality education equitably across school to all students. He concluded by asking how tracking, monitoring and reporting would be made digestible for those who were not specialists.
- Chief Baker asked Director Corey, new director of the innovation office, to speak to this point. Chief Turner mentioned that the district does not want to wait a year to make changes or pivots, but Director Corey and others have worked hard on internal systems and dashboards to share with the public. Cadence of looking at data to make just-in-time changes and pivots. We need to be flexible and nimble enough to make effective use of the funds and have impact.
- Director Corey: Chief Baker summed up the plan very nicely. She noted the innovation office was developing a dashboard of indicators toward meeting goals that would provide regular progress monitoring and end-of-term evaluation on the nature of the investment. The goal was to provide information on real time progress and end-of-cycle evaluation.
- Director Carrillo asked when the dashboard would be available to the public.
- Director Corey responded by saying the focus was on the kick-off meeting Tuesday next week -- for a 6-week deep capacity building period. By late winter the dashboard would be populated and functional, and the team was working out details about what the public-facing dashboard would look like.
- Superintendent Gothard noted the importance of considering the toll of this pandemic on the district -- staff, families, everything -- but the district also did not want to be held to a lesser standard because of it; it was just part of this journey. The district also wanted to see this work change the way things were done going forward because going forward because the district found a new way to make a difference, that's transformational, etc. He emphasized that the district was in a really good place right now and the district's been working really hard to ensure students and staff were safe too.
- Director Vue asked for clarification regarding the project timeline. He said the needs assessment was done in June, the end of the school year, which was the worst time to do it. Given the size and complexity of the district, were 11,000 needs assessments enough to understand the needs of students, staff and parents?
- Chief Baker noted that, despite its challenges, June was the best time in order to ensure the district could submit a plan to the MDE (Minnesota Department of Education). It may not have been the best time for everyone, but it was in order to meet this important goal.
- Superintendent Gothard asked to clarify whether there was a deadline to begin that process.
- Director Carlstrom added that there was a requirement to have a safe learning plan on the website, so multiple things were happening at once.
- Chief Wilcox-Harris noted the fatigue and exhaustion among teachers who wanted to speak specifically to the needs of their schools and they sought to get on record to support the work.

- Director Foster, seeking more information about the timing, asked whether the needs assessment to include teachers' voices was completed in June before the end of the school year to ensure their inclusion.
- Chief Wilcox-Harris: That's correct.
- Director Stacey Gray Akyea added that the district had data regarding how many students were included in the needs assessment.
- Director Vue asked why specific data on students involved in the needs assessment were not included in the presentation.
- Director Gray Akyea offered to provide the data regarding who among the 11,000 was part, response rates and so forth the needs assessment.
- Director Vue: Moving from June to July the needs assessment helped to identify needs based on common responses among needs assessment participants. He asked how this was determined.
- Director Gray Akyea: Yes, that is correct.
- Director Vue asked how the allocation of funds was determined and what role the functioning groups and administration had in determining fund allocation.
- Chief Baker noted that there was a cross-functional workgroup, including building staff as well, and proposals were reviewed through a rubric within this cross-functional workgroup to arrive at certain numbers and allocations, with the main focus on ensuring what the public offered in the needs assessment served as a foundation of those determinations.
- Director Vue asked to clarify that the funds allocated reflect the actual costs of those proposals.
- Chief Baker added that there were proportional costs, but there was no direct connection.
- Director Carlstrom noted that the team used a rubric to assess and review the proposals to ensure they addressed main ARP goals and that they were tied back to the strategic plan. Furthermore, cost reasonableness and impact on student learning and recovery were key considerations.
- Director Vue offered that it would have been helpful to lead with the rubric when presenting this information and asked if the rubric would continue to be used going forward.
- Director Carlstrom said there would be a reason to continue to use the rubric as a metric for fund allocation. Right now, however, the plan was designed to allocate all funds available, so the rubric would not be needed unless there was reason to rethink what was planned.
- Director Vue expressed appreciation for the answer and asked how many participants were part of the recent survey.
- Director Kilgore said there were a few hundred participants as the goal was to go deep rather than wide. That was approximately 223 participants. She noted the survey was targeted specifically at gathering perspectives from families in hour-long conversations most directly impacted by Covid-19, plus school-based staff. 70 school-based staff and the remainder families. The team convened small group meetings and 1:1 conversations with families too.
- Director Vue asked if the district knew exactly who participated.
- Director Kilgore said yes, more or less, though because it was an online form, the data was less precise. However, the team as a good estimate that participants included 70 school staff, plus parents: 26 identified as white, plus 10 in-person meetings with white parents, 10 identified as black, 3 Asian families, 2 Hispanic Latino., 3 Asian, 2 Hlistopanic latino, 3 left question blank. 103 individuals participated in the small group meetings, including 11 white, 31 Hmong, etc. She offered to provide full details in writing at a later time.
- Director Vue thanked Director Kilgore for the information and asked whether she could explain the logic and reasoning behind changes in the proposal.
- Director Carlstrom noted changes were due to the addition of new initiatives, which resulted in the shifting of some categories. Also, actual costing was different than estimates, so adjustments

were made for financial reasons too. Finally, as things were moved around within categories, amounts shifted.

- Director Vue added that he understood that it's a time sensitive plan, but said he'd like to see better outcomes and he did not see a robust plan to engage with each community to see what they needed.
- Director Kilgore responded by saying that was certainly true partially due to timing, which was why so much was set aside for school-based planning and investments.
- Director Vue then thanked the speakers and contributors to this work.
- Director Ellis mentioned that as she looked at ARP funding categories, she still was not sure about the breakdown of the amounts and what was considered school-based. There were really big numbers without connecting the disbursements to specific schools. She then asked whether funding came in one chunk or if it was disbursed over three years.
- Superintendent Gothard noted there's a list in the handout on the dais that provides information about how funds were tracked and implemented.
- Director Carlstrom said funds would be reimbursed as they were used by SPPS. Therefore, the district would accept the full amount for three years and the district would draw down funds from the state as they were used. He said the district had been told it would receive \$260M in funds and that they would be drawn down from the state to pay the district back for its expenses.
- Director Ellis noted that families may not understand that the funding worked that way and that this needed to be communicated really well so communities were clear. She then asked to confirm that the district was absolutely positive what amount of funding SPPS would receive.
- Director Carlstrom answered affirmatively that the amount was guaranteed.
- Superintendent Gothard noted one-third or more of SPPS funds in a typical year were also received this same way.
- Director Ellis continued that community may not understand how the district received funds from the state in a typical time, so that was helpful to know. She emphasized that the opportunity to engage community was really important and that she hoped the district was being purposeful about community outreach so they understood what the impact would be on an individual school. She added that SPPS needed to be very thoughtful about its money.
- Chief Schrul noted that it was similar to SPPS's ESSER funding and other funding which was not received up front but comes later.
- Director Allen added that the district was moving in the right direction and that transparency with community in each area with each school was important.
- Director Foster echoed her colleagues that each child needed to be treated as one's own and that this was a once in a lifetime opportunity of dollars and she had to think about trust and community mistrust of systems. Seeing 11,000 participant involvement in a needs assessment survey was the highest number of engaged community members she had ever seen. She said a big question remains how, going forward, the district would consistently exhibit a culture of bringing student, family and staff voices into ongoing monitoring and evaluation long-term. She added that Director Vue said these funds came in because of lost learning, but that was nothing new but the history of SPPS schools. That's where the mistrust came from. Rebuilding trust and creating systems that were relatable and navigable by people was key. In order to do that, the district needed to get outside of its own head to communicate with everyone to provide access and opportunities. She said she understood where the district was going with this, but she noted there were a lot of concerns. Plus she added that the district would get some things wrong, which was why the district needed communication to self-check itself.
- Superintendent Gothard thanked the team of presenters tonight and so many others involved in the work. He noted that the timeline of this project was not created by SPPS, but he would put the

thoughtful and deliberate work of this team on top of anyone in the country. This was about making long-term, systemic change. While there was always room for people to experience how the district does things in different ways. Having asked very critical questions of them for months about funding categories and more, just like the board was doing tonight, he knew they were well prepared to do this work.

Chair Foster then called a 10 minute recess at 8:36 p.m.

Chief Foster called the meeting back to order at 8:46 p.m.

Continuing the Superintendent's Report, Superintendent Gothard introduced the **Back-to-School Update speaker**.

Chief Turner began the presentation by mentioning key areas of focus in the presentation, including transportation and online learning. Transportation had been very challenging due to the driver shortage. As of this week, all 196 current routes have a driver assigned to each bus, though 100 routes had been removed from the system. While busses may run behind schedule, students were picked from assigned stops, and the district was still picking up some routes at the last minute. Chief Turner thanked community and parents for their collective support. Regarding use of Metro Transit buses for transportation, there had been concerns about particular routes and the need for larger buses. Metro Transit was providing additional support and the district was working with Metro Transit to meet its needs. Students were using buses and using their passes on weekends for their own needs too.

Human resources and staffing update included 57 FTEs and 19 EA FTEs open at the time of the meeting.

QUESTIONS/COMMENTS:

- Director Kopp asked whether all elementary routes now had busses and a driver.
- Chief Turner response: Yes.
- Director Kopp then asked the same question about high school.
- Chief Turner said yes, but high school students used Metro Transit rather than school buses.
- Director Ellis asked whether this practice would continue for the foreseeable future.
- Chief Turner response: Yes.
- Director Ellis wondered about communication with families and whether this had been communicated with families.
- Chief Turner response: Yes, families were aware that this current transportation plan would likely continue through December holidays.
- Director Ellis then affirmed that communication about plans through the holidays and that communication with continue to keep you updated was a nice way to communicate
- Director Carrillo asked to confirm whether the adjusted hours would remain through the end of the school year.
- Chief Turner response: Yes, at least through the end of December. If the district had more drivers, then the district may need to use the drivers in order to keep them, which may allow some schools to switch back to using school buses. That decision would be made in January. Director Carrillo encouraged us to communicate as soon as possible, not last minute. Changing schedules was never smooth and the more and better communication there was the less pain there would be.
- Director Allen whether there was a safety plan for city buses and trains, and what that plan was.

Chief Turner noted the district was meeting with Metro Transit once per week, and also developing a safety plan with the Saint Paul police department. She said that to answer Director Allen's questions, yes, the district was doing that and school safety coordinators were also engaged.

- Director Allen then asked who would be the first respondent in the event of an emergency on the way to or from school.
- Chief Turner responded that it depended on where it happened. If the event took place on Metro Transit vehicles, then St Paul police and Metro police would respond. If the event were to take place on SPPS buses or property, then SPPS would respond.

Executive Director McCarty provided a snapshot of open positions: 57.5 FTE teachers, 19 EA FTEs. TAs were focus now -- in total there were about 100 FTE. Level TAs and Level 2 TAs. Level 2 was focus, higher need. Team works to recruit...in past experience with credentials to work, were making revisions. Vacancies other too, but open to other questions about these now.

COMMENTS/QUESTIONS:

- Director Allen asked how PCA minutes would be made up for those students who did not currently have an EA. How was the district helping students without filled TA positions?
- Executive Director McCarty noted not having those specifics.
- Deputy Chief Doud added that peer professional support sometimes support those programs. The district was sharing staff throughout the building to cover. TAs while paying attention to IEP minutes. The district was sometimes paying people to work over their lunch.
- Director Allen asked whether they were logging.
- Assistant Chief Doud: Yes.
- Director Allen: Thank you.

Chief Collins provided an update regarding online school, including a snapshot picture from 1:30PM today. Demographic breakdown. A snapshot that changes daily. As of 1:30PM 1,352 K-12 students in online school: 816 elementary, 204 middle school, 232 high school students. Demographics present a close match with district percentages compared to student data from October 1, 2020. Close in most categories, though the percentage of Asian students is higher in online school. Black and American Indian students represent a similar percentage as a district. White students in online school represent a lower percentage than the district percentage; EL students in online represent a slightly lower percentage while for those who qualify for free reduced lunch in online school represent 5-7% fewer students than the percentage of those student in district-wide enrollment; special education students comprise 13% of online school enrollment versus 17% for district as a whole. Regarding the waiting list, the elementary school list was nearly all enrolled as of today. Focus on place of staffing was focused in two areas to address the waiting list: 1. Middle Schools: Not much difference between projected and actual enrollment in school, so the challenge was to move teachers needed for in-person learning to online learning. The district was looking to hire more teachers to eliminate the 200 student waitlist; 2. Grades 9-12 waitlist was just over 100 students and the district was looking to fill open positions. Reassigning classroom teachers was difficult and the district was looking to back-fill specialist positions, possibly virtually. Reassigning a classroom teacher was a difficult task and how to provide specilists in science, art, phy-ed, music. Trying to fill those positions and the district was working with partners in Teaching and Learning to provide specialists. Finally, this represents the first time the district had tried to do an online school, so working to understand what was needed and what was different for teachers, for students, for learning, from parents. addt'l staff could be brought and what staff do we bring on this year.

QUESTIONS/COMMENTS:

- Director Carrillo do you expect middle and high school students to move off the waitlist? He noted that a main concern was there were no teachers to pull from given there are 57.5 FTE teacher positions open. Is there a waitlist deadline when the district asks those students to please stay at their current school site.
- Chief Collins responded by noting middle school was different than elementary teacher allocation. The district wanted to continue to hire and the district was working with partners. Principal Bush had extensive online experience and the district was looking for Minnesota licensed teachers who could teach virtually from their current home out of state. The district was also working with Student Placement Center partners to maintain and update the waitlist. The district was committed to this and would continue to monitor the waitlist. They were committed to moving the waitlist to zero as quickly as possible.
- Director Carrillo asked whether the district knew how many K-5 students on the waitlist were SPPS district students or other district students.
- Chief Collins stated his assumption was that they were all SPPS district students. Other students would be a lower priority student. When the district opened up the process there may have been other district students.
- Director Carrillo asked for a ballpark figure -- large or small amount?
- Chief Collins advised it would be a small amount. He added that it helped to look at enrollment in three buckets. Elementary, 6-8, 9-12. On average, with 1,352 enrolled, it was probably less than 10%.
- Director Carrillo added that elementary teachers were being pulled...experienced collapsing but there was concern about the rather sudden change and its communication to parents. What was this planning process like?
- Chief Collins responded by saying that in his 17 years as an SPPS administrator, the district had never worked so fast, and the district needed to enroll by September 20th. It was a very tight timeline to make that possible and SPFE agreed upon that timeline. Steep enrollment increases in online learning required quick decisions. When the district had to make fall adjustments, then the district had to make those decisions in October. So it was a 4-week timeline, and this time it was a 4-day timeline. It was about capacity, space, and other considerations. These were not ideal circumstances, but a fast decision may have been better than a longer period of time with an initial teacher.
- Director Carrillo then asked if there was a capacity limit to online school.
- Superintendent Gothard responded by noting the original capacity was 450 for 9-12 grades and enrollment in June was 53 students. The district never anticipated such a large waitlist this fall. The district would have loved to have found a different way. Plus enrollment was down in many buildings as well, and that was how the district made decisions. All things considered it was the most responsible decision.
- Director Kopp asked two questions: 1. Where should parents send feedback? 2. Where could people share feedback?
- Chief Collins suggested starting with Principal Bush who had the best working knowledge of that schedule. The district wants to collect feedback to improve. If volume becomes too large, then perhaps create another way to provide feedback.
- Director Kopp, similar to Director Carrillo, then asked whether the district's strategy would change at the end of the semester? If so, based on what factors? Month-to-month changes....What kind of changes might be expected?
- Superintendent Gothard noted that the district planned to use natural school year breaks to make changes. Factors may include: 1. Transmission of Covid in community; 2. Young child

immunization availability. The goal was to have staff model patience and to seek stability and use the district's natural breaks in the schedule to make any changes.

- Director Kopp noted her appreciation of those intentions. How people were accepting risk. How were planning an online school for a non-pandemic environment. Appreciate the forethought.
- Superintendent Gothard noted related information provided in the last item in the Back to School Update. Discontinuation of School Resource Officer contract with Saint Paul police department was decided in July 2020. At that time sought to continue contract with them for games, events. When the district called in an officer there for so many reasons for it, including for a traffic back-up they could step-up. An officer on the ground could assess a situation immediately, and not complicate that response without an officer present. He mentioned seeing off-duty officers as part of the district's layered approach. He spoke of the district having good relationships covering community centers and other venues. He noted wanting to bring that to the board's attention.
- Chief Turner added that this was always the intent, that the district would continue to work with local law enforcement for games. If a community used the district's buildings, with attendees over a certain number, a law enforcement officer would be required by policy. It did not require board action tonight.
- Director Allen asked about the cost associated with contracting with the Saint Paul police department. She wondered if it was overtime pay and were they contracted for all events or for specific events. Director Allen asked whether the district had considered community partners that do security and knew students, and if the district contracted with them also.
- Chief Turner response: Yes, it's overtime. The district did not get to select the officer. We could request certain officers, but it was handled by the department. Yes, part of the district's plan was to have a contract with the community ambassador program, school safe liaisons and other resources. She emphasized that not all games would have an officer; it depended on the size of the crowd, the day of week, and other factors. The district used a rubric -- developed with principals and other stakeholders -- to make decisions about how events were staffed.
- Director Allen then asked whether the district had considered paraprofessionals for this role. The paraprofessional's job was to control the classroom and they also needed the money.
- Chief Turner mentioned that paraprofessionals were considered too, and certain administrators and principals would use their paraprofessionals. She emphasized it took a whole school to do this and there were plenty of opportunities to go around.
- Director Allen expressed the need to discuss this with bargaining units. Paraprofessionals could use the income to pay their rent. She expressed concern about the district going back into the box to resolve the district's issues, but back into the box created the prison pipeline. Some of the issues at the start of school this year and at football games were not new, but how could the district start to do things differently? Director Allen encouraged Chief Turner to think outside of that box. Law enforcement were not as effective as paraprofessionals.
- Chief Turner responded by saying everyone agreed that this would be a team effort of police, the district's own security, paraprofessionals, and others. She agreed that it was the school's responsibility to deal with school behavior issues, but crimes were managed by police officers. Most behavior was not criminal behavior and school staff should be responsible to deal with those matters.
- Director Allen agreed with the all hands on deck approach. All must be alert. As a board member, Director Allen expressed concern about the district's budget. She didn't see how putting district funds in police department pockets was morally sound. Director Allen noted that she was here as a school member overseeing children. The district's ambassadors were doing this work all day long. They were de-escalating issues, and a combination of those folks and the district's own

security who have relationships with students could navigate a lot of barriers. The district had maybe three big football games and five basketball games to staff each year..

- Director Vue then noted hearing something about a rubric and his interest in hearing more. He asked if policy was tied to that rubric?
- Chief Turner response: Yes, there was a rubric to help the district determine what type of event required Saint Paul police department officers. Some events would not require officers. Some high schools were known to be competitive and to attract large crowds and full stadiums, so support would be needed then. The school safety liaison would be engaged too. The district reviewed this rubric with school administrators each year. Large events may be held in the district seven days a week, many different events, including weddings and parties in district gyms that required police officers.
- Director Vue then asked where police officers were entered in the rubric.
- Chief Turner noted that it really came down to the event's size. On a Friday night game and a large site/crowd, then a police officer was called for, but a mid-day Saturday, in-conference game, probably would not call for a police officer.
- Director Vue thanked Chief Turner for the explanation.
- Director Kopp thanked Director Allen for raising the issue of staffing and the opportunity to blend where we've been with where we want to go. There was an opportunity to take what's working for the community and the school; it's a chance to refine the district's practices during these tender times so the district doesn't find itself engaged in bad practices. The district must reflect on how things were working. It was best to have those who know the district's students involved. She asked what the options were for the district's security emergency management team to be involved, noting who would be there was really important.
- Chief Turner affirmed the need to be very clear in this time of a labor shortage and that there was no guarantee the district would get an officer even if the district wanted one. The police department had a shortage too and the district's previous practice had been that if an officer was not appropriate, the district always made that clear to the department. In those circumstances, the chief had his team make changes in their system so officers who support SPPS would enjoy the district's kids and their own backgrounds would be closely aligned with the district's. Some officers have told the administration that if there was a need, they would be happy to be officers at events.
- Director Kopp: Thank you.
- Superintendent Gothard thanked Chief Turner for the report and then turned to continue with human resources discussions on agenda.

C. Personnel/Position Recommendation

BF 32506

That the Board of Education approve the recommendation of the revised contract for Assistant General Counsel William Forbes.

Executive Director McCarty *resubmitted the contract to be consistent with their counterpart.*

QUESTIONS/COMMENTS:

- Director Vue asked whether the contract had expired and if this was a new contract with superintendency.

- Executive Director McCarty responded by saying the contract had not expired. Rather, this action requires the board's signature as a matter of transparency. It was not an expired contract, but a correction to establish alignment in a group.
- Director Vue then asked why this was not done initially.
- Executive Director McCarty said that while she was not part of the initial hiring process, there was a subsequent change when a new person was hired in the same office, so the change was being sought now.

MOTION: Director Foster, seconded by Director Carrillo, moved that the Board of Education approve the recommendation of the revised contract for Assistant General Counsel William Forbes.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

D. Human Resources Transactions

MOTION: Director Foster, seconded by Director Ellis, moved to approve the Human Resource Transactions for the dates August 1 through August 31, 2021.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

E. 2021-2022 Calendar Update

BF 32507 Adopt the recommended change to the 2021-2022 School Year calendar to reflect a Digital Learning day for all students on election day, November 2nd, 2021

Chief Wilcox-Harris introduced the 2021-2022 Calendar Update by bringing to the board's attention this request to name election day 2021 as a digital learning day, just as was approved for election day in November 2020. This change would be the last calendar update for the year and everyone would receive an updated calendar and the change would be communicated. She then welcomed Craig Anderson, Director of Teaching and Learning, to present.

Director Anderson reviewed the regular 3-year calendar brought before the board for approval by the board. Director Anderson chairs the calendar commitment along with Sue Snyder. The rest of the members of the calendar committee were teachers, parents and staff. He noted that in 2020 the district did not know a digital learning day may be required in 2021 too, thus none was included in the calendar at that time. On this digital learning day, students would learn digitally, teachers would teach, and attendance would be taken. If necessary, substitute teachers would be provided. In February 2021, five e-Learning days were approved for snow days and other unplanned events, but this digital learning day does qualify as one of the e-learning days. It was not unplanned. The proposal was to replace one in-person learning day with a digital learning day.

Questions/Discussion:

- Director Vue began by asking how the learning day would be done logistically, wondering whether lessons would be given in advance.
- Director Anderson responded by saying it depends on the teacher and the school. The teacher could use November 1st to show students what they would be asked to do during digital learning day on November 2nd and on the backside teachers could evaluate success and prepare for a future emergency e-learning day in the process.
- Director Vue then asked about the plans for communication with parents?
- Director Anderson noted that the communication would be developed immediately following this meeting.
- Chief Wilcox-Harris added that there were specific requirements to specify, such as whether learning would be synchronous or asynchronous, and to clarify with students and families that students' studies that day would be graded as an instructional day.

MOTION: Chair Foster, seconded by Director Ellis, moved that the Board of Education approve the recommended change to the 2021-2022 School Year calendar to reflect a Digital Learning day for all students on election day, November 2nd, 2021.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

Superintendent Gothard thanked the board and noted the conclusion to the Superintendent's Report.

VIII. CONSENT AGENDA

MOTION: Chair Foster moved approval of the Consent Agenda, with the exception of E4 - Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field for further consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

The motion passed 6-0. The vote was unanimous.

A. Gifts

BF 32508 [REDACTED] Donation Toward Student Services

That the Board of Education authorize the Superintendent (designee) to accept the \$15,000 donation to be used to support adult learners.

B. Grants

BF 32509 [REDACTED] Request for Permission to Accept a Grant from the University of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota for funds to further the work of a pre-literacy assessment for Hmong-speaking children in the district; to accept funds; and to implement the project as specified in the award documents.

BF 32510 [REDACTED] Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the FACE Foundation at L'Etoile du Nord French Immersion; to accept funds; and to implement the project as specified in the award documents.

BF 32511 [REDACTED] Permission to Accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education ratify the administration's action to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

C. Contracts

BF 32512 [REDACTED] Design Services for Ramsey Middle School Renovation (Project # 3140-20-02)

That the Board of Education authorize award of design and construction administration services to DLR Group, Inc. for the not-to-exceed fee of \$2,630,730.

BF 32513 [REDACTED] Construction Manager as Advisor Services for Ramsey Middle School Renovation (Project # 3140-20-02)

That the Board of Education authorize award of construction manager as advisor services to KrausAnderson for the not-to-exceed fee of \$3,784,817.

BF 32514 Construction Manager as Advisor Services for Jie Ming Mandarin Immersion Addition & Renovation Phase II (Project # 3090-21-01)

That the Board of Education authorize award of construction manager as advisor services to Knutson for the not-to-exceed fee of \$1,578,636.

BF 32515 Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Small Projects

That the Board of Education authorize the administration to pre-qualify the following professional engineering firms, technology consultants, and landscape architects for future project-specific solicitations for calendar years 2021-2026: 1. Armstrong Torseth Skold and Rydeen, Inc. 2. Cuningham 3. LHB, Inc. 4. Tom Loucks & Associates, Inc. 5. Tolz King Duvall Anderson & Associates, Inc. DBA TKDA 6. WSB & Associates, Inc. 7. Design Tree Engineering, Inc. 8. I & S Group, Inc. 9. Bakke Kopp Ballou & McFarlin, Inc. (BKBM) 10. DLR Group, Inc. 11. IMEG Corp. 12. Krech, O'Brien, Mueller & Associates, Inc. 13. Meyer, Borgman & Johnson, Inc. 14. Karges-Faulconbridge, Inc. 15. Nexus Solutions, LLC 16. Dunham Associates, Inc. 17. Hallberg Associates, Inc. 18. Willen, Incorporated 19. True North Consulting Group LLC 20. The Westlund Group, Inc. 21. Emanuelson-Podas, Inc. 22. Obernel Engineering 23. Wold Architects, Inc. 24. Boarman Kroos Vogel Group, Inc DBA BKV Group 25. Larson Engineering, Inc.

BF 32516 Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Large Projects

That the Board of Education authorize the administration to pre-qualify the following professional engineering firms for future project-specific solicitations for calendar years 2021-2026: 1. Armstrong Torseth Skold and Rydeen, Inc. 2. Cuningham 3. LHB, Inc. 4. Tom Loucks & Associates, Inc. 5. Tolz King Duvall Anderson & Associates, Inc. DBA TKDA 6. Design Tree Engineering, Inc. 7. I & S Group, Inc. 8. Bakke Kopp Ballou & McFarlin, Inc. (BKBM) 9. DLR Group, Inc. 10. IMEG Corp. 11. Krech, O'Brien, Mueller & Associates, Inc. 12. Meyer, Borgman & Johnson, Inc. 13. Karges-Faulconbridge, Inc. 14. Nexus Solutions, LLC 15. Dunham Associates, Inc. 16. Hallberg Associates, Inc. 17. Willen, Incorporated 18. True North Consulting Group LLC 19. The Westlund Group, Inc. 20. Emanuelson-Podas, Inc. 21. Obernel Engineering 22. Wold Architects, Inc.

BF 32517 Lutheran Social Services Attendance Support and Family Engagement for School Year 2021-22

That the Board of Education authorize the Superintendent (designee) to approve the expenditure CARES Act funds in an amount not to exceed \$300,000 for Lutheran Social Services work in SPPS schools to increase attendance and family engagement.

D. Agreements

BF 32518 Blackboard Inc Services Renewal Confirmation Notice

That the Board of Education authorize administration to enter into a Cloud services renewal agreement with Blackboard for a service period of 12 months in the amount of \$214,663.74.

BF 32519 Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College

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.

BF 32520 Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Minnesota State University, Mankato for FY22.

BF 32521 Approval of an Employment Agreement with Laborers Local 563 to Establish Terms and Conditions of Employment for 2021-2024 employment contract

That the Board of Education of School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Laborer's Local 563 was the exclusive representative. Duration of said agreement was for the period from May 1, 2021 through April 30, 2023.

BF 32522 Approval of an Employment Agreement with Laborers Local 563 to Establish Terms and Conditions of Employment for 2020-2021 employment contract

That the Board of Education of School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Laborer's Local 563 was the exclusive representative. Duration of said agreement was for the period from July 1, 2020 through September 10, 2021.

BF 32523 Approval to Create a Cooperative Sponsorship with St. Paul Central, Como, Harding, Highland, Humboldt, Johnson, and Washington High Schools in Danceline

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Danceline with Central, Como, Harding, Highland, Humboldt, Johnson, and Washington High Schools.

BF 32524 Memorandum of Understanding between Bethel University and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize the Superintendent (or designee) to execute the Memorandum of Understanding between Bethel University and Saint Paul Public Schools.

BF 32525 MOU between Amherst Wilder, St. Paul Promise Neighborhood, Ramsey County, St Paul Public Schools and St. Paul City Schools

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding with these organizations for Homework Starts with Home.

BF 32526 MOU between Ramsey County and Saint Paul Public Schools for Transportation of Students in Foster Care Placement

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding between Ramsey County and St Paul Public Schools concerning the arrangements for transportation of students in foster care placement.

BF 32527 Request to Sign Student Teaching Agreement with Grand Canyon University

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

BF 32528 Request to Sign Student Teaching Agreement with Gustavus Adolphus College

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

BF 32529 Request to Sign Student Teaching Agreement with Western Governors University

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

E. Administrative Items

BF 32530 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 February 28, 2022.

BF 32531 Emergency Connectivity Fund Grant

That the Board of Education authorize administration to approve the proposal from Apple and T-Mobile for the purchase of iPads and Hotspots, along with reimbursement from the Emergency Connectivity Fund, in the amount not to exceed \$2,400,000.

BF 32532 Approval to Fund Alpine Skiing and a District Cooperative Danceline Team from the District Athletic Budget

That the Board of Education authorize the Superintendent (or Designee) to approve the District Athletic Office funding for Alpine Skiing and Danceline with Central, Como, Harding, Highland, Humboldt/OWL, Johnson, and Washington High Schools.

BF 32533 Request to Sell District iPads

That the Board of Education authorize the Offices of Digital and Alternative Education and Technology Services to sell the iPad inventory to Cal State Electronics dba Total Technology Results for the approximate 155 price of \$3,855,000.00.

BF 32534 VADC Construction Activities Temporary Construction Easement – Parking Lot at Hubbs

Center

That the Board of Education authorize the Superintendent (or designee) to execute a Temporary Construction Easement Agreement between Independent School District No. 625 and VADC Holdings allowing VADC Holdings use of the Hubbs Center parking lot.

BF 32535 Creation of Restorative Practice Coordinator (District Wide) position within Saint Paul Public Schools

That the Board of Education of Independent School District No. 625 approve the establishment of the Restorative Practice Coordinator (District Wide) job classification effective October 1, 2021; that the Board of Education declare the position of Restorative Practice Coordinator (District 157 Wide) as unclassified; and that the pay rate be schedule 2 in the School and Community Service Professionals (SCSP) standard range.

BF 32536 Request for Approval to have Bell Bank Advertise at the Mayor's Cup Soccer Match (Humboldt vs. Como) at Allianz Field

BAI Consent Agenda Item pulled for discussion: Director Kopp celebrated and acknowledged the good work of school district staff and athletic directors, the mayor's office, and everyone involved in making this event possible. Director Kopp then read a list of names, including coaches and other staff, who made this opportunity possible for SPPS students, one that they would never forget. This would be the first high school game at Allianz Field! She also thanked Minnesota United for celebrating SPPS student athletes and for the partnership with SPPS and for making this exciting event possible.

QUESTIONS/COMMENTS:

- Director Ellis noted that Director Brodrick told her that since he would not be able to attend tonight's meeting that she be sure this was a Consent Agenda Item today. She noted his excitement for this event.
- Director Allen added that she was very excited about this partnership, saying that students would chase her down in hallways about this event. She noted that putting together an event like this takes a lot of hustle and long hours. She also thanked Bill McGuire and everyone else who put in work for SPPS students.
- Superintendent Gothard asked whether the game's schedule was set.
- Assistant Superintendent Agbamu responded by saying that it's not yet scheduled, but that would be very soon. She also provided additional acknowledgements of those who made the vent possible.
- Assistant Superintendent Agbamu noted that the teams would be competing for the Mayor's Cup.
- Director Foster concluded discussion by emphasizing that access and opportunity were why partnerships were so crucial.

MOTION: Director Foster, seconded by Director Kopp, moved that the Board of Education authorize the Superintendent (designee) to allow advertising by Bell Bank at the Mayor's Cup Soccer match at Allianz Field.

The motion was approved by roll call vote:

Director Allen Yes

Director Kopp	Yes
Director Carrillo	Yes
Director Ellis	Yes
Director Vue	Yes
Director Foster	Yes

Motion passed unanimously, 6-0.

IX. OLD BUSINESS

Chair Foster noted the next order of business was the **2nd Reading Updates of Policy 610.00 Field Trips**, and turned the discussion over to Superintendent Gothard. Superintendent Gothard then introduced Chief Baker who led the discussion.

Chief Baker briefly introduced the 2nd Reading Updates of Policy 610.00 Field Trips via a slide presentation and then welcomed questions and comments from the board.

Questions/Comments:

Director Ellis asked to confirm that nothing had changed from the 1st reading.

Chief Baker responded in the affirmative that nothing in the language had changed since the 1st Reading of this policy.

Seeing no further questions, comments or closing remarks from board members or Superintendent Gothard, Director Foster closed discussion.

X. BOARD OF EDUCATION

Vice Chair Vue, noting no Items for Future Agenda, asked board members to share comments related to Information Requests and Responses.

- Director Ellis noted conversation in the community related to board reports that make board members appear busy. Director Ellis emphasized the importance of sharing with the community the many activities of board members beyond the two monthly board meetings that build relationships and understanding of community issues. She cited attending the summer graduation of 180 graduates as one good example of these activities, plus the ribbon cutting at Humboldt and the Town & Country 25 year reconciliation luncheon with staff. Reports on these activities were intended to inform about the board's work with the city, the county, throughout this state. She also paid special tribute to staff she met in SPPS schools at the start of the school year who were following protocols, helping students, and navigating questions from families, and organizing homecoming events.
- Director Kopp discussed her participation in opening week and the creative approaches schools had taken to start the new year and help staff learn about the communities where their students live.
- Director Allen noted feeling inspired by the passion of teachers, parents and folks in the community about education and how that passion reflects SPPS as a district -- the excitement about education, being in school, and being together in school buildings again. .

- Director Foster noted the complexities of serving as a member of the school board and the dedication it takes to develop an understanding of those complexities at every level. Board members need to hear multiple ways and multiple perspectives to help guide decisions the board makes and how in working with her board member colleagues how seriously this role was taken.

XI. FUTURE MEETING SCHEDULE

Vice Chair Vue noted the future meeting could be found online at www.spps.org/boe or by calling the district's Board Secretary at 612-434-1105.

He also noted 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. The first Special Meeting was held on September 20th, and the *next* **Special Closed Meeting and Special Meeting** was scheduled for Monday, October 4, 2021 beginning at 4:30pm. Further information could be found on the Board website and Public Notices page.

The next Committee of the Board meeting would be held on Tuesday, October 5, 2021 beginning at 4:30pm.

The next Regular Meeting of the Board of Education would be held on Tuesday, October 19, 2021 beginning at 6:05 pm, with public comment to begin at 5:30pm. Please view the audio stream link online at the Board website: www.spps.org/boe.

Vice Chair Vue further noted that the board website provides updates and the board secretary should be contacted in order to be added to the mailing list of public notices.

Members of the community were invited to submit Public Comment for the Regular Meetings of the Board of Education through:

1) Leaving messages with the Board Secretary at sarah.dahlke@spps.org or 612-434-1105 that would be compiled and distributed to Board members; and/or

2) Sending email statements to the Board of Education email (SB.Members@spps.org)

3) Submitting comments online via Public Comment input form at www.spps.org/boe.

Or by attending live public comment prior to the October 19 Regular Meeting. Members of the public may register for public comment by:

1) Contacting the Board secretary at sarah.dahlke@spps.org or 612-434-1105

2) Submitting the Public Comment input form at www.spps.org/boe.

XII. ADJOURNMENT

Chair Vue motioned to adjourn the meeting. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

Motion passed 6-0, the vote was unanimous.

The meeting adjourned at 10:22 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

Secretary to the Board (Interim), 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**

**September 27, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

Chair Foster called the meeting to order at 4:30 p.m.

II. ROLL CALL

Board of Education: J. Foster, J. Vue, C. Allen, J. Kopp, Z. Ellis

Y. Carrillo and C. Allen arrived a few minutes late.

J. Brodrick was not able to attend today's meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Vue	Yes

Motion passed unanimously, 4-0.

IV. PROPOSED PAY22 LEVY

Director Foster turned the meeting over to Superintendent Gothard to introduce the Proposed Pay22 Levy presentation.

Superintendent Gothard noted the focus of the meeting was the proposed Pay22 Levy, which Chief Schrul has laid out in some detail to the board previously regarding the steps required for its approval, including the Truth in Taxation hearing this fall. He then introduced Chief Schrul as presenter.

Chief Schrul began by thanking Superintendent Gothard and the board for the opportunity to present the proposed Pay22 Levy in this forum and then proceeded to introduce the purpose of the discussion as to set the levy ceiling for the Saint Paul Public Schools for 2022. She emphasized the proposed levy today was not the final levy but the maximum that can be set in September. The final levy will be set for the board's approval during the Truth in Taxation Hearing, during the Committee of the Board meeting, on December 7, 2021.

Chief Schrul began with what she described as the Levy Basics, which may be a review for board members, but may be new information for community members watching the meeting via livestream. School levy authority is established in law. She continued that SPPS budgets comprise state, federal, and local funding. The levy, the local funding, includes the voter referendum, which comprises approximately 22% of total SPPS funding. Pay22 Levy funds fiscal year 2022-2023 and payments will be received by the district following the May and October collections from the county. The state legislature sets tax policy, funding formulas and state funding levels. There are things that may change during the legislative session and can impact overall funding. Taxing jurisdictions and assessed property values determine the amount.

The purpose of this meeting was to set the levy ceiling, the maximum. The parameters for the levy ceiling were provided by the legislature and final numbers came from the legislature and the calculations provided by the state Department of Education on Friday, September 24th. The SPPS levy ceiling must be certified no later than Sept 30th, thus the need for this discussion today. The numbers can be moved downward after Oct 1, but the levy cannot move higher after that point.

Chief Schrul noted that sometimes enrollment and other factors can have an impact on the levy. Other factors during a regular cycle can include changes in the tax base, legislative changes, inflationary increases, pension contributions required by law or employment changes that drive severance and unemployment levies. Other adjustments can happen through September, though Chief Schrul did not anticipate significant adjustments this year.

Overall factors impacting the Saint Paul levy this year: estimated property market values are up 3.8% from the prior year and are up \$6.6B above Pay2008 peak. Sunray, Battle Creek, North End and a few other neighborhoods are seeing the largest increases. School fiscal disparities aid to the district has also increased 4.25% (approximately \$1.6M), which helps alleviate the overall tax.

Chief Schrul continued by noting the following details regarding the proposed Pay22 Levy Ceiling:

- Operating funding source is the referendum. The main difference in funding is an increase correlated to changes seen in enrollment. When we see increases in people units in the city, there is an impact on referendum funding. The district estimated a higher number in the city's pupil units and thus in the residential student count.
- Pension/OPEB/Contractual: 1.055M TRA levy and post-employment benefit levy are factors in levy calculation. The district is allowed to levy for benefits and contribution changes which correlate to inflationary increases and changes to baseline salaries of staff.
- Facilities: Chief Schrul noted seeing no changes this year and a slight decrease thanks to long-term facilities maintenance. As a result, the district has done some bond refunding.
- Community Service, primarily the community education program, has a slight decrease in funding for the planned levy.

In sum, the proposed Pay22 Levy Ceiling of \$202,788,045 represents a 3.15% increase from 2021.

Annual impact of a 3% levy increase on homeowners, assuming a 6% increase in property market value and a median home value of \$228,700 today, is approximately a \$79 dollar tax increase on a median priced home. Commercial/industrial property assumption of \$483,000 estimated value median will see a credit on their taxes. If those commercial/industrial properties have seen a decrease in value, then their credits will be higher than those noted on the slide.

Regarding the Pay22 Levy Calendar, Chief Schrul reviewed key dates:

- September 27: Requested BOE action: Certify proposed Pay22 Levy Ceiling as maximum & Certify the date for the taxation and budget hearing on Dec 7 at 6:00 p.m.;
- September 30: Ramsey County will provide levy data;
- November 10-24: County mails tax statements to Saint Paul addresses;
- December 7: Truth in Taxation Hearing held and comments collected from the community during public hearing at 6 p.m.;
- December 14: SPPS Board of Education will be asked to certify the levy during the Regular Meeting of the Board at 6:05 p.m.
- End of December: SPPS provides final levy details to Ramsey County.

Chief Schrul reviewed the requested actions of the board during the meeting, including the two motions: 1) To certify the Proposed Pay22 Levy ceiling as maximum, and 2) To certify the date for the Taxation and Budget Hearing for December 7th at 6:00 p.m. (COB meeting that evening).

QUESTIONS/COMMENTS:

- Director Ellis began by asking for clarification on the levy planning assumptions and Chief Schrul's expectation that there will be no significant changes this year. More specifically, Director Ellis asked what would be considered significant or what changes may be possible.
- Chief Schrul noted adjustments for a project or enrollment are possible, but the calculations provided are the best possible based on data available today. The district has seen minor fluctuations through the state. Should sizable changes occur, if any, those changes would be brought to the board for a possible reduction in the levy. The proposed levy discussed today sets the maximum levy at 3.15%. The district has done its best to make this calculation final, but sometimes there are adjustments at the state level. The presentation today was the best scenario and the district does not anticipate changes.
- Director Ellis followed up by asking for a sense of what 'sizable' might look like.
- Chief Schrul noted \$100,000 or less would be sizable.
- Director Foster asked board members for any further comments or questions, seeing none she asked Superintendent Gothard for closing comments.
- Dr. Gothard thanked Chair Foster, board members, Chief Schrul and her staff, who have scrambled to make calculations on very tight deadlines and to keep the community informed. He noted that following the district's successful referendum, the district is trying to provide stability for the district in these uncertain times. In the presentation, Chief Schrul noted property value fluctuations in different pockets of the community, such as the North End, where values have been down in the past. The district wants to be responsible and transparent and he thanked Chief Schrul and team for their timeliness and their preparations for certification by the county.
- Director Ellis then asked for clarification about the estimated property tax credit for commercial and industrial properties, as noted in Chief Schrul's presentation.
- Chief Schrul responded by saying the estimated impact on commercial and industrial property values will be a tax credit. She noted that at the county level the property values are actually decreasing, so with a decrease the tax credit would be more than shown on the side. Additional details will be provided during the December meeting when more finalized numbers become available.

- Director Ellis sought clarification on the impact of this property value change on SPPS.
- Chief Schrul noted that the levy is based on the property value dollar amount and thus the district will see lower taxes on commercial/industrial properties.

Seeing no further questions or comments, Director Foster moved approval of the motion to certify the Proposed Pay22 Levy ceiling.

BF 32537 MOTION: To certify the Proposed Pay22 Levy ceiling as maximum

The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

Director Foster then moved approval of the second motion:

BF 32538 MOTION: To certify the date for the Taxation and Budget Hearing for December 7th at 6:00 p.m. (COB meeting that evening)

The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

Motion passed unanimously, 6-0.

XII. ADJOURNMENT

Director Foster noted the conclusion of this Special Meeting of the Board of Education for September 27, 2021, and then provided a reminder that the board will hold a Special Closed labor negotiations meeting on Monday, October 4th, 2021 at 4:30pm and a Special Meeting to discuss Envision SPPS on Monday, October 4th, 2021 at 5:30pm. The next Committee of the Board Meeting will be on Tuesday, October 5th, 2021 at 4:30pm and our next Regular Meeting of the Board of Education will be on Tuesday, October 19th, 2021 beginning at 5:30pm with Public Comment.

Director Foster then moved approval to adjourn the meeting. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

Vote: 6-0, passed unanimously

The meeting adjourned at 4:53 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

Secretary to the Board (Interim), 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 4, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

C. Long, General Counsel

The chair acknowledged the absence of Director J. Brodrick

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Foster, 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 Foster 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. 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 Vue. It was passed by acclaim.

XII. ADJOURNMENT

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

The meeting adjourned at 5:31 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

**October 4, 2021
5:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:31 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

C. Long, General Counsel

Chair Foster noted Director Brodrick would not be present at today's meeting.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Director Foster, seconded by Director Kopp, motioned to approve the main order of the agenda.

The motion was approved by roll call vote:

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

The vote was unanimous, 6-0.

IV. ENVISION SPPS UPDATES

Superintendent Gothard began by thanking everyone for joining the meeting to discuss the district's important focus on Envision SPPS. He noted that the Board of Education charged him and the team to

improve the district's long-term outcomes, to ensure all students have access to a well-rounded education. The SPPS standard was one the district could stand by, but not every student experienced that at SPPS. The district wants to ensure that all students have that access and key factors in providing that access include program evaluation and resource allocation. While the district had a huge budget, how the district used the budget was another matter. He mentioned everyone was interested in public education funding and the district must be more strategic and approach things differently, through strategic initiatives that everyone agreed would serve the district's amazing students. He then turned the presentation over to Chief Turner and colleagues.

Presenters:

Jacqueline Turner, Chief Operations Officer

Andrew Collins, Assistant Superintendent

Tom Parent, Facilities Director

Kate Wilcox-Harris, Chief Academic Officer

Craig Anderson, Executive Director, Office of Teaching and Learning

Marie Schrul, Chief Financial Officer

Chief Turner began the presentation by introducing the speakers and welcoming questions and discussion after each presentation. The purpose of the presentation was to provide more information and to respond directly to questions raised by board members in previous meetings. Chief Turner noted that next steps in engaging internal and external stakeholders would be presented at the end.

Assistant Superintendent Collins thanked the board for welcoming him to address questions raised a few weeks ago about fall 2021 enrollment and the demographics of that enrollment. Referring to presentation slides, Chief Collins noted a higher proportion of Asian students (by 17%) were currently enrolled in online instruction than the overall proportion of Asian students in the district, while a smaller percentage of white students were enrolled in online learning than their proportion in the overall student population. For English Language Learners (ELL) students, there was a slight deviation from their percentage in the overall student population. The same pattern was observed among those who qualify for free and reduced lunch.

Assistant Superintendent Collins continued that in terms of student representation in online learning across the district -- Areas A through F -- North End and Northeast quadrants represented the largest number of students enrolled in online learning. This pattern was also present among elementary students. He noted that choice was very important in St. Paul and the focus here was on the students' home address.

QUESTIONS/DISCUSSION:

- Director Carrillo asked about the concentration of online students in the northeast area and whether that was expected, or was it a surprise? Along the same lines, he asked whether schools there are affected, such as Vento, and how they were coping with those changes.
- Assistant Superintendent Collins noted that when looking at buildings in those areas they had excess capacity, so a teacher may be shifted to help cover online instruction.
- Director Carrillo followed-up by asking whether the administration had an understanding of how many students were transient and thus would return to school after being vaccinated.
- Assistant Superintendent Collins responded by noting it was all speculation at this point. After the first of the year, school choice season would begin and the district would be looking at data about where parents were choosing to attend school next year. Parents make active choices and may choose a different school. Thus, what it would look like in totality, given potential fears around the

Covid-19 variant and other reasons parents may choose a school, was hard to predict and plan for. He noted there could be a shift for some of 1,298 students currently enrolled in online elementary school.

- Director Vue noted his curiosity about online learning and their demographics, and whether there was any plan to target the Asian community to serve them differently.
- Assistant Superintendent Collins mentioned the district was providing a rigorous learning opportunity for core curriculum instruction that followed the established sequence and that at present there were no unique features in online school for a specific theme. However, he noted that if there were feedback, that could be modified. The emphasis this year was to ensure the online curriculum was operational by the start of the school year.
- Director Vue then noted a higher proportion of online learners were also Asian and he wondered whether there was an understanding of why that was the case.
- Assistant Superintendent Collins said the district did not have data to answer that question.
- Director Vue asked whether anyone had asked Asian students about the reason for choosing online learning.
- Assistant Superintendent Collins noted the general understanding that the large demand was in response to the Delta variant and that that was what the district was working through.

Chief Turner followed up by noting the district asked the fundamental question of whether students planned to study online and then the district asked itself whether the district had the capacity to serve them. The answer was yes. The answer to whether the district had room if students returned to classrooms and the answer to that was also yes. She noted the district had room. She also reminded the board that the district did surveys as part of its work with families regarding their needs and concerns. Survey questions included whether access to the vaccine or living in a multi-generational home were factors in choosing to come back to in-person school.

Director Parent continued the presentation by responding to Director Allen's previous questions about costs around school building closure. He noted that they wanted to underscore there were savings to be had. However, those savings were not the driving force of Envision SPPS. He emphasized that the district wanted to reinforce long-term stewardship of long-term community resources and referred to the presentation slide that showed data regarding unused buildings: costs avoided and redirected. Director Parent noted that the district would save some money on utilities, which would constitute small savings per square foot. Redirection of services to elsewhere in the district represented a more efficient use of resources at other sites and a more efficient use of the district's buildings and services. The administration did not foresee Envision SPPS reducing the number of buildings as buildings provide swing space for flexibility among district programs such as during construction projects to create transformational change at other schools. An unused building could accommodate construction at one site to house programs temporarily, with a probable 10% cost-benefit to relocate to an existing building. Every year the district saved on construction, saving money and resources. There were other benefits too. This fact was not a driving force, but the benefit was being contemplated in anticipation of talks over the next several months.

QUESTIONS/COMMENTS:

- Director Allen appreciated Director Parent's response to one of her questions, but mentioned that another of her questions was in regard to the cost of maintaining an unused building.
- Director Parent said he would provide that information to Director Allen.
- Director Carrillo then asked a question about swing space whether there was a schedule of projects that needed swing space and their time table for their needs.

- Director Parent noted having that schedule and that the use of swing space required aligning the opportunity to relocate to a site that had the greatest impact possible. Therefore it took time to identify specifics and plans.
- Chief Turner added, in response to Director Carrillo's question regarding upcoming projects, some of those include American Indian Magnet, Ramsey, and other projects.
- Director Parent added that there are several projects such as Cherokee and Highland and a total of approximately 290 some projects in SPPS schools.

Chief Turner noted that in the presentation slide regarding K-12 enrollment from fall 2017 to fall 2021, it was possible to see where choice was greatest in the city. The total number of student choice out of SPPS was 16,000 students, with the largest number during that period located in the North End and Frogtown. This data was used as Envision SPPS recommendations were being prepared. Chief Turner emphasized that this map of student choice alone was a primary reason the district was not seeking to exit any buildings in case they return to the district. Overall, demographic data of student choice do not present distinctive patterns:

- By home language: English=52%, Hmong=22%, Somali=10%
- By Race: Asian=34%; Black=25%, White=20%, Hispanic=10%
- Where do "elsewhere" students attend? Leading school destinations include:
 - Hmong College Prep
 - Community School of Excellence
 - North StP-Maplewood
 - Roseville

Chief Turner further noted Envision SPPS recommendations provided during the Special Meeting on October 11 would be aligned with feedback from parents about why they are making their choices. Families were telling SPPS that they wanted to go to a school that looked like them and where they spoke the same language. The highest enrolled charter schools were one race and/or one language. She noted SPPS was a district that believed in choice while also believing strongly in integration. The district wanted to offer programs to accommodate language preferences and also opportunities to attend very diverse schools. No matter where they lived in the city, they would have that option.

Seeing no questions, Chief Turner turned to focus more directly on the goal of achieving a well-rounded education across the district. Schools considered unsustainable have about 250 students (1-1.5 sections per grade), whereas the vision was for a district where the majority of schools was ideal sized in order to provide a well-rounded education. She noted the district was not in a position to provide a well-rounded education to students in schools that were unsustainable. Those schools did not have enough staff to support a well-rounded education. The next presentation by Chief Wilcox-Harris would provide specific examples of the types of services lost in unsustainable schools. Before turning to Chief Wilcox-Harris's presentation, Chief Turner showed a video: A Well-Rounded Education for All Students:

<https://www.spps.org/domain/16165>

Chief Wilcox-Harris introduced her presentation by mentioning that community members had come to the district in the past seeking proof that SPPS was providing a well-rounded education to their children. She noted that a well-rounded education provided real outcomes, such as the real student outcome cases of a music performance major, a sports broadcasting student, and a student pursuing a career as an OB/GYN physician, each of whom was inspired by their educations at SPPS.

Chief Wilcox-Harris then provided concrete comparisons of the educational experience of a 2nd grader in an unsustainable school and a sustainable school in the district. What was at stake were a student's interests and passions.

Director Anderson then spoke on the role of teaching and learning in supporting a sustainable, well-rounded education. He noted that sustaining SPPS's commitment to a well-rounded education was the district's charge from the strategic plan as well as from the Minnesota Department of Education. He said the district held firm to meeting those goals. The strategic plan also led SPPS to investigate what well-rounded education really meant and to distribute an annual academic program questionnaire to learn more. Through research SPPS came to develop a model in minutes per subject area needed to achieve the well-rounded education goal. (See presentation slide representing the aspirational goal the district is dedicated to achieving.) This model would help SPPS chart its course to a well-rounded education and ESSER funding would help to fill some holes, for example, in art education. He noted SPPS had a few years to work toward that goal.

Next, Chief Schrul spoke about costs and emphasized that subsidizing under-enrolled schools chipped away at the budgets of other schools' programs. Furthermore, birth rates continue to decline in Saint Paul and around the country, leading to an economies of scale impact on program planning. Priority-based budgeting for a well-rounded education was key but unsustainable sites were still maintained in the district today despite under-enrollment. Chief Schrul then showed a slide comparing a large, sustainable elementary school and a small, unsustainable school -- revenues versus expenditures and net gain/loss figures. She also provided information about the growth trend in unsustainable schools in the district over time, given enrollment trends, if nothing were to be done today.

QUESTIONS/COMMENTS:

- Director Kopp thanked the presenters and offered that having taught middle school herself it's important to take into consideration what students bring with them from the elementary school experience. Unprepared middle schoolers were often unsparked by their elementary school experience. For her own daughter, her teacher told her daughter that she should have learned about a particular subject/topic in elementary school when she asked whether it would be taught in middle school. Director Kopp noted that neither she nor her daughter knew if that was the case. Regarding optimizing educational experiences for students' benefit, Director Kopp then asked a question about the allocation of teaching minutes and whether those minutes were also better quality minutes and if excellence was the goal.
- Director Anderson said clearly that high quality was the goal and that's why specialists were asked to write the lesson plans. He said it would be wonderful to have specialists teaching too, but the district would support generalists by providing good lessons. In other words, the document presented was a compliance document, but excellence would be so much better.
- Director Kopp noted how powerful the school examples in Chief Wilcox-Harris's presentation were and mentioned teachers may learn from specialists too. Fundamentally, the more caring adults you have in one place the better. These needs were especially great now, while these decisions were difficult. She emphasized the desire to support these investments to strive toward excellence.

Director Vue returned to slides 22 and 23 regarding subsidizing schools and said that this terminology did not mean much to him and wondered how he and newer families in the district would know whether a school was unsustainable and what that really meant.

- Superintendent Gothard cited a few key data points from the presentation including that 16,000 K-12 students do not choose SPPS and that the current allocation of resources and time in the SPPS made achieving a well-rounded education that much more challenging. He added that there had to be a realistic scale at each school to achieve it.
- Chief Wilcox-Harris then contributed that she'd had conversations with community members about Director Vue's question and heard from families that SPPS needs to be direct about what

was actually offered in schools. This was about SPPS's commitment to a well-rounded education for all students and the need for funding and enrollment to do it. She noted how it was possible to see what an unsustainable school could or could not do and the impact of a specific school on education opportunities for children. The goal was to be mindful of flexibility while keeping commitments transparently.

- Director Carrillo then asked how special education was included in these conversations and asked specifically whether classroom sharing across the board for all specialized students.
- Assistant Superintendent Collins answered that, yes, they were included, which would increase access and decrease concentration numbers.
- Director Carrillo asked whether decreasing concentration was a key goal.
- Assistant Superintendent Collins noted the district was considering what shifts would be most beneficial, given where students reside and what programs they qualified for, among other considerations.
- Director Carrillo recalled mention in a previous meeting that special education enrollment was flat or growing, so he wanted community to hear this.
- Director Kopp added regarding special education students that some students may not have a choice but by doing this the district was providing greater access. She thanked Director Carrillo for sparking this conversation.
- Director Anderson noted that special education students were general education students first and that decreasing concentration was better for all.
- Director Ellis summarized the plans saying that what the district was looking at now was to get away from unsustainable elementary schools and to have larger more sustainable elementary schools.
- Chief Turner responded by saying, yes, though the district was aware that there would be some smaller, specialty sites.
- Director Ellis sought confirmation of the school enrollment numbers in this plan.
- Chief Turner confirmed the goal was to have three sections of a grade per school.
- Director Ellis then asked whether three sections would still be considered small.
- Chief Turner: Yes.
- Director Ellis noted that SPPS history had been about unsustainable schools and that her hope was that if the district were going to keep a program open that it would be invested in to become a sustainable program. She said what community were hearing was talk about closing unsustainable programs and that the district would not be investing in small programs to make them sustainable. Community are wondering whether the district had done everything it could do to create a sustainable elementary school. Director Ellis then asked, given the costs reviewed in the presentations, would the district be able to sustain both large and small schools with its budget?
- Chief Turner responded to the first part of the question about sustaining small schools by saying the district had to work with the district's infrastructure it had and that meant having about three sections per grade.
- Chief Schrul added that in response to the question about whether the district could sustain small elementary schools, the answer was the district knew there would be a shortfall and the district had to do something different with programs and staffing because enrollment was not there. She emphasized the district could not sustain what it once had.
- Director Ellis followed-up by asking what could be done to sustain a small school. What might the district have done to support them? She noted this was a question coming to her and that based on what she was hearing that was not a question she could answer now, though she was not sure it would have changed the outcome.

- Superintendent Gothard noted that SPPS was funded per pupil and when the district created the middle school model the district believed it was essential for high school and postsecondary opportunities. However, what has made that really hard was that if that school had 50 fewer students the structure still required that funding without reducing it due to enrollment. He emphasized then the need to create scale to meet educational resource needs to achieve positive outcomes. The same applied to elementary schools to provide the opportunities students deserve.
- Director Allen, similar to Director Ellis, noted that she was very supportive of providing a well-rounded school, but she expressed concerns about the student recruitment process. She said she was trying to avoid the slippery slope of needing to close more schools in 5 years. She asked for more information about the district's plans for recruiting students into those buildings.
- Chief Turner noted she would take that down and respond to it later though she said it wouldn't necessarily take that long. As the district had seen in the middle school model, enrollment grew thanks to new students being added on top of newly retained students. Retention was just as important as recruiting new students and a well-rounded education would meet that need.
- Director Allen recommended shadowing to motivate parents to move students to a particular program.
- Chief Turner: Thank you.
- Chief Foster added that as the board looked to recommendations next week, what did access and opportunities mean. What were the barriers? What were the opportunities? She noted there was a strategic plan in place and that this was where the district had been moving. She said she had seen the planning and the work that needed to be done to achieve great experiences in this district. Listening to community and staff was important and so was doing what the district had to do now in the near term and future for long-term success of this district.
- Chief Turner then presented a slide regarding what would happen if the district did nothing in which enrollment was shown by school in fall 2020 and what it was estimated to be in fall 2024. By 2024 the number of fully funded and well-rounded programs shrank and there was much less stability across the district. She urged the board to take action and reviewed the slide on which next steps were presented and noted that the Envision SPPS website was active:
 - September-December 2021: Inform SPPS building leaders, staff, families, community, partners
 - Board of Education: Recommendations presented on 10/11
 - Work Session: 10/11*, 10/18, 11/1, 11/15, 11/29, 12/13
 - COBs: 10/5, 11/9, 12/7
 - Regular BOE (broadcast/in person, public comment): 10/19, 11/16*, 12/14* = *Possible BOE vote
 - October-November = Virtual community information sessions and meetings with affected school; dates TBD
 - Winter/spring 2021-22: Consult affected school communities about program changes and next steps
 - Involve and collaborate with affected school communities about program changes and next steps
- Chief Turner concluded by saying the purpose of this presentation was to respond to questions raised by the board during the last meeting and that providing a well-rounded education to students was the first priority of the district. She also noted that a comprehensive response would be provided regarding the cost of maintaining a school if it were closed and what investments have been made in unsustainable schools to make them sustainable. Chief Turner also mentioned that a new video including teachers and parents would soon be available. Finally, she added that Director Vue had asked a great question about how parents choose their schools and

said that parents choose schools based on many different considerations. Chief Turner emphasized the need to hold each other accountable about providing a well-rounded education.

- Director Ellis asked for more information about how much it costs to maintain an unsustainable building. Superintendent Gothard noted an important clarification: subsidizing a building refers to the cost of keeping the doors open and NOT about a subsidy to provide a well-rounded education.
- Chief Schrul concurred and said that the -\$900,000 figure on the slide was a one-year subsidy to keep the doors of an unsustainable building open and it did not include the costs of providing a well-rounded education in that building. That one specific school example on the slide was a real example for the board's reference in these discussions.
- Director Carrillo then requested more information about when the final October enrollment counts would be made and when that count would be available.
- Chief Turner noted the enrollment was usually turned in to the state on November 1st.
- Director Carrillo asked whether a count was available to share now.
- Chief Turner: Yes.
- Director Carrillo was hoping to understand where the district stands now.
- Chief Schrul said the official count date was done on Friday, September 24, though the numbers would be updated throughout the fall.
- Director Vue, returning to the matter of maintaining schools with no programs, added it was important to be cognizant of the effect of an empty building on the ecosystem of that neighborhood and the people who live there. Thus it was important to have a clear plan that includes people who live around that area, including businesses that may be impacted by the closure of a school. He sought a clear plan of engagement in relation to these plans.
- Director Kopp requested information about a baseline plan of engagement during next week's meeting that involved groups such as city council and district council members and the business community that considered a collective way to move forward. She noted those engagement plans may vary by school and community.
- Chief Turner referred board members to two slides in the presentation that provided examples of the long-term subsidies of a single school and other impacts on materials and activities such as field trips. An investment of hundreds of thousands of dollars was required to sustain that one school. She then briefly previewed next week's discussion of the investments made in small schools and how the district had tried to invest in them.
- Director Foster contributed that these were personal and emotional communities, so it was important to be clear and very specific so that the language used to discuss these matters was listener friendly. The specificity needed included what engagement would look like, noting that, if he were here today, Director Brodrick would ask: Did we do enough? Director Foster requested hearing during future meetings historical data -- what had been done over the years -- as the board is being asked to make a huge decision and in order to make that decision in a limited time frame the information needs to be clear and concise.
- Superintendent Gothard thanked board members for their time and for this continuous dialogue.

V. ADJOURNMENT

Chair Foster provided a reminder of the Committee of the Board Meeting scheduled for Tuesday, October 5, 2021 at 4:30 p.m. and a Special Meeting of the Board of Education on Monday, October 11, 2021 at 4:30 p.m. Also, that on Monday, October 18, 2021, there would be a Special Closed Meeting of the Board of Education to discuss labor negotiations at 4:30 p.m. and a Special Meeting to discuss Envision SPPS at 5:30 p.m. Finally, there was a Regular Meeting of the Board of Education scheduled for Tuesday, October 19, 2021 beginning at 5:30pm with public comment.

Director Foster, seconded by Director Vue, motioned to adjourn the meeting.

The motion was approved by roll call vote:

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

The vote was unanimous, 6-0.

The meeting adjourned at 7:29 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

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

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

COMMITTEE OF THE BOARD MEETING

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

**October 5, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

Vice Chair Vue called the Committee of the Board Meeting to order at 4:30 p.m.

II. ROLL CALL

Board of Education: J. Vue, J. Foster, Y. Carrillo, Z. Ellis, J. Kopp
C. Allen arrived a few minutes late.

Vice Chair Vue noted Director J. Brodrick was not able to attend the meeting and thus would not be part of roll call.

Staff: Superintendent Gothard, C. Long, K. Wilcox-Harris, M. Schrul, C. Baker, K. Thao, T. Parent, M. Langworthy, K. McCarty, J. Allen, C. Anderson, M. Lochungvu, K. Kimani, H. Kilgore, A. Collins, B. Chan, M. Doud, Y. Vang, B. Hammer, D. Ginther, J. Turner, K. Wilcox-Harris, M. Vue

Public: J. Verges, P. Lindstrom

III. APPROVAL OF MAIN ORDER OF THE AGENDA

Vice Chair Vue, seconded by Director Carrillo, motioned to approve the main order of the agenda. The motion was approved by acclaim.

III. AGENDA

III.A. SUPERINTENDENT'S ANNOUNCEMENTS

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 race, ethnicity, culture, and identity as they intersect with academic readiness, college and career paths. He added that presentation content focused on a few of these areas, including: Culturally relevant instruction---ethnic studies graduation requirement that ensures access to well-rounded education; Strategic allocation of resources -- using resources carefully to improve long-term student outcomes; and Stakeholder engagement in district-level decisions and how best to accomplish that goal.

III.B. Updates to Policy 510.00 Graduation

Vice Chair Vue then turned to Superintendent Gothard to introduce the Updates on Policy 510.00 Graduation.

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 critical ethnic studies requirement was an exciting addition that has been officially piloted in three district high schools, and he highlighted that the courses were going well. This policy added three words to the graduate requirement: Critical ethnic studies. He then introduced the three presenters of the policy change.

Presenters:

Darren Ginther, Director, Office of College and Career Readiness

Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

Mouakong, Ethnic Studies Specialist, Office of Teaching and Learning

Presenters noted that board approval was required to adopt this graduation policy change and that the proposal before the Board would add three words to the graduation requirement -- critical ethnic studies. No action was being asked of the Board during this meeting; the presentation was a preview of the policy readings and that Board approval would be required at a future meeting to make this change. An important update for the Board was that critical ethnic studies was being piloted this semester as a two-credit human geography course for 10th grade students. 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).

QUESTIONS/DISCUSSION:

- Director Kopp asked the first question by requesting a few more details about the critical ethnic studies course.
- AD Lochungvu noted that the critical ethnic studies course would be a semester-length course required of all sophomores.
- Director Kopp thanked the presenters for the additional information.
- Director Allen then asked whether standards for this course were aligned with state standards.
- Specialist Vue noted that currently state standards were being revised, but that the development of this course for SPPS students involved reviewing similar course standards in a variety of other school districts and working with SPPS teachers to prepare the course to meet SPPS student needs. He emphasized that the critical ethnic studies course would continue to come alive in the classroom and would change and grow as it was taught in SPPS schools.
- Director Allen asked for clarification regarding the difference between critical ethnic studies and a history course on a similar topic.
- Specialist Vue noted that critical ethnic studies was the interdisciplinary study of race, identity, gender, sexuality and additional content, so it was more than a history course, because it incorporated the arts and music, emphasized intersectionalities and had ties to many disciplines in one course.
- Director Allen then asked whether an Asian American Studies course and Asian American History were essentially the same.
- Specialist Vue: Yes.

- Director Vue asked whether there were any courses in 9th grade that helped students prepare for this required course in 10th grade, such as by providing a framework or some foundation on which to build in the critical ethnic studies course.
- Specialist Vue responded by noting the 9th grade social studies curriculum included world history, which would help to lay the stage for the required course in 10th grade, but there were no prerequisites for the critical ethnic studies course. However, the expectation was that the critical ethnic studies course would lead students to take more courses in African American studies and other courses of their own interest.
- Superintendent Gothard added that the district did not see the critical ethnic studies course as students' only experience in this type of course. Furthermore, this course's content was not set in stone in terms of what the class offers because students also bring something to this course. Certainly, staff would be prepared to teach the course, and to provide a foundation, but the course content would be adjusted to meet students where they are.
- AD Lochungvu noted that units of this course were being piloted now, including 1.5 weeks dedicated to setting the stage for what ethnic studies is, which was followed up with 5-6 additional units.
- Director Vue concluded this discussion by reiterating the intention to return to three readings of this policy change during regular meetings of the board over the next three months.

III.C. Sustainability/Energy Update

Vice Chair Vue turned to Superintendent Gothard to introduce the Sustainability/Energy Update and the three speakers next on the agenda. Superintendent Gothard briefly noted the ways in which the promotion of specific initiatives such as sustainability and solar align with district and community needs.

Presenters:

Chelsea Moody, Environmental Specialist I, Facilities Department, SPPS

Tom Parent, Facilities Director, SPPS

Peter Lindstrom, Clean Energy Resource Teams Manager of Public Sector & Community Engagement, Regional Sustainable Development Partnerships, UMN Extension

This presentation provided an update on sustainability and energy progress in recent months and the rationale for creating a Sustainability Advisory Taskforce with the long-term goal of using more renewable energy sources and reducing district operations' impact on the environment. They noted the foundation for this next step included existing partnerships among SPPS facilities and operations, plus Xcel Energy, UMN Extension and others, and the development of an Energy Action Plan. In 2019 the facilities team conducted a feasibility study on school solar projects on the district's 73 buildings, in which 6 buildings met all criteria (Eastern Heights, Four Seasons, Galtier, Washington Tech, Como Senior, and Nokomis South) for installing solar on some or all of the roof. With that, presenters emphasized that this question was not just about solar, but also about community resiliency, environmental health and a number of other questions.

Presenters cited excitement around taking action to address climate change and work toward climate justice, as noted in student survey results in which 85% of the more than 1,500 student respondents reported taking action on climate change and the climate crisis was important and 70% said they were likely to participate in climate action. A SPFE teacher group formed to advocate for solar, which has resulted in public comments at regular board meetings advocating for solar on school buildings and a town hall focused on solar action. Students and staff have channeled their enthusiasm in these ways already and district students have participated in climate strikes at the State Capitol in Saint Paul.

In addition to preparing for this work, the presenters also noted the need to tell the story of SPPS's good work around energy efficiency. The result was the creation of an energy dashboard, the sharing of impact data and what it means in relatable, real-world terms. At the same time, efforts have been made to research energy funding models and talk with other school districts with experience accomplishing similar goals. Since Board approval in July 2020, the team also had the challenge of developing creative ways to engage students when staff and students were not in buildings due to Covid. For example, they hosted a virtual energy talent contest to learn about energy at home and share ways they're saving energy at home, developed an Earth Day activity, and created energy kits as part of an online energy program with 10 schools in the district. These actions helped to create excitement in the community.

Peter Lindstrom's participation in the meeting highlighted SPPS's partnership with UMN Extension's Clean Energy Resource Team (CERT), which was a partnership of four public and private organizations that has worked for 20 years to help communities do clean energy projects across the state of Minnesota. Schools across the state were actively seeking information about clean energy and it's been CERT's pleasure to work with SPPS in recent years and to have spoken with Director Vue about clean energy over the summer. One of the reasons for increased interest in clean energy was the dramatic decrease in the cost of solar at the same time that interest among parents, students and staff had increased. They noted schools were interested in showing community leadership and solar was a visible way to show that leadership. In addition, utilities were typically a school district's second greatest overall operational cost after staff, thus funds can be saved and resources reallocated, in addition to linking these activities to STEM curriculum and career development thanks to 60,000 clean energy jobs in the state today and higher than average job growth in this field. Districts can position students to take advantage of those opportunities.

Still, there were complexities to making this decision because this was not a turnkey project. Many factors were involved such as solar project financing, but there were also innovative financing options including community solar gardens. Districts also needed to determine the scope of these efforts and whether to link them to the curriculum. Creating the Sustainability Advisory Taskforce was an important step and the UMN's CERTs team was ready to partner as a free, public resource for the team as needed.

The state legislature allocated \$16M for a solar on school initiative in which schools can apply for up to 10% of those funds and SPPS facilities would continue to raise awareness of such opportunities to the district.

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 that would pull together stakeholders around sustainability -- climate resiliency, climate justice -- to advise the board on these initiatives that intersect with environmental health, access to healthy food and safe drinking water, and more. A first step would be to distribute a survey across the city to identify stakeholder groups to talk about sustainability and stakeholder group priorities in partnership with SPPS facilities and partners in the energy team. After the initial development of stakeholder groups, the next step would be to hold small listening sessions, followed by broad scope listening sessions, and ultimately developing a proposal to bring to the board that converts existing stand-alone efforts and involves technical expertise. In sum, with the board's approval to create the taskforce these steps can begin.

QUESTIONS/DISCUSSION:

- Director Vue expressed his feeling that the district was on the right path to identifying stakeholders and creating the best pathway to achieve priorities. He then asked for more

specifics about the timeline for creating the Sustainability Advisory Taskforce and what the role of board would be once the proposal was received.

- Specialist Moody noted that the proposal would help determine what the board's role would be, so it would be necessary to wait until the proposal (and intermediate dialogue along the way) to determine what the role of the board would be.
- Director Vue then asked once the taskforce was in place, how the taskforce would help the district move forward with sustainability.
- Director Parent noted that the taskforce would make sure the priorities were clear and help to show how those priorities could be incorporated into the capital plan and district decisions, such as around adaptive challenges and commitments long-term.
- Director Vue sought clarification from Manager Lindstrom whether once the district has direction from the taskforce if that would help the SPPS and CERT team partnership.
- Manager Lindstrom noted this team would help to educate the task force regarding options available, including financing options and curriculum models that could be tapped into. CERTS has a 'good, better, best' mantra to describe different school sustainability projects. Edina Public Schools were cited as an example of a project and Specialist Moody and Director Parent both met with Edina schools to learn about their work.
- Director Carrillo asked for more information about the stakeholder group involvement and how those stakeholder groups would be formed, what groups those were and who would be represented by them.
- Specialist Moody noted that the stakeholder groups would be identified through the survey mentioned during the presentation. Survey respondents would be asked to help the district understand who those key stakeholder groups were and that list may change and grow as the taskforce began its work with stakeholder groups. The stakeholder groups could be re-evaluated along the way.
- Director Parent added plans were in place to be very intentional about stakeholder engagement and thanks to the existing Partners in Energy program, and that the district had external partners such as Excel and the Center for Energy and the Environment to pull together resources to do better community engagement.
- Director Carrillo then asked when the survey would go out.
- Director Parent said the survey would be distributed after speaking with the board at this meeting.
- Director Carrillo asked for clarification about how parents can engage in the survey.
- Director Parent noted that was still to be determined.
- Superintendent Gothard thanked the three presenters for their leadership. He then asked whether there were examples of high schools that have taken the lead on curriculum integration and for additional details about the types of jobs there were among the 60,000 jobs noted in the presentation. This information could help inform the board about what that means for the district.
- Manager Lindstrom noted that CERT had a job board on its website where frequent job postings were for growing fields such as solar installers and wind technicians, in addition to positions in marketing, sales, and project management to shepherd complex 6-12 month projects to completion. Regarding schools, Edina, South St. Paul, Pine River-Backus, and Mounds View all have projects. In Mounds View a math teacher was one of the key supporters of their 13 solar arrays on district buildings, along with active students. He noted Mounds View has a video of student involvement in those efforts.
- Director Allen asked how much the plan benefitted community and not just SPPS.
- Director Parent expressed appreciation for this fascinating question that the taskforce could help to answer as part of its role. It's a social question about who really sees the benefit of reduction in energy use and how those benefits were distributed in Saint Paul -- to everyone in Saint Paul or only to some.

- Director Allen thanked Director Parent for this information.

III.D. Envision SPPS Update

Noting no further questions or comments, Vice Chair Vue turned to Superintendent Gothard to introduce the Envision SPPS Update.

Superintendent Gothard noted that during the Special Meeting of the Board of Education on Monday, October 4th, Chief Turner presented Envision SPPS data to the board and the presentation today was designed to respond to questions raised during the meeting discussion.

Presenters:

Jacqueline Turner, Chief Operating Officer, SPPS

Tom Parent, Facilities Director

Chief Turner began the presentation by providing a brief overview of presentation content regarding community engagement and communication plans as well as to respond 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, such as the costs of heat and maintenance to avoid lasting damage to a building and also to follow regulatory requirements regarding heat, clearing of snow and other aspects. Those costs came to approximately \$1.50-\$1.70 per square foot, which was 65% less than the costs to have students in a building and less than costs to build a new building. There were real dollars to keeping and holding a building, but still those costs were much lower than with students and programs in them.

Chief Turner then showed a slide regarding the remainder of the timeline for Envision SPPS that began in 2020 and continued on Monday, October 11, 2021, with the formal presentation of recommendations to the board and a phase-in period in 2022-2023, following a board vote later this fall. Full implementation would take place in the 2023-2024 school year.

Speaker: Chelsea Moody, Tom Parent, and Peter Lindstrom (UofM Extension):

Chief Turner then cited the IAPS Spectrum of Public Participation when turning to focus the presentation on the intentional manner by which the district intended to engage the public in this process, while also noting that it was the board's responsibility to make the final decision. Chief Turner noted that as we look to provide engagement opportunities for feedback the district plans to hold:

1. Public Information Sessions on October 26 & November 8 -- virtual sessions, questions submitted -- with the purpose of providing balanced and objective information to assist community members in understanding the problem, alternatives, opportunities, and/or solutions. Q & A format would be part of these sessions, given the success with virtual Q & A during previous meetings.
2. Public Hearings on October 28 & November 11 -- board listening sessions at 360 Colborne -- that would provide the opportunity to listen to stakeholders, including staff, families and general communities in person. Following a brief introduction, there would be time for public comments to help inform the board vote.
3. Site-based Meetings focused on Affected School Communities would take place in October-November 2021 & in Winter/spring 2021-2022. These meetings may be virtual or in-person depending on specific needs and circumstances.

Chief Turner provided additional details regarding this process by noting once the Board of Education had taken its vote on December 16, 2021, from December 17, 2021 until September 2022, this time would be dedicated to working with school communities to come together to implement the board's plan. Site-based meetings would take place during that time, in addition to targeted stakeholder meetings regarding impacted sites with parent advisory committees, with the NAACP & other language and race specific communities; policy-makers & other elected officials such as the mayor, council members, legislators, and critical partners and stakeholders such as the City of Saint Paul, Parks and Recreation, Wilder Foundation, and others.

Throughout that time, there would be ongoing communications and support, such as transitional planning for impacted families, individualized work with student placement and priority placement considerations, and program-specific outreach to families to ensure speciality program continuation.

As a reminder, Chief Turner reviewed next steps for the Board of Education, including the Special Meeting on Monday, October 11th, when public recommendations, including names of schools, would be made during a live-streamed meeting. That meeting would be followed by additional work sessions scheduled during Special Meetings in October, November and December 2021, in addition to Envision SPPS updates that would be provided during Committee of the Board meetings and discussions during Regular Meetings of the Board. The board would vote on the recommendations during the Regular Meeting of the Board of Education on Tuesday, November 16, 2021.

QUESTIONS/COMMENTS:

- Director Kopp asked about support for affected communities and whether recommendations that include impacts on two programs if both programs would be engaged.
- Chief Turner responded by noting both programs would be offered engagement to help them.
- Director Carrillo asked why informational sessions were being held virtually and wondered if it was due to Covid concerns or something else.
- Chief Turner responded in the affirmative that it was because of Covid.
- Director Carrillo then asked how long the hearings and informational sessions would last.
- Chief Turner noted that the length of time had not been finalized yet and that those plans would be made in collaboration with SPPS Communications and board members to identify the amount of time for each.
- Director Carrillo noted that a lot of schools were involved and time would be needed to give parents time to speak. He emphasized there needed to be a time allotment so parents could speak up and board members could hear them; there was a need for equitable community/parent voice.
- Chief Turner cited plans for language-specific meetings in Spanish, Karen and Somali languages, for example, plus virtual meetings in English. Chief Turner noted district plans to target specific communities for engagement.
- Director Carrillo then asked who would be sent to speak with school communities.
- Chief Turner responded by noting a combination of Superintendent Gothard, Chief Turner, and others would be involved in making those decisions and more information would be announced at a later day. Thank you.
- Director Foster requested more clarity around how much time would be dedicated to community feedback, emphasizing that an hour was not enough time to have a robust dialogue.
- Chief Turner asked whether two hours for virtual meetings would be enough and whether the same would hold for in-person meetings.

- Director Foster noted SPPS had not previously in its history scheduled meetings like this longer than one hour and then asked whether the district knows how much time was needed and whether there can be flexibility in how much time was needed.
- Chief Turner response: Duly noted.
- Director Kopp noted that in-person public comments can become very emotional and for some members of the community participation in in-person meetings can be a challenge. In other words, it's a complex question, but she stated that given the gravity and emotion of what folks would be experiencing, the district needed to lead compassionately to allow people to say what they need to say.

XII. ADJOURNMENT

Vice Chair Vue, finding no further questions or comments, concluded of the Committee of the Board meeting for October 5, 2021.

As reminders, Vice Chair Vue noted a Special Meeting of the Board of Education to discuss Envision SPPS was scheduled on Monday, October 11, 2021 at 4:30pm. Also, there was a Special Closed Meeting of the Board of Education to discuss labor negotiations on Monday, October 18, 2021 at 4:30pm and a Special Meeting to discuss Envision SPPS scheduled on Monday, October 18, 2021 at 5:30pm. A Regular Meeting of the Board of Education was scheduled for Tuesday, October 19, 2021 beginning at 5:30pm with public comment.

Finally, Vice Chair Vue stated the next Committee of the Board meeting was scheduled for Tuesday, November 9, 2021 beginning at 4:30pm.

Vice Chair Vue, seconded by Director Ellis, motioned to adjourn. The motion was approved by acclaim.

The meeting adjourned at 5:55 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

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



Envision SPPS: Enrollment & Sustainability

Exploratory Analysis of Class Size Limitations

Dr. Stacey Gray Akyea
Cindy Porter, Research Analyst
Kara Arzamendia, Assistant Director

Board of Education
October 19, 2021

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Envision SPPS & Enrollment

“Declining birth rates and increased competition from schools outside of SPPS are among the biggest challenges we are facing. Schools and programs with too few students make it too difficult to provide those students with a well-rounded education.”

Envision SPPS

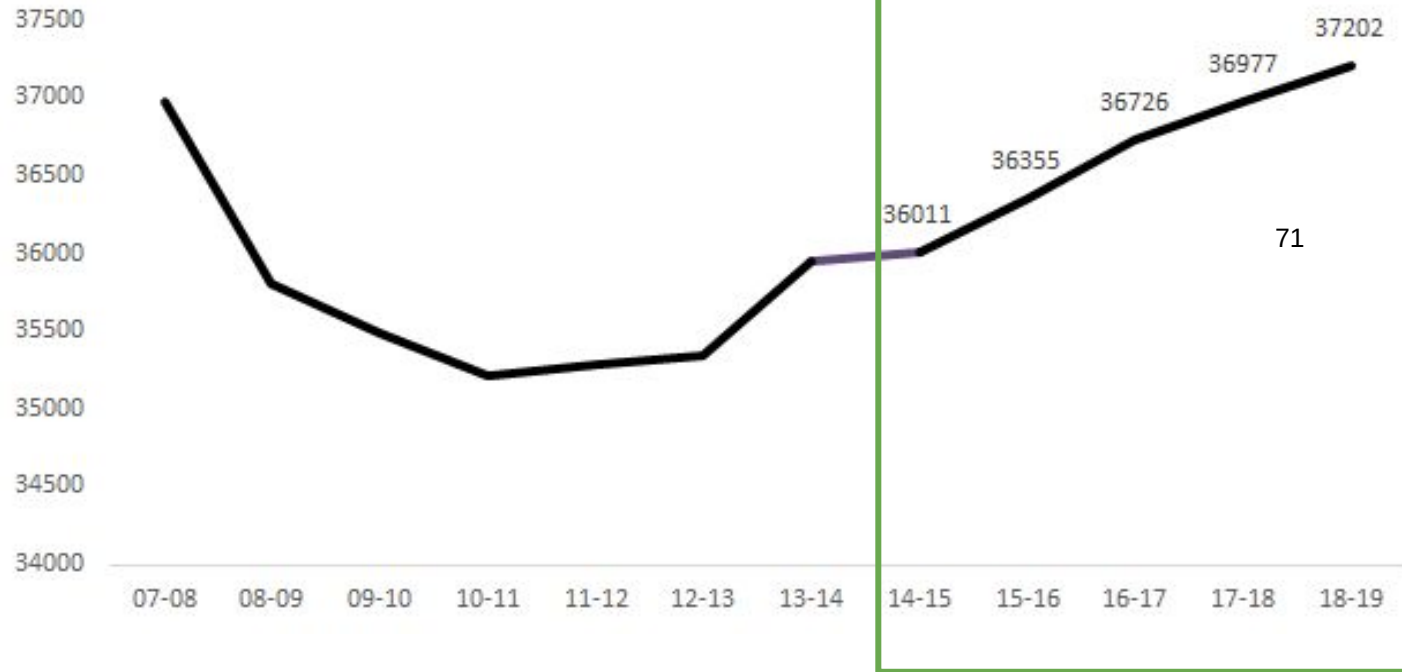
70

Conversely

Schools and programs with
healthy enrollments make it possible to
provide and sustain a well-rounded education

In 2013-14....

Five Year Enrollment Projection Snapshot (2013-14)



REA produced a 5-year enrollment projection 2014-15, 2015-16, 2016-17, 2017-18, 2018-19

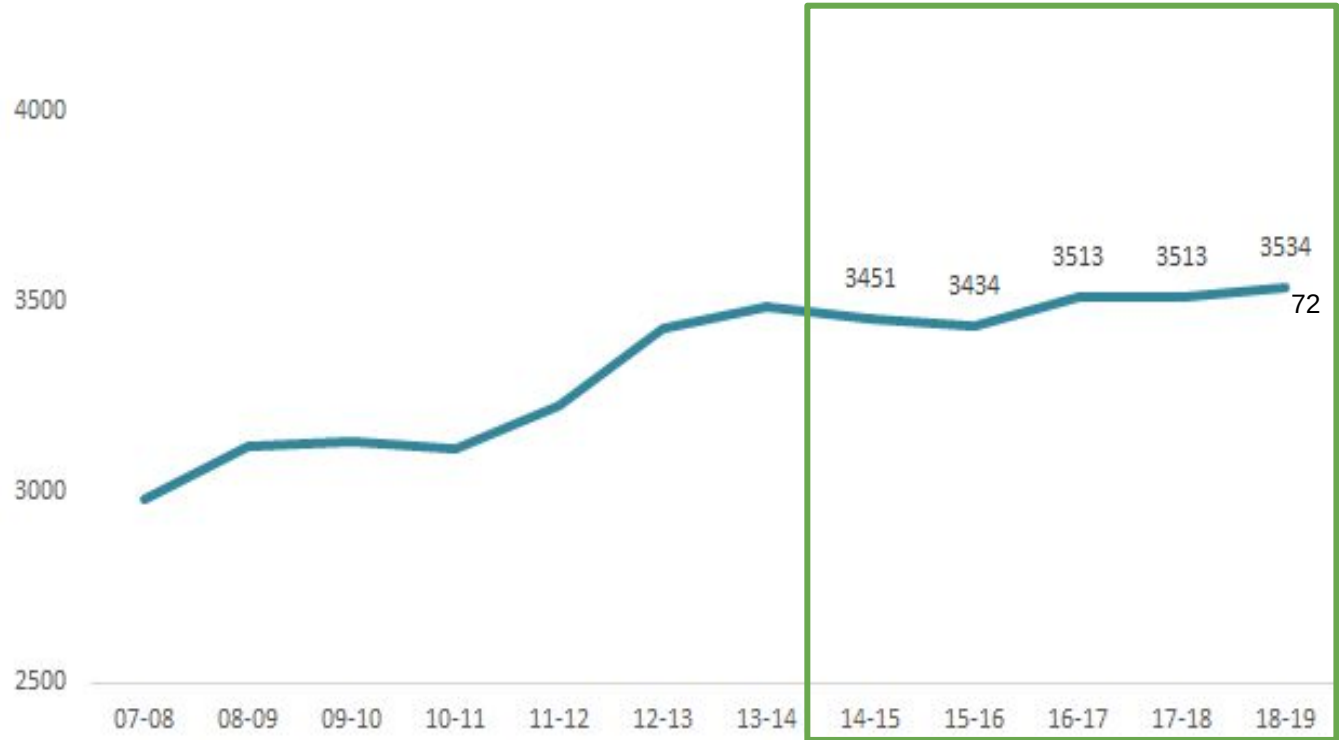
Snapshot predicted incremental increases

Validated by external consultant and former state demographer, specializing in educational institutions and enrollment projections

Kindergarten “Pacesetter”

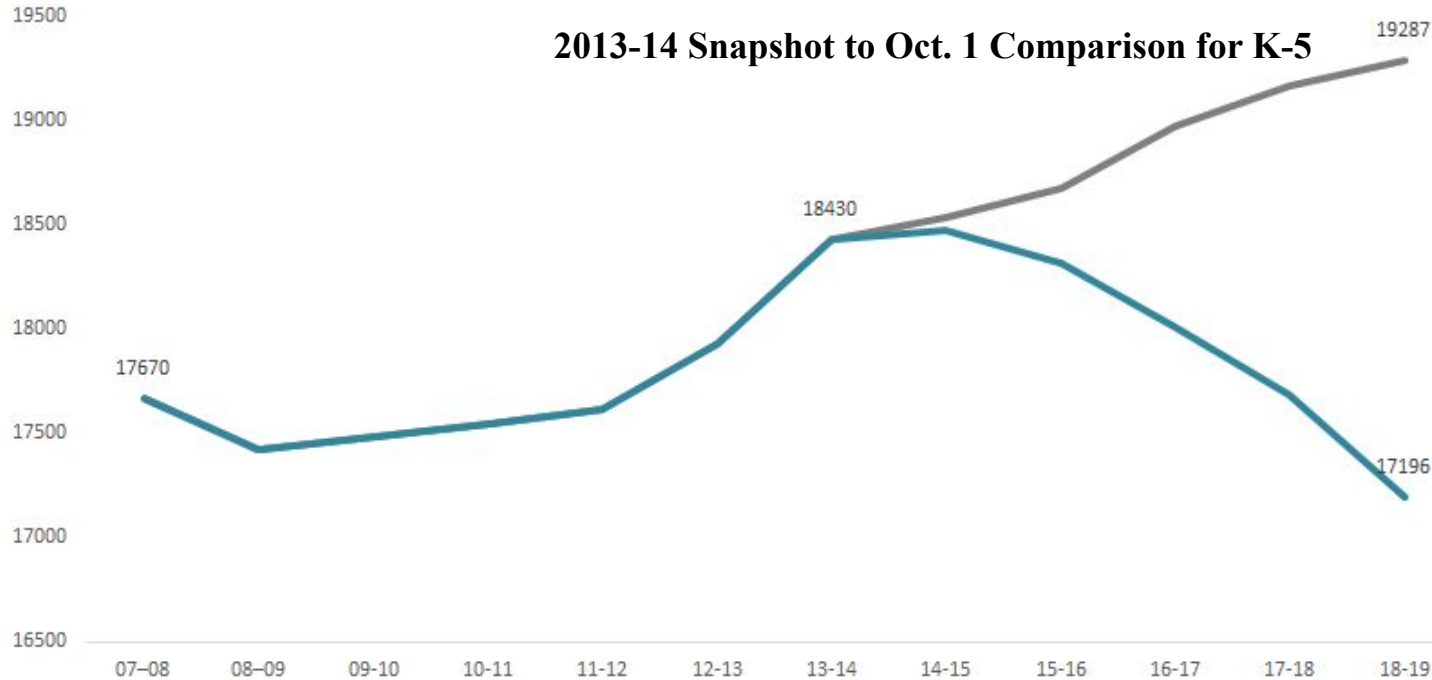
Five Year Enrollment Projection for Kindergarten 2013-14 Snapshot

Trend predicted very slight dip in 2015-16 then slight increases until 18-19



Two Roads...

2013-14 Snapshot to Oct. 1 Comparison for K-5



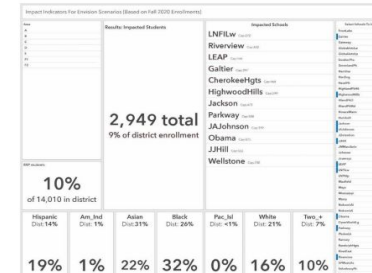
Considerable difference between snapshot and Oct. 1

Divergence begins SY 2014-15

Difference of 2091 K-5 students

Total Systemic Impact -

If all the scenarios are carried forward



Influences

Although there have been numerous decisions that *may have* contributed to the current enrollment situation, one of the most controversial and contested decisions is the implementation of class size limitations (CSL).

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Completion of the first phase of Strong Schools, Strong Communities Class size limitations (range) Racial equity policy	SPED level 3 inclusion Strong Schools, Strong Communities 2.0 Class size limitations High / Low Poverty (range) 1:1 iPad	School Improvement Grants Awarded Valeria Silva resigned as Superintendent	Voluntary Pre-K Dr. Thein hired as Interim Superintendent	Dr. Gothard hired as Superintendent	SPPS Achieves Office of Digital and Alternative Education Class size limitations (cap)	74 Changes in school start times SPFE strike COVID-19 Distance Learning

Class Size Limitation Background

	Contract 2011-13	Contract 2013-15		Contract 2015-17	Contract 2017-19							
	... by the start of the 2013-2014 school year, class sizes will, on average, be equal to the lowest number of the class size range	Beginning in 2014-2015 class sizes in elementary will, on average, per grade level in each school, be within the class size range		Beginning in 2015-16, the class size range for higher-poverty elementary kindergarten will be 20-24	In 2018-19 class sizes in elementary will, on average, per grade level in each school be within the class size range indicated below and will not, in any individual classroom, exceed the cap							
		High Poverty	Low Poverty		2017-2018				2018-19			
					High Poverty		Low Poverty		High Poverty		Low Poverty	
					Average/Teacher	Cap	Average/Teacher	Cap	Average/Teacher	Cap	Average/Teacher	Cap
Prek	20 or less	20 or less	20 or less		20	20	20	20	20	20	20	20
K	22-18	20 – 25	22 - 26	20-24	24	25	26	27	24	25	26	27
1	22-18	22 – 25	22 - 27		25	26	27	28	25	26	27	28
2	22-18	22 – 25	22 - 27		25	26	27	28	25	26	27	28
3	22-18	22 – 25	22 - 27		25	26	27	28	25	26	27	28
4	25 – 30	25 – 28	25 - 29		28	30	29	31	28	30	29	31
5	25 – 30	25 – 28	25 - 29		28	30	29	31	28	30	29	31

Design

Causal-Comparative research design to explore *possible* relationship between CSL and enrollment

Data

SPPS. Research, Evaluation and Assessment. Enrollment and Projections

Questions

1. In what ways could CSL impact school enrollment?
2. Does the yearly change in grades differ before CSL from after CSL?
3. Does the change in a K-5 cohort differ before CSL and after CSL?
4. How does the actual enrollment compare to the projected enrollment snapshot from 2013-14?

76

Limitations

- Inquiry is after the fact “ex post facto”
- No certainty of causation
- There was no opportunity to control any of the variables. No way to discern interplay among multiple possible factors, one factor at one time, another factor at another time or individual school factors

Analysis 1

In what ways could CSL impact school enrollments?

Comparison of enrollment models

1. Most K-5 schools across the district were organized into categories based on prior enrollment trends (increasing, declining)
2. Immersion K-5 schools across the district were grouped
3. Statistical modeling to “predict” future enrollment for schools with increasing enrollment trends based on CSL (no limits, limits)
4. Statistical modeling to “predict” future enrollment for schools with declining enrollment trends based on
CSL (no limits, limits)
K size (stable grade K enrollment, declining grade K enrollment)

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Comparison of enrollment models

School modeling by enrollment trends

Increasing Enrollment



School with increasing enrollment trend before CSL predicted to have continual increase in enrollment before plateau

Declining Enrollment



School with declining enrollment trend before CSL predicted to have continual decrease in enrollment before plateau

Comparison of enrollment models

School with increasing enrollment modeled using CSL factor



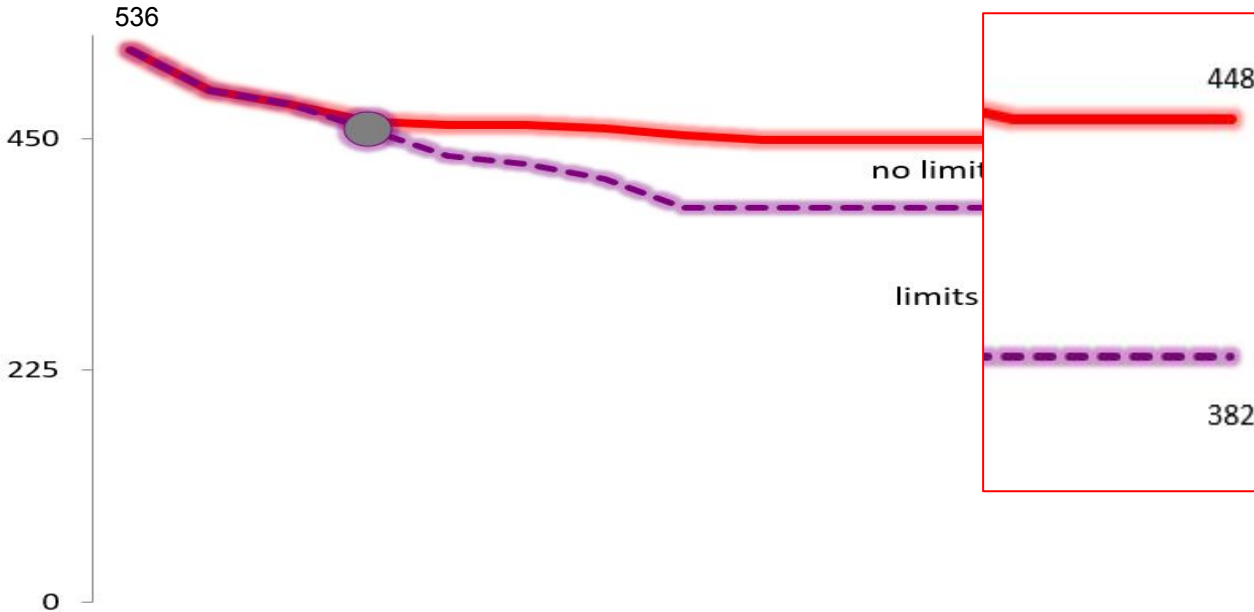
School with increasing enrollment before CSL

79

- see **incremental increase when CSL are applied (n=408)**
- over time the difference in school enrollment is 47 students

Comparison of enrollment models

School with declining enrollment modeled using CSL factor

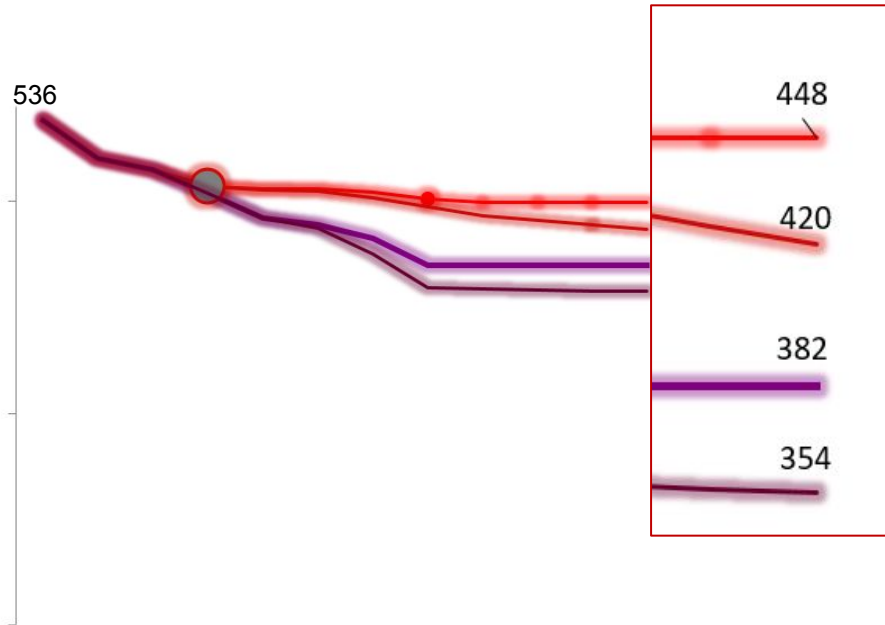


School with declining enrollment before CSL

- sharper declines when modeled **with CSL** ⁸⁰ (n=382)
- **with CSL** the declines are noticeable; a difference in school enrollment is 66 students

Comparison of enrollment models

School with decreasing enrollment model with CSL and grade K size



School with declining enrollment
before CSL

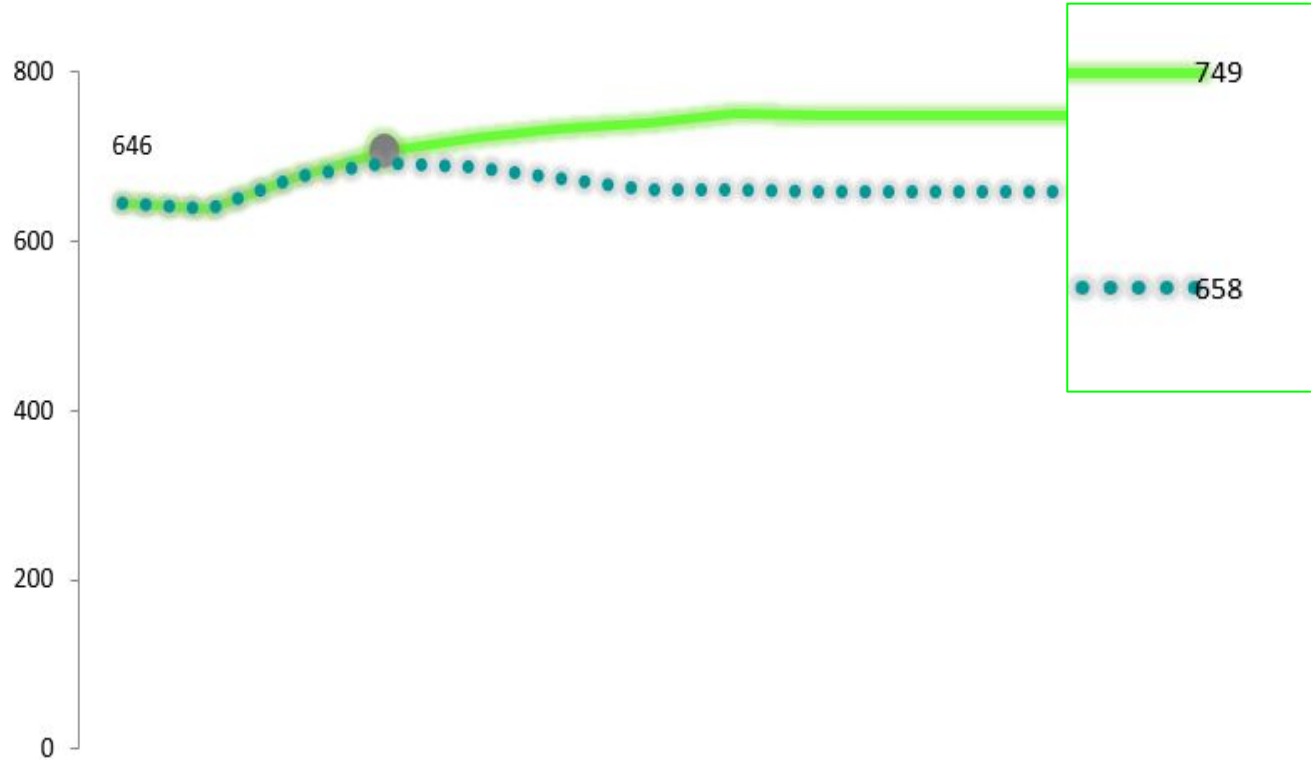
increasingly dramatic decline
based on factors in the model -

81

declining K without CSL (420)
steady K and CSL (382), then
declining K and CSL (354)

Comparison of enrollment models

One Way Immersion school with increasing enrollment model



One way immersion school

- continue to increase slowly with **no CSL (n=749)** and plateau **with CSL (n=658)**
- over time the difference in school enrollment is 91 students

Analysis 2

Does the average change in grades differ before CSL and after CSL?

Average year to year change by grade

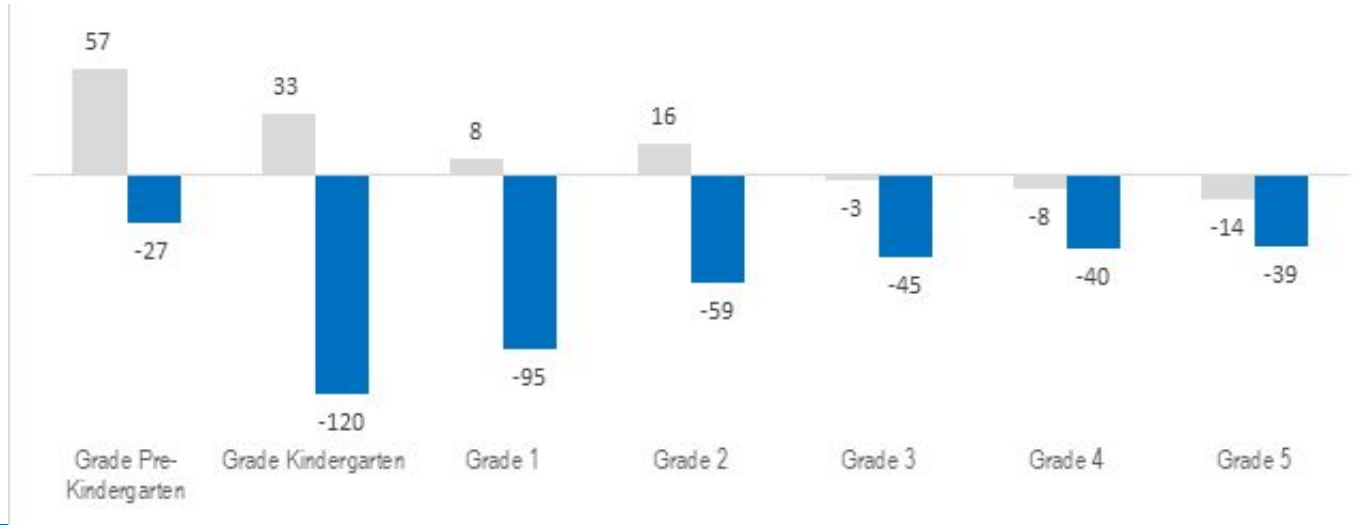
1. October 1 enrollment was divided into two categories
 - Before CSL (2007-08 to 2012-13)
 - After CSL (2013-14 to 2019-20)
2. Within each category, the year to year change was calculated
3. The year to year changes were averaged

83

Average year to year change by grade

Average change by grade level

- Prior to CSL, average change was positive at early elementary grades
- Prior to CSL upper elementary grades on average declined by 20 students a year
- After CSL all grades saw decreases
- Larger average decreases from year to year after CSL for all elementary grades; the largest difference observed at K



84

Analysis 3

Does the change in a K-5 cohort differ before CSL and after CSL?

Comparison of K-5 cohort changes before and after CSL

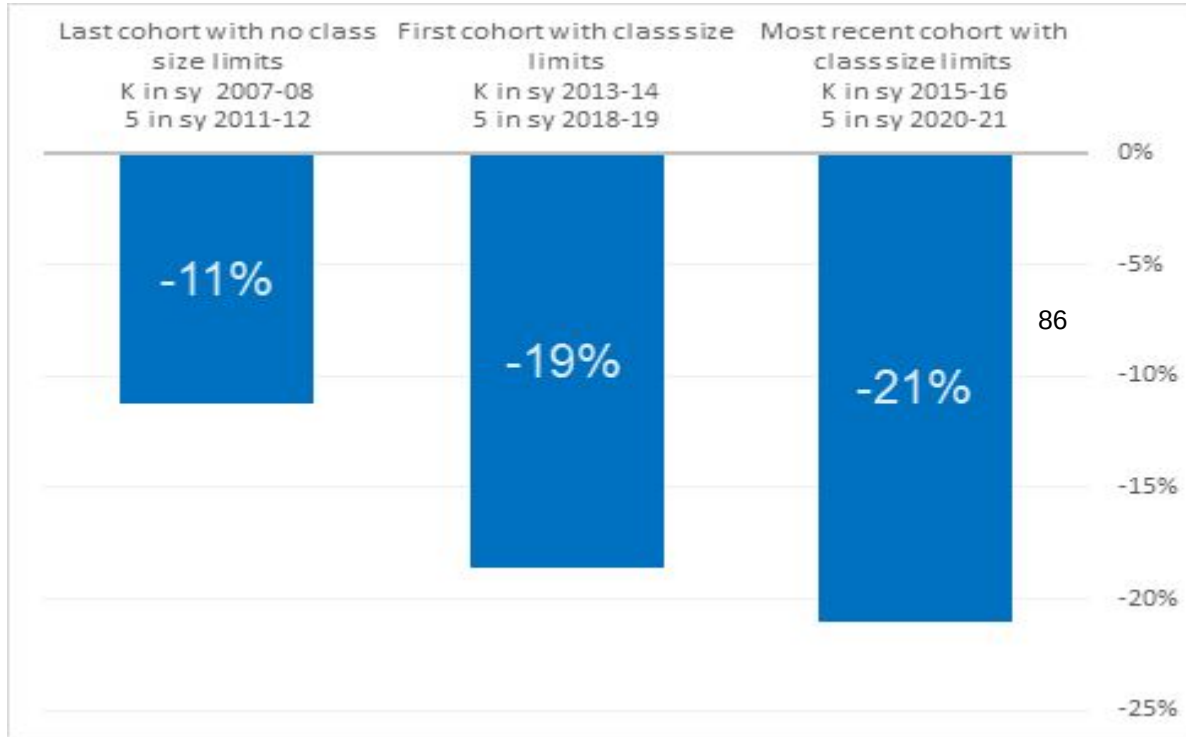
1. A cohort was defined by students that entered Kindergarten and stayed to complete grade 5 for each of the following windows of time
 - Last cohort prior to CSL (K in 2007-08; 5th in 2011-12)
 - First cohort after CSL (K in 2013-14; 5th in 2018-19)
 - Most recent cohort (K in 2015-16; 5th in 2020-21)
2. The change in enrollment from K to 5 was calculated

85

Comparison of K-5 cohort changes before and after CSL

Comparison of K-5 cohort changes before and after CSL

- All cohorts lose students between grades K and 5
- Larger decrease from year to year after CSL; most recent cohort has largest decrease



Comparison of K-5 cohort changes before and after CSL

Comparison of K-5 cohort changes by student racial/ethnic groups

	Last cohort with no class size limits K in sy 2007-08 5 in sy 2011-12	First Cohort with class size limits K in sy 2013-14 5 in sy 2018-19	Most recent cohort with class size limits K in sy 2015-16 5 in sy 2020-21
ALL	-11%	-19%	-21%
AI	-9%	-13%	-7%
AS	3%	-18%	-22%
HS	-19%	-20%	-24%
BK	-11%	-11%	-15%
WT	-20%	-28%	-25%

- Across student racial groups, Asian students saw the most decrease 87
- American Indian and White students saw dips then improvement

Comparison of K-5 cohort changes before and after CSL

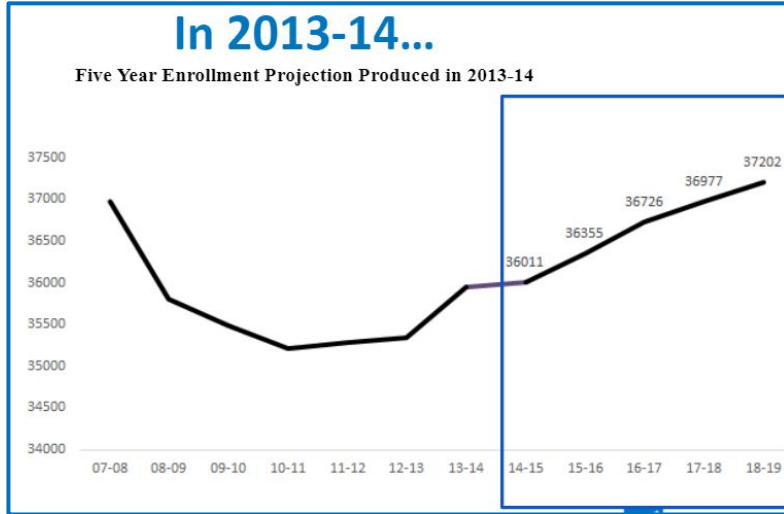
Comparison of K-5 cohort changes by student groups

	Last cohort with no class size limits K in sy 2007-08 5 in sy 2011-12	First Cohort with class size limits K in sy 2013-14 5 in sy 2018-19	Most recent cohort with class size limits K in sy 2015-16 5 in sy 2020-21
Not SPED	-20%	-22%	-24%
SPED	68%	14%	5%
Not FRL	-29%	-2%	-15%
FRL	-3%	-25%	-24%
Female	-12%	-18%	-19%
Male	-10%	-20%	-23%
Not EL	14%	3%	-1%
EL	-45%	-51%	-52%

- Across student groups, students receiving free/reduced meals, males, and EL students saw the most negative change ⁸⁸
- Most severe is the most recent EL cohort which decreases by 52% of students between K and 5

Analysis 4

How does the actual enrollment compare to the projected enrollment snapshot from 2013-14?
2013-14 Snapshot to October 1 Comparison

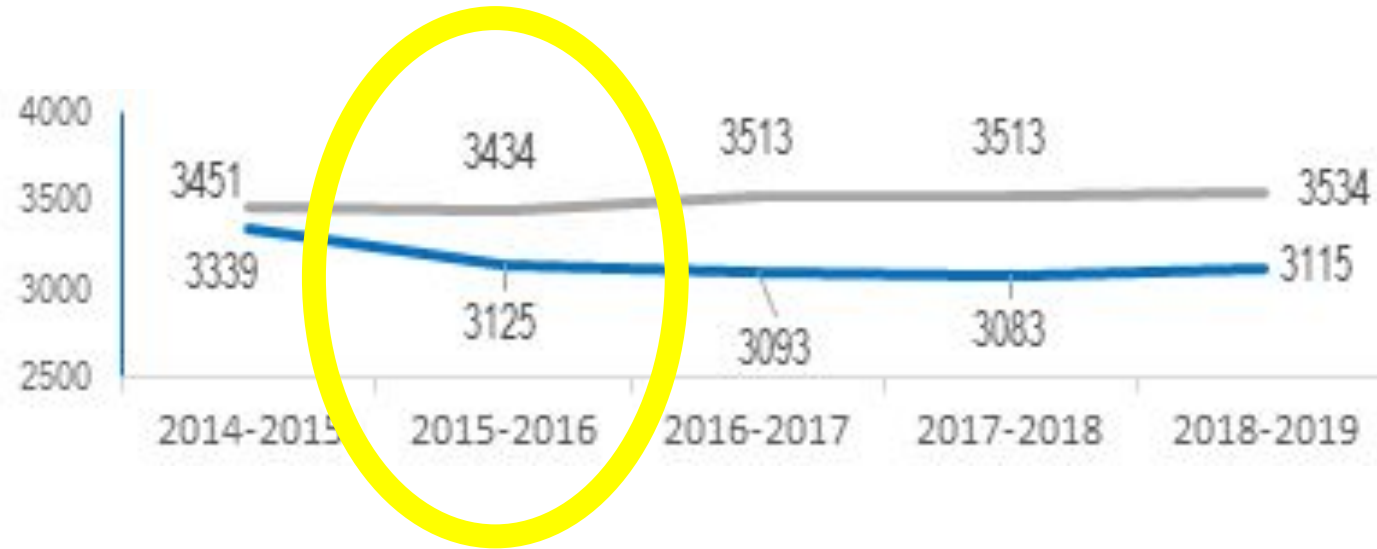


1. In school year 2013-14, REA produced a 5-year enrollment projection
 - a. 2014-15, 2015-16, 2016-17, 2017-18, 2018-19
 - b. Snapshot predicted incremental increase 89
 - c. Validated by external consultant and former state demographer specializing in educational institutions and enrollment projections
2. 2013-14 snapshot used as a baseline to compare the actual October 1 enrollment

2013-14 5-Year Trend to October 1 Comparison

2013-14 5-Year Trend to October 1 Comparison for Grade K

- Oct 1 for K is noticeably lower than snapshot within two school years of CSL
- Once introduced; the gap between the snapshot and Oct 1 remains across subsequent years

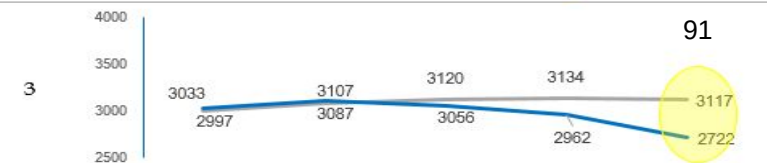
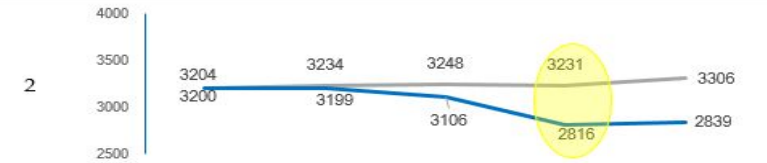


90

2013-14 5-Year Trend to October 1 Comparison

2013-14 5-Year Trend to October 1 Comparison by Grade

Once the Oct 1 enrollment for K deviates from snapshot, it matriculates through grades levels



Results Summary

In what ways could CSL impact school enrollments?	-Schools with increasing enrollment trend would see less potential to grow with CSL -Schools with declining enrollment trend would experience expedited declines particularly when the size of the incoming K cohort decreases -Immersion schools would experience noticeable interruption of increasing enrollment
Does the average change in grades differ before CSL and after CSL?	The average changes differ substantially for early elementary grades; K is observed as the most extreme difference 92
Does the change in a K-5 cohort differ before CSL and after CSL?	Although K-5 cohorts decrease for all cohorts, larger decreases are observed after CSL and more substantial decreases are observed for Asian, Hispanic, White, SPED, EL and FRL
How does the actual enrollment compare to the projected enrollment snapshot	A noticeable decrease from snapshot within 2 years of CSL at K that persist both horizontally across subsequent K cohorts as well as through higher grade levels

Conclusion

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 sustainability⁹³

Limitations and caution for interpretation

- Inquiry is after the fact “ex post facto”; here was no opportunity to control any of the variables
- No certainty of causation
- No way to discern interplay among multiple possible factors, one factor at one time, another factor at another time or individual school factors

How Does It Happen?



An Example: Three Schools



School

A

Neighborhood

Increasing enrollment trend

85% of students return in fall

SY 2013-14 enrollment = 476

SY 2020-21 enrollment = 532

Net gain of 56 students

+ 8% change



School

B

Neighborhood

Declining enrollment trend

60% of students return in fall

SY 2013-14 enrollment = 527

SY 2020-21 enrollment = 387

Net loss of 140 students

-27% change



School

C

One Way Immersion

Increasing enrollment trend⁹⁵

70% of students return in fall

SY 2013-14 enrollment = 609

SY 2020-21 enrollment = 419

Net loss of 190 students

-31% change



School A

K-5 neighborhood
Increasing enrollment pattern
SY 2013-14 enrollment = 476

SY 2014-15

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19					

Projection is higher than previous year Oct. 1
Oct. 1 is higher than projection
Four grades accept three students over CSL for each section (+12)

SY 2015-16

Projection is higher than previous year Oct. 1
Four grades accept three students over CSL for each section (+12)

School increases by one section

SY 2016-17

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20				

Projection is higher than previous year Oct. 1

96

SY 2017-18

Projection is higher than previous year Oct. 1
Three grades accept three students over CSL for each section (+9)

School increases by one section

SY 2018-19

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21			

Projection is higher than previous year Oct. 1

SY 2019-20

Projection is higher than previous year Oct. 1
Three grades accept three students over CSL for each section (+9)

School increases by one section

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22		

SY 2020-21 enrollment = 532
Net gain of 56 students
+8% change



School B

K-5 neighborhood
Declining enrollment pattern
SY 2013-14 enrollment = 527

SY 2014-15	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td>21</td><td></td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21				Projection is lower than previous year Oct. 1 but not substantial Enrollment is kept at CSL; additional applicants not accepted	
1	2	3	4	5	6																						
7	8	9	10	11	12																						
13	14	15	16	17	18																						
19	20	21																									
SY 2015-16		Projection is lower than previous year Oct. 1 Enrollment is kept at CSL; additional applicants not accepted	School eliminates one section																								
SY 2016-17	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>19</td><td>20</td><td></td><td></td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					Projection is lower than previous year Oct. 1 3rd year of resources loss 3rd year of Oct. 1 under school projection	School eliminates one section 97
1	2	3	4	5	6																						
7	8	9	10	11	12																						
13	14	15	16	17	18																						
19	20																										
SY 2017-18		Projection is lower than previous year Oct. 1 4th year of resource loss Enrollment is kept at CSL; additional applicants not accepted	School eliminates one section																								
SY 2018-19	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Projection is lower than previous year Oct. 1 Enrollment is kept at CSL; additional applicants not accepted	School eliminates one section						
1	2	3	4	5	6																						
7	8	9	10	11	12																						
13	14	15	16	17	18																						
SY 2019-20		Projection is lower than previous year Oct. 1 Enrollment is kept at CSL; additional applicants not accepted	School eliminates one section																								
	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			SY 2020-21 enrollment = 387 Net loss of 140 students -27% change							
1	2	3	4	5	6																						
7	8	9	10	11	12																						
13	14	15	16																								



School C

K-5 One Way Immersion
SY 2013-14 enrollment = 609

SY 2014-15

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24

Projection is lower than previous year Oct. 1 but not substantial
Natural attrition at upper grades from 3 to 4

School eliminates one section

SY 2015-16

Projection is lower than previous year Oct. 1
Enrollment is kept at CSL; additional applicants not accepted

School eliminates one section

SY 2016-17

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22		

Projection is lower than previous year Oct. 1

School eliminates one section

98

SY 2017-18

Projection is lower than previous year Oct. 1
Enrollment is kept at CSL; additional applicants not accepted

School eliminates two sections

SY 2018-19

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19					

Projection is lower than previous year Oct. 1

School eliminates one section

SY 2019-20

Projection is lower than previous year Oct. 1
Enrollment is kept at CSL; additional applicants not accepted

School eliminates one section

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	

SY 2020-21 enrollment = 419
Net loss of 190 students
-31% change

**Schools and programs with
healthy enrollments
make it possible to provide and sustain a
well-rounded education**

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Saint Paul
PUBLIC SCHOOLS

Questions

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Saint Paul
PUBLIC SCHOOLS

2022 - 2023 Calendar Update

Board of Education Meeting:
October 19, 2021



Calendar Committee

Sue Snyder, Sign Language Interpreter, Humboldt Co-Chair

Craig Anderson, Executive Director of Teaching and Learning Co-Chair

Diedra Carlson, JJ Hill

Arazue Forouzan-Yazdani, ELL Central

Kristi Chan, Parent

Tracy Buhl, Principal Crossroads Elementary

Heather Kilgore, Director, Family Community Engagement

Kathy Weyandt, Communications

Patricia Michaud, MARSS Supervisor (Finance Department)

Jessica Grodin, MCAS/Parent

Shela Her, Placement Center

Jennifer Davis, ECFE Parent Educator

Kimberly Colbert, Central

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School Begins Sept. 6th
School Ends June 14th
11 Day Winter Break
Conf. Prep on Oct 31st
Staff Dev. Day April 21
Digital Day on Nov. 8

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By The Numbers

Quarter 1 - 47 days

Quarter 2 - 39 days

Quarter 3 - 43 days

Quarter 4 - 46 days

Total Days = 175

Saint Paul Public Schools		2022-2023 School Calendar	
August 2022		August	February
Su	M Tu W Th F Sa		Su M Tu W Th F Sa
	1 2 3 4 5 6		1 2 3 4
7	8 9 10 11 12 13		5 6 7 8 9 10 11
14	15 16 17 18 19 20		12 13 14 15 16 17 18
21	22 23 24 25 26 27	22-26 New Educator Week	19 20 21 22 23 24 25
28	29 30 31	29-31 Opening Workshops	26 27 28
September 2022		September	March
Su	M Tu W Th F Sa	1-2 Opening Workshops	10 NO SCHOOL ALL SITES
		5 Labor Day	PIKE-Conference Prep
4	5 6 7 8 9 10	6 E/S Classes Begin	S-Professional Development
11	12 13 14 15 16 17	6-7 P & K No School: Conferences	24 PIKE-No School:Conferences
18	19 20 21 22 23 24	8 P & K Classes Begin	S-in session
25	26 27 28 29 30		31 End of Quarter 3 (43 days)
October 2022		October	April
Su	M Tu W Th F Sa		3-7 NO SCHOOL ALL SITES
			Spring Break
2	3 4 5 6 7 8	20-21 NO SCHOOL ALL SITES	21 NO SCHOOL ALL SITES
9	10 11 12 13 14 15	State teacher meeting	PIKE/S Professional Development
16	17 18 19 20 21 22	31 PIKE-No School-Conference Prep	
23	24 25 26 27 28 29	S-in session	
30	31		
November 2022		November	May
Su	M Tu W Th F Sa	8 Digital Learning Day	8 Digital Learning Day
		11 End of Quarter 1 (47 days)	11 End of Quarter 1 (47 days)
6	7 8 9 10 11 12	18 NO SCHOOL ALL SITES	18 NO SCHOOL ALL SITES
13	14 15 16 17 18 19	PIKE-Conferences	PIKE-Conferences
20	21 22 23 24 25 26	plus two evenings scheduled by school	plus two evenings scheduled by school
27	28 29 30	S-Professional Development	S-Professional Development
December 2022		December	June
Su	M Tu W Th F Sa		
4	5 6 7 8 9 10	19-2 NO SCHOOL ALL SITES	14 Last day for students
11	12 13 14 15 16 17	Winter Break	End of Quarter 4 (46 days)
18	19 20 21 22 23 24		15 Last day for teachers
25	26 27 28 29 30 31		Grading Day
January 2023		January	July
Su	M Tu W Th F Sa	2 NO SCHOOL ALL SITES	2 NO SCHOOL ALL SITES
1	2 3 4 5 6 7	Winter Break	Winter Break
8	9 10 11 12 13 14	16 NO SCHOOL ALL SITES	16 NO SCHOOL ALL SITES
15	16 17 18 19 20 21	Martin Luther King Day	Martin Luther King Day
22	23 24 25 26 27 28	26 End of Quarter (38 days)	26 End of Quarter (38 days)
29	30 31	27 NO SCHOOL ALL SITES	27 NO SCHOOL ALL SITES
		Key	
		P PreK	
		K Kindergarten	
		E Elementary	
		S Secondary	
		# End of Quarter	
		□ No School Select Grades	
		■ No School All Grades	
		P&K-171 Days E-173 Days S-175 Days	

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Recommendation

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

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Motion

Motion:

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

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HUMAN RESOURCE TRANSACTIONS
September 1, 2021 – September 30, 2021
October 19, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Budke, M.	Central Administrator	09/13/2021	\$50.67	Como Service Center
Abrahamson, M.	Classroom Teacher	08/23/2021	\$28.14	Cherokee Heights Elem
Bahnsen, T. M.	Classroom Teacher	09/07/2021	\$38.00	Wellstone Elementary
Bauer, W. C.	Classroom Teacher	09/20/2021	\$29.13	Highland Park Elementary
Becker, C. J.	Classroom Teacher	08/30/2021	\$45.74	Obama Service Learning
Bergantine, D.	Classroom Teacher	08/30/2021	\$37.77	Capitol Hill Magnet
Bodnar, M.	Classroom Teacher	08/14/2021	\$22.73	Crossroads Montessori
Boritzke, S.	Classroom Teacher	08/23/2021	\$32.38	Four Seasons A+
Boucher, C. M.	Classroom Teacher	08/28/2021	\$31.73	Adams Spanish Immersion
Carter, E. G.	Classroom Teacher	08/14/2021	\$30.52	Murray Middle School
Daily, A.	Classroom Teacher	08/28/2021	\$26.41	Crossroads Science
Everett, D. A.	Classroom Teacher	08/14/2021	\$49.30	Capitol Hill Magnet
Flood, K.	Classroom Teacher	08/14/2021	\$28.14	Cherokee Heights Elem
Gregory, K.	Classroom Teacher	09/13/2021	\$31.73	Virtual Learning School
Gryska, A.	Classroom Teacher	10/18/2021	\$33.92	Virtual Learning School
Hanson, J.	Classroom Teacher	08/30/2021	\$31.34	Como Park Senior High
Healy, J.	Classroom Teacher	09/07/2021	\$35.14	Hamline Elementary
Heller, F.	Classroom Teacher	09/07/2021	\$34.51	Virtual Learning School
Hensler, C. L.	Classroom Teacher	10/04/2021	\$32.69	Eastern Heights Elementary
Jaap, B.	Classroom Teacher	08/14/2021	\$28.14	Como Park Elementary
Klemme, D.	Classroom Teacher	09/07/2021	\$51.81	Murray Middle School
Klenzman, K. M.	Classroom Teacher	08/23/2021	\$28.14	Maxfield Elementary
Kraft, A.	Classroom Teacher	08/23/2021	\$34.47	Groveland Park Elementary
LaQua, P. N.	Classroom Teacher	08/23/2021	\$31.91	1780 W. 7th Street
Lacher, S. L.	Classroom Teacher	08/23/2021	\$53.63	Cherokee Heights Elem
Lamah, K.	Classroom Teacher	08/14/2021	\$31.34	Johnson Achievement Plus
Langlie, S.	Classroom Teacher	08/14/2021	\$38.00	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
September 1, 2021 – September 30, 2021
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Love, M. R.	Classroom Teacher	09/07/2021	\$33.27	Virtual Learning School
Markey, A.	Classroom Teacher	08/30/2021	\$51.49	Capitol Hill Magnet
McDonald, M.	Classroom Teacher	08/28/2021	\$30.04	Central Senior High
Meadows, M.	Classroom Teacher	08/28/2021	\$28.14	Battle Creek Elementary
Middleton, A. C.	Classroom Teacher	09/07/2021	\$53.42	Wellstone Elementary
Moreno, M.	Classroom Teacher	09/27/2021	\$28.14	Highland Park Senior
Nelson, I.	Classroom Teacher	08/23/2021	\$31.81	Cherokee Heights Elem
Nicksic, A.	Classroom Teacher	08/23/2021	\$30.69	Crossroads Science
Noel, R. J.	Classroom Teacher	09/03/2021	\$31.34	Washington Tech Sec
Olsen, A.	Classroom Teacher	09/07/2021	\$49.30	Virtual Learning School
Pfeiffer, E. A.	Classroom Teacher	08/30/2021	\$32.38	Murray Middle School
Pulley, K.	Classroom Teacher	08/28/2021	\$51.81	Humboldt Secondary
Revermann, J.	Classroom Teacher	08/16/2021	\$32.56	Murray Middle School
Reynolds, H.	Classroom Teacher	08/28/2021	\$28.14	Hamline Elementary
Rynish, K.	Classroom Teacher	08/28/2021	\$28.14	Maxfield Elementary
Schleisman, G. E.	Classroom Teacher	08/14/2021	\$31.34	Battle Creek Middle
Schwartz, H. S.	Classroom Teacher	09/27/2021	\$28.14	Central Senior High
Schweiss, R. H.	Classroom Teacher	08/30/2021	\$32.38	Como Service Center
Skahen, C.	Classroom Teacher	08/14/2021	\$35.12	Four Seasons A+
Steigauf, M.	Classroom Teacher	09/07/2021	\$30.04	Virtual Learning School
Stensby, B.	Classroom Teacher	08/23/2021	\$51.81	Nokomis Montessori North
Tolish, E. M.	Classroom Teacher	08/14/2021	\$33.18	Bruce F Vento Elementary
Tsakistos, M.	Classroom Teacher	08/14/2021	\$51.81	Horace Mann School
Van Nevel, J. L.	Classroom Teacher	09/27/2021	\$31.34	St. Paul Music Academy
Vue, S.	Classroom Teacher	09/27/2021	\$31.34	Virtual Learning School
Waltman, M. E.	Classroom Teacher	08/28/2021	\$33.94	Creative Arts Secondary
Ward, J.	Classroom Teacher	09/07/2021	\$41.14	Wellstone Elementary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Watson, B.	Classroom Teacher	09/07/2021	\$43.88	Virtual Learning School
Xiong, F. P.	Classroom Teacher	09/07/2021	\$30.04	Virtual Learning School
Yang, K. X.	Classroom Teacher	08/14/2021	\$31.91	Highland Park Senior
Espe, B. O.	Classroom Teacher	08/23/2021	\$28.14	Como Park Elementary
Huber, A. K.	Classroom Teacher	08/30/2021	\$31.73	Johnson Achievement Plus
Kiiskila, S.	Classroom Teacher	08/23/2021	\$34.63	Crossroads Montessori
Bautista, N. C.	Classroom Teacher	08/23/2021	\$28.14	Bruce F Vento Elementary
Stephens, K. A.	Classroom Teacher	08/23/2021	\$31.34	Rondo Education Center
Patera, M. J.	Classroom Teacher	09/07/2021	\$39.57	Farnsworth Aerospace UPR
Whitney, J.	Classroom Teacher	08/23/2021	\$51.81	Farnsworth Aerospace UPR
Just, T. A.	Classroom Teacher	08/14/2021	\$33.94	Como Park Elementary
Wick, S.	Classroom Teacher	08/14/2021	\$40.58	Como Park Elementary
Legrid, A. D.	Classroom Teacher	10/04/2021	\$43.88	Battle Creek Elementary
Butler-Pinkham, E.	Classroom Teacher	08/14/2021	\$49.30	Obama Service Learning
DeLong, N.	Classroom Teacher	08/14/2021	\$40.56	Maxfield Elementary
Howe, J.	Classroom Teacher	08/14/2021	\$31.34	Highland Park Elementary
Camara, A.	School/Community Professional	08/28/2021	\$27.48	Hamline Elementary
Crockett, B. D.	School/Community Professional	08/28/2021	\$21.77	Benjamin Mays/Museum
Englund, N. J.	School/Community Professional	09/07/2021	\$37.77	Humboldt Secondary School
Lysongtseng, K.	School/Community Professional	08/30/2021	\$34.42	271 Belvidere Bldg
Royster, G. M.	School/Community Professional	09/27/2021	\$33.39	Global Arts Plus LWR
Thao, N. N.	School/Community Professional	08/30/2021	\$31.08	271 Belvidere Bldg
Adle, F.	Education Assistant	09/07/2021	\$19.08	Highland Park Elementary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bailey, T.	Education Assistant	09/20/2021	\$20.24	Belwin Outdoor Science
De La Rosa, L.	Education Assistant	09/27/2021	\$15.94	Highland Park Middle
Diriye, F. M.	Education Assistant	09/27/2021	\$23.44	Four Seasons A+
Gebretsadik, A. T.	Education Assistant	09/27/2021	\$15.94	Global Arts Plus UPR
Graf, R.	Education Assistant	08/28/2021	\$20.47	Brittanys Place
Kuether, B. H.	Education Assistant	08/28/2021	\$19.30	Como Park Senior High
Leon, J. E.	Education Assistant	08/28/2021	\$28.49	Student Placement Center
Maloney, B. D.	Education Assistant	09/07/2021	\$20.07	Benjamin Mays/Museum
McConville, M. C.	Education Assistant	09/13/2021	\$20.47	Student Placement Center
Strong, A. K.	Education Assistant	08/30/2021	\$25.91	Student Placement Center
Albers, M.	Teaching Assistant	09/07/2021	\$15.49	Ramsey Middle School
Bergman, M. A.	Teaching Assistant	09/07/2021	\$15.30	Expo for Excellence
Brazel Galde, K.	Teaching Assistant	09/28/2021	\$15.30	Adams Spanish Immersion
Brock, L.	Teaching Assistant	09/07/2021	\$15.59	Wellstone Elementary
Carr, A.	Teaching Assistant	08/30/2021	\$15.30	Battle Creek Elementary
Carr, B. E.	Teaching Assistant	10/04/2021	\$15.30	Global Arts Plus LWR
Coffey, H. G.	Teaching Assistant	09/07/2021	\$15.30	Groveland Park Elementary
Crocker, J. S.	Teaching Assistant	09/07/2021	\$15.49	Rondo Education Center
Downing, P. K.	Teaching Assistant	09/20/2021	\$15.38	JJ Hill Montessori Magnet
English, D.	Teaching Assistant	09/20/2021	\$15.38	Nokomis Montessori South
Freitag, R. L.	Teaching Assistant	09/07/2021	\$15.30	Nokomis Montessori North
French, L. J.	Teaching Assistant	09/20/2021	\$15.49	Randolph Heights Elem
Gallegos, M.	Teaching Assistant	09/07/2021	\$15.49	Highland Park Elementary
Garrett, T. D.	Teaching Assistant	10/04/2021	\$15.38	American Indian Magnet
Givens Osborn, B. L.	Teaching Assistant	09/07/2021	\$15.30	Groveland Park Elementary
Gonzalez, J.	Teaching Assistant	09/13/2021	\$15.38	Washington Tech Sec

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gonzalez Bautista, B.	Teaching Assistant	10/04/2021	\$15.30	Int'l Academy - LEAP
Hasen, N. M.	Teaching Assistant	09/27/2021	\$15.30	Highwood Hills Elementary
Her, P.	Teaching Assistant	09/07/2021	\$15.49	Nokomis Montessori South
Jackson, B.	Teaching Assistant	09/27/2021	\$15.53	Hamline Elementary
Johnson, A.	Teaching Assistant	10/04/2021	\$15.38	The Heights Community
Jones, E.	Teaching Assistant	09/11/2021	\$15.53	Riverview School of Excel
Jordahl, K.	Teaching Assistant	09/07/2021	\$15.59	Highland Park Elementary
Kasella, L.	Teaching Assistant	09/13/2021	\$15.61	Murray Middle School
Kastle, M. G.	Teaching Assistant	10/04/2021	\$15.53	Global Arts Plus LWR
King, B. E.	Teaching Assistant	09/07/2021	\$15.30	Maxfield Elementary
Konkel, K. J.	Teaching Assistant	09/20/2021	\$15.53	Benjamin Mays/Museum
Kowalczyk, M. N.	Teaching Assistant	09/20/2021	\$15.49	St. Paul Music Academy
Krawza, A.	Teaching Assistant	09/01/2021	\$15.53	Daytons Bluff Achievement
Lee, B. P.	Teaching Assistant	09/07/2021	\$15.49	Horace Mann School
Lee, P.	Teaching Assistant	09/07/2021	\$15.30	Phalen Lake Hmong Studies
Lor, S. D.	Teaching Assistant	08/30/2021	\$15.59	Battle Creek Elementary
Louisiana, C.	Teaching Assistant	10/04/2021	\$15.38	Daytons Bluff Achievement
Maeker, N.	Teaching Assistant	09/11/2021	\$15.38	Crossroads Science
Malm, J.	Teaching Assistant	09/27/2021	\$15.49	Harding Senior High
Maret, S. H.	Teaching Assistant	09/07/2021	\$15.53	Global Arts Plus LWR
McGraw, A. L.	Teaching Assistant	08/28/2021	\$15.30	Maxfield Elementary
McLaurin, J.	Teaching Assistant	09/13/2021	\$15.30	Benjamin Mays/Museum
Miller, T. A.	Teaching Assistant	09/07/2021	\$15.38	Hazel Park Preparatory
Mitchell, M. I.	Teaching Assistant	09/27/2021	\$15.38	American Indian Magnet
Moo, S.	Teaching Assistant	10/04/2021	\$15.49	Crossroads Science
Moore, N.	Teaching Assistant	09/15/2021	\$15.38	Wellstone Elementary

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September 1, 2021 – September 30, 2021
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Moreland, S. T.	Teaching Assistant	09/20/2021	\$15.38	Johnson Achievement Plus
Murray, M. B.	Teaching Assistant	09/07/2021	\$15.53	Hamline Elementary
Nauman, B.	Teaching Assistant	09/13/2021	\$15.30	Nokomis Montessori South
Neria, F. A.	Teaching Assistant	09/11/2021	\$15.30	Cherokee Heights Elem
Pattain, A. M.	Teaching Assistant	08/30/2021	\$15.38	Battle Creek Elementary
Perkins, K.	Teaching Assistant	09/07/2021	\$15.49	Mississippi Creative Arts
Petersen, E. L.	Teaching Assistant	09/07/2021	\$15.49	Ramsey Middle School
Poe, P. M.	Teaching Assistant	09/07/2021	\$15.38	Harding Senior High
Poulose, M. J.	Teaching Assistant	09/07/2021	\$15.38	Bruce F Vento Elementary
Rogers, J. C.	Teaching Assistant	09/27/2021	\$15.38	Benjamin Mays/Museum
Ross, T. M.	Teaching Assistant	09/07/2021	\$15.49	Mississippi Creative Arts
Schulz, R.	Teaching Assistant	09/07/2021	\$15.61	Nokomis Montessori North
Sekorski-Ross, S.	Teaching Assistant	09/07/2021	\$15.38	Parkway Montessori
Sellie, A.	Teaching Assistant	09/07/2021	\$15.38	Harding Senior High
Smith, D. D.	Teaching Assistant	09/07/2021	\$15.38	Farnsworth Aerospace UPR
Stewart, B. C.	Teaching Assistant	09/07/2021	\$15.38	Washington Tech Sec
Sullivan, A.	Teaching Assistant	09/20/2021	\$15.38	Expo for Excellence
Tilmon, T. R.	Teaching Assistant	09/07/2021	\$15.30	Highland Park Elementary
Van Genderen, T.S.	Teaching Assistant	09/07/2021	\$15.49	JJ Hill Montessori Magnet
Vang, D.	Teaching Assistant	09/07/2021	\$15.61	Battle Creek Middle School
Virnig, A. L.	Teaching Assistant	09/07/2021	\$15.38	Murray Middle School
Wickerman, C. R.	Teaching Assistant	09/07/2021	\$15.61	The Heights Community
Xiong Franklin, N.	Teaching Assistant	09/07/2021	\$15.59	Phalen Lake Hmong Studies
Xiong, A. M.	Teaching Assistant	09/07/2021	\$15.30	Phalen Lake Hmong Studies
Yang, P.	Teaching Assistant	09/07/2021	\$15.30	Nokomis Montessori North
Anderson, T. K.	Clerical	10/04/2021	\$26.59	Parkway Montessori

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
House, L. C.	Clerical	09/13/2021	\$20.83	Student Placement Center
Lee, P.	Clerical	09/07/2021	\$20.83	Phalen Lake Hmong Studies
Vang, B.	Clerical	09/13/2021	\$17.31	American Indian Magnet
Fohrenkam, J. W.	Custodian	10/04/2021	\$17.65	Humboldt Secondary School
Krueger, M.	Custodian	09/29/2021	\$17.65	Global Arts Plus UPR
Bazan Romero, S.	Nutrition Services	09/02/2021	\$15.00	Como Service Center
Bazan Romero, T.	Nutrition Services	09/02/2021	\$15.00	Como Service Center
Granados Martinez, R. E.	Nutrition Services	09/02/2021	\$15.00	Hazel Park Preparatory
Keys, J. L.	Nutrition Services	09/02/2021	\$15.00	Global Arts Plus LWR
Lopez, J. R.	Nutrition Services	09/02/2021	\$15.00	Crossroads Montessori
Overland, L. A.	Nutrition Services	09/02/2021	\$15.00	Global Arts Plus LWR
Pearson, J. J.	Operations	09/27/2021	\$26.23	Como Service Center
Carufel, R. J.	Plumber	09/27/2021	\$50.47	Como Service Center
Doehne, L.	Supervisory	09/27/2021	\$66.02	Colborne Admin Offices
Somaiah, R.	Supervisory	09/28/2021	\$30.87	1780 West 7th St

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Magill, B. D.	Assistant Principal From: Classroom Teacher	08/28/2021	\$51.24	American Indian Magnet
Peterson, M. A.	Assistant Principal From: School/Community Professional	08/28/2021	\$50.26	Humboldt Secondary School
Fore, S. R.	Classroom Teacher From: Temporary Employee	08/23/2021	\$25.31	Crossroads Science
Glass, C. J.	Classroom Teacher From: Teaching Assistant	08/14/2021	\$28.14	Horace Mann School
Habermann, T. A.	Classroom Teacher From: Education Assistant	08/30/2021	\$28.14	Jackson Preparatory Elem
Aggen, M. L.	Classroom Teacher From: Education Assistant	08/14/2021	\$28.53	Benjamin Mays/Museum

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cruz, E. I.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.83	Bruce F Vento Elementary
Bowie, I.	School/Community Professional From: Teaching Assistant	10/04/2021	\$21.03	Obama Service Learning
Conwell, D.	School/Community Professional From: Teaching Assistant	09/07/2021	\$21.03	Four Seasons A+
Dopson, T.	School/Community Professional Career Progression	09/27/2021	\$34.17	Mississippi Creative Arts
Moore, D. L.	School/Community Professional From: Teaching Assistant	09/07/2021	\$24.36	Benjamin Mays/Museum
Saetre, R. L.	School/Community Professional Career Progression	08/30/2021	\$25.39	Cherokee Heights Elem
Thomas, M. L.	School/Community Professional From: Education Assistant	08/14/2021	\$29.26	Harding Senior High
Adams Licht, T.	Education Assistant From: Teaching Assistant	09/07/2021	\$23.05	271 Belvidere Bldg
Adams, L. D.	Education Assistant From: Teaching Assistant	08/14/2021	\$17.46	Wellstone Elementary
Baughman, K.	Education Assistant From: Teaching Assistant	09/27/2021	\$23.91	Highland Park Elementary
Courtright, V.	Education Assistant From: Teaching Assistant	08/28/2021	\$23.91	Nokomis Montessori South
Flores Hernandez, G.	Education Assistant From: Teaching Assistant	08/30/2021	\$23.85	Colborne Admin Offices
Friedmeyer Vacek, A.	Education Assistant From: Teaching Assistant	09/07/2021	\$17.27	1780 West 7th St
Harper, M. A.	Education Assistant From: Teaching Assistant	10/04/2021	\$24.79	Washington Tech Sec
Jeselson, K.	Education Assistant From: Teaching Assistant	08/28/2021	\$17.95	271 Belvidere Bldg

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, K.J.	Education Assistant From: Teaching Assistant	09/07/2021	\$24.92	Benjamin Mays/Museum
Lor, P. K.	Education Assistant From: Teaching Assistant	08/28/2021	\$17.46	St. Paul Music Academy
Mohamud, H. A.	Education Assistant From: Teaching Assistant	08/28/2021	\$23.91	Nokomis Montessori South
Pike, S. J.	Education Assistant Career Progression	08/30/2021	\$27.34	Student Placement Center
Pittmon, T. D.	Education Assistant From: Teaching Assistant	09/07/2021	\$16.95	Farnsworth Aerospace UPR
Stramer, C.	Education Assistant Career Progression	08/28/2021	\$27.07	Bruce F Vento Elementary
Vang, A.	Education Assistant From: Teaching Assistant	09/27/2021	\$17.81	Mississippi Creative Arts
White, C.	Education Assistant From: Teaching Assistant	09/27/2021	\$24.05	Harding Senior High
Thu, K.	Teaching Assistant Career Progression	09/13/2021	\$15.61	Bridge View
Lor, S.	Clerical Career Progression	08/11/2021	\$30.41	Como Park Senior High
Armogan, I. J.	Custodian Career Progression	09/08/2021	\$27.79	St. Paul Music Academy
Christnach, G. M.	Custodian Career Progression	09/15/2021	\$28.35	Rondo Education Center
Darrell, T. J.	Custodian Career Progression	09/13/2021	\$28.35	Ramsey Middle School
McGaughey, D. P.	Custodian Career Progression	09/15/2021	\$29.07	Expo for Excellence
Belmares, K. S	Nutrition Services Career Progression	09/16/2021	\$24.06	Riverview School of Excel
Torres, C. C.	Nutrition Services Career Progression	09/07/2021	\$24.06	Mississippi Creative Arts
Erickson, D. E.	Plumber From: Trades Laborer	09/13/2021	\$55.82	Como Service Center

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bergman Aho, M. L.	Professional Employee Career Progression	08/28/2021	\$40.22	Como Service Center
Christen, M. R.	Professional Employee Career Progression	08/28/2021	\$41.59	Como Service Center
Ennen Bertomeu, A.E.	Professional Employee Career Progression	08/28/2021	\$38.30	Como Service Center
Sivanich, A. J.	Professional Employee Career Progression	08/28/2021	\$40.22	Como Service Center
Alexander, T. L.	Supervisory From: Nutrition Services	10/04/2021	\$43.24	Como Service Center
Crocker, L. G.	Supervisory From: School/Community Professional	08/14/2021	\$41.12	Harding Senior High
Osman, A. F.	Technical From: Education Assistant	08/23/2021	\$27.51	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blegen, J. A.	Classroom Teacher	08/28/2021	\$30.04	Open World Learning
Chen, X.	Classroom Teacher	08/14/2021	\$34.08	Jie Ming Mandarin Immr
Covert, A.	Classroom Teacher	08/14/2021	\$22.73	Crossroads Montessori
Kianovsky, M. D.	Classroom Teacher	08/14/2021	\$28.14	Global Arts Plus UPR
Kilgore, K. EJ	Classroom Teacher	08/23/2021	\$28.29	American Indian Magnet
Lin, J.	Classroom Teacher	08/28/2021	\$37.59	Central Senior High
Lopez, G. V.	Classroom Teacher	09/07/2021	\$28.53	E-STEM Middle School
Ryan, A.	Classroom Teacher	08/14/2021	\$28.14	Four Seasons A+
Sweeney, K.	Classroom Teacher	08/28/2021	\$28.51	Crossroads Montessori
Alie, S. M.	Classroom Teacher	09/28/2021	\$28.14	Journeys Secondary School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alves, D. N.	Classroom Teacher	09/16/2021	Four Seasons A+
Bausman-Watkins, M.	Classroom Teacher	09/11/2021	Central Senior High
Morales Rodriguez, D.	Classroom Teacher	09/03/2021	Wellstone Elementary

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thao, N. R.	Classroom Teacher	10/21/2021	Battle Creek Elementary
Birkeland, S. L.	Early Education Teacher	10/11/2021	Maxfield Elementary
Abdisalam, Z.	Education Assistant	09/08/2021	Washington Tech Sec
Klein, L. J.	Education Assistant	06/02/2021	Focus Beyond (18-Adult)
Wagner, P. A.	Education Assistant	09/20/2021	Focus Beyond (18-Adult)
Brown Gantt, L. L.	Teaching Assistant	09/29/2021	St Anthony Park Elementary
Howard, K. H.	Teaching Assistant	10/07/2021	Washington Tech Sec
Sprigler, V. A.	Teaching Assistant	09/09/2021	Humboldt Secondary School
Tungland, H.	Teaching Assistant	09/14/2021	Benjamin Mays/Museum
Wilson, S. O.	Teaching Assistant	09/25/2021	Cherokee Heights Elem
Boland, J. J.	Custodian	08/24/2021	Cherokee Heights Elem
Dahir, Y. D.	Nutrition Services	09/09/2021	Rondo Education Center
Eubanks, M. L.	Nutrition Services	09/08/2021	Highland Park Senior High
Gelle, F. M.	Nutrition Services	09/08/2021	Rondo Education Center
Ottinger, T.	Nutrition Services	09/03/2021	Como Service Center
Webster, C. R.	Nutrition Services	09/21/2021	Farnsworth Aerospace UPR

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kremer, D. C.	Education Assistant	08/30/2021	\$19.30	Hamline Elementary
Vang, M.	Education Assistant	08/30/2021	\$25.78	Hamline Elementary
Yang, M.	Education Assistant	08/30/2021	\$18.70	Hamline Elementary
Amundson, C.	Teaching Assistant	09/07/2021	\$19.84	Hamline Elementary
DeLaundreau, K.	Teaching Assistant	09/07/2021	\$19.84	Hamline Elementary
Johnson Kramschuster, M. A.	Teaching Assistant	09/07/2021	\$15.49	Hamline Elementary
Lake, E. A.	Teaching Assistant	09/07/2021	\$15.59	Groveland Park Elementary
Lobough, L. G.	Teaching Assistant	09/07/2021	\$15.49	Nokomis Montessori South
Newcom, S. B.	Teaching Assistant	09/07/2021	\$15.61	Groveland Park Elementary

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REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Olberding, J. T.	Teaching Assistant	09/07/2021	\$18.93	Hamline Elementary
Thao, C.	Teaching Assistant	09/07/2021	\$15.61	Mississippi Creative Arts

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abualreesh, M. A.	Classroom Teacher	08/23/2021	\$29.13	Groveland Park Elementary
Berry, K.	Classroom Teacher	08/14/2021	\$53.63	Harding Senior High
Boyd, E. A.	Classroom Teacher	08/14/2021	\$51.09	Nokomis Montessori South
Cheatham, A. F.	Classroom Teacher	08/14/2021	\$39.57	Groveland Park Elementary
Deitchler, M. E.	Classroom Teacher	08/28/2021	\$51.81	Virtual Learning School
Fear, J. H.	Classroom Teacher	09/09/2021	\$32.69	Washington Tech Sec
Flores, N.	Classroom Teacher	09/07/2021	\$29.65	Virtual Learning School
Forsberg, S. L.	Classroom Teacher	08/30/2021	\$40.56	Four Seasons A+
Foster Walters, N. J.	Classroom Teacher	08/14/2021	\$31.73	Galtier Elementary
Gettle, C. M.	Classroom Teacher	09/07/2021	\$36.17	Virtual Learning School
Gutierrez, M. E.	Classroom Teacher	08/23/2021	\$39.57	Wellstone Elementary
Hallau, L. W.	Classroom Teacher	09/07/2021	\$36.98	Virtual Learning School
Hanson, L. S.	Classroom Teacher	08/23/2021	\$31.34	Obama Service Learning
Hartberg, B. E.	Classroom Teacher	08/28/2021	\$38.16	Crossroads Montessori
Huffman, R. S.	Classroom Teacher	09/27/2021	\$31.73	Washington Tech Sec
Jacobsen, H. R.	Classroom Teacher	08/28/2021	\$32.69	Horace Mann School
Laabs, J. H.	Classroom Teacher	08/28/2021	\$31.89	Bridge View
Lafleur, C.	Classroom Teacher	08/28/2021	\$49.30	Humboldt Secondary School
Lee, H.	Classroom Teacher	09/13/2021	\$28.14	Virtual Learning School
Lee, L.	Classroom Teacher	08/28/2021	\$30.04	Maxfield Elementary
McElhinny, K. M.	Classroom Teacher	09/07/2021	\$51.81	Global Arts Plus UPR
Mooney-Berg, S.	Classroom Teacher	08/30/2021	\$49.30	Obama Service Learning
Nauman, R. A.	Classroom Teacher	08/14/2021	\$34.47	Nokomis Montessori South
Nelson, P.	Classroom Teacher	09/13/2021	\$34.08	Virtual Learning School

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<u>REHIRE</u>				
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Offerdahl Joyce, A. L.	Classroom Teacher	08/14/2021	\$38.00	1780 W. 7th Street
Paquette, K. M.	Classroom Teacher	08/23/2021	\$36.57	Nokomis Montessori North
Vang, S. M.	Classroom Teacher	09/07/2021	\$36.98	Frost Lake Elementary
Wangaard-Tjornehoj, I. G.	Classroom Teacher	08/23/2021	\$38.00	Bruce F Vento Elementary
Waters, J. A.	Classroom Teacher	08/28/2021	\$28.38	Crossroads Science
Fruechte, L.	Classroom Teacher	09/27/2021	\$34.08	Int'l Academy - LEAP
Kong, E. S.	Classroom Teacher	08/14/2021	\$49.30	Jackson Preparatory Elem
Xiong, N.	Classroom Teacher	09/07/2021	\$30.52	Eastern Heights Elementary
Carlson, R.	Classroom Teacher	08/23/2021	\$29.13	Bruce F Vento Elementary
Vang, K.	Classroom Teacher	08/30/2021	\$28.14	American Indian Magnet
Bobolink, S.	Classroom Teacher	08/14/2021	\$52.60	American Indian Magnet
Garcia, A. M.	Classroom Teacher	09/07/2021	\$52.60	Creative Arts Secondary
Carter, B. F.	Classroom Teacher	08/14/2021	\$52.41	Ramsey Middle School
Rimmereid, K. J.	Classroom Teacher	08/23/2021	\$45.51	Horace Mann School
Vukomanovich, V.	Classroom Teacher	09/20/2021	\$35.11	Johnson Senior High
Burnside, B. A.	School/Community Professional	08/28/2021	\$34.17	Nokomis Montessori North
Yang, A.	School/Community Professional	09/07/2021	\$28.44	Phalen Lake Hmong Studies
Chovan-Spence, G.	Education Assistant	09/27/2021	\$20.82	Harding Senior High
Hoffman, Z. W.	Education Assistant	08/30/2021	\$25.91	Four Seasons A+
Mohammed, A. M.	Education Assistant	08/30/2021	\$24.79	Colborne Admin Offices
Vang, A.	Education Assistant	08/30/2021	\$31.10	L Etoile du Nord LWR
Barnes, R. L.	Teaching Assistant	09/27/2021	\$15.30	JJ Hill Montessori Magnet
Cervantes, M. J.	Teaching Assistant	09/13/2021	\$15.61	Como Park Elementary
Dutrieuille, D. J.	Teaching Assistant	09/07/2021	\$15.38	Farnsworth Aerospace UPR
Ertz, N. M.	Teaching Assistant	09/13/2021	\$15.59	Nokomis Montessori South

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fitzgibbons, A.	Teaching Assistant	09/07/2021	\$15.61	Bruce F Vento Elementary
Hadley, K. E.	Teaching Assistant	09/07/2021	\$21.07	Nokomis Montessori North
Hanson, J. G.	Teaching Assistant	09/07/2021	\$15.49	Murray Middle School
Harper, S. M.	Teaching Assistant	09/07/2021	\$15.61	Eastern Heights Elementary
Patterson, F. E.	Teaching Assistant	09/07/2021	\$15.59	Hazel Park Preparatory
Porter Lucero, D. R.	Teaching Assistant	09/27/2021	\$18.93	Johnson Achievement Plus
Renner, L. M.	Teaching Assistant	09/20/2021	\$15.59	St Anthony Park Elementary
Sager, K. C.	Teaching Assistant	09/20/2021	\$15.59	Randolph Heights Elem
Ingram, D. J.	Custodian	09/07/2021	\$17.30	The Heights Community
Walker, P. N.	Custodian	10/04/2021	\$17.65	Harding Senior High
Dobie, S.	Nutrition Services	09/02/2021	\$15.00	Mississippi Creative Arts
Saldana Almaraz, B. A.	Nutrition Services	09/14/2021	\$15.00	Wellstone Elementary
Jordan, L.	Professional Employee	09/13/2021	\$36.29	E-STEM Middle School

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Aliperto, C. M.	Classroom Teacher	08/30/2021	Expo for Excellence Elem
Clauson, L. N.	Classroom Teacher	08/30/2021	271 Belvidere Bldg
Dimayuga, M. P.	Classroom Teacher	08/30/2021	Wellstone Elementary
Doerr, M.	Classroom Teacher	08/30/2021	Frost Lake Elementary
Ford, A. H.	Classroom Teacher	08/30/2021	Farnsworth Aerospace UPR
Haug, J. J.	Classroom Teacher	08/30/2021	Capitol Hill Magnet
Hoppe-Wright, W.	Classroom Teacher	08/30/2021	Journeys Secondary School
Hubbard, S. A.	Classroom Teacher	08/30/2021	Global Arts Plus UPR
Rennerfeldt, M. E.	Classroom Teacher	08/30/2021	St. Paul Music Academy
Halter, M. L.	Classroom Teacher	08/30/2021	Harding Senior High
Doenges, M. W.	Classroom Teacher	08/30/2021	Obama Service Learning
Hurry, H. L.	Classroom Teacher	08/30/2021	Rondo Education Center

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
King-Lennick, L. E.	Classroom Teacher	08/30/2021	Central Senior High
Vasquez, N. E.	Classroom Teacher	08/30/2021	E-STEM Middle School
Gonzalez, J. R.	Classroom Teacher	08/30/2021	RiverEast Elem/Secondary
Drier, K. E.	Classroom Teacher	08/30/2021	271 Belvidere Bldg
Jama, U.	Education Assistant	09/07/2021	JJ Hill Montessori Magnet
Mercado, J. A.	Teaching Assistant	09/01/2021	Bruce F Vento Elementary
Moreno, P.	Teaching Assistant	09/07/2021	Bridge View
Vinson, L. T.	School Bus Driver	09/07/2021	Transportation Services
Boland, J. J.	Custodian	08/30/2021	Cherokee Heights Elem
Carraher, M. J.	Custodian	09/23/2021	Wellstone Elementary
Gutterman, D. M.	Custodian	08/30/2021	Como Service Center
Doshe, M. M.	Nutrition Services	09/02/2021	Washington Tech Sec
Fischer, J. M.	Nutrition Services	09/07/2021	Crossroads Science
Kirk, C. A.	Nutrition Services	09/02/2021	Open World Learning
Meyer, T. S.	Nutrition Services	09/07/2021	Como Service Center
Sabourin, D. M.	Nutrition Services	09/02/2021	Highland Park Senior High
Webster, C. R.	Nutrition Services	09/09/2021	Farnsworth Aerospace UPR
Lyden, T. A.	Supervisory	09/20/2021	Colborne Admin Offices

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Potes Mangra, S.	Education Assistant	08/22/2021	\$33.30	Cherokee Heights Elem

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Biesanz, O. R.	Education Assistant	09/27/2021	\$33.30	Belwin Outdoor Science
Galdamez, J. E.	Teaching Assistant	09/07/2021	\$15.59	Wellstone Elementary
Ross, T. M.	Teaching Assistant	10/04/2021	\$15.49	Mississippi Creative Arts
Thao, G. C.	Teaching Assistant	09/07/2021	\$18.93	Phalen Lake Hmong Studies
Duvey, M. J.	Nutrition Services	08/28/2021	\$18.12	Como Service Center
Lee, C. A.	Nutrition Services	09/02/2021	\$18.12	Obama Service Learning

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VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Roppeau, K. A.	Nutrition Services	08/28/2021	\$18.12	Como Service Center

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brochet, S. D.	Teaching Assistant	09/07/2021	\$15.59	St Anthony Park Elementary
Gipple, C. L.	Teaching Assistant	09/07/2021	\$19.84	Horace Mann School
Smith, E. W.	Teaching Assistant	08/28/2021	\$15.61	Bridge View

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dickman, L. A.	Teaching Assistant	08/14/2021	JJ Hill Montessori Magnet
Jorgenson, F.	Teaching Assistant	08/21/2021	Global Arts Plus LWR

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bock, S. L.	Assistant Principal	09/18/2021	Washington Tech Sec
Amundson, D. L.	Classroom Teacher	09/24/2021	271 Belvidere Bldg
Drow, S. K.	Classroom Teacher	08/14/2021	Washington Tech Sec
Garcia, Y.	Classroom Teacher	09/11/2021	Riverview School of Excel
Hagberg, A.J.	Classroom Teacher	09/11/2021	Como Service Center
Hallau, L. W.	Classroom Teacher	09/14/2021	Virtual Learning School
Husak, P. D.	Classroom Teacher	08/14/2021	Humboldt Secondary School
Jackson, C. A.	Classroom Teacher	08/25/2021	Harding Senior High
Lawson, J. G.	Classroom Teacher	09/02/2021	Capitol Hill Magnet
Luebke, J. R.	Classroom Teacher	08/14/2021	Parkway Montessori
Mohamed, M. A.	Classroom Teacher	08/31/2021	Virtual Learning School
Petersen, E. R.	Classroom Teacher	09/03/2021	Highland Park Senior High
Sharp, J. A.	Classroom Teacher	08/08/2021	Frost Lake Elementary
Sheikh, K. S.	Classroom Teacher	09/11/2021	271 Belvidere Bldg
Thoresen, S. S.	Classroom Teacher	08/14/2021	Como Park Senior High
Tryggeseth, S. A.	Classroom Teacher	08/14/2021	Jackson Preparatory Elem
Erickson, H. M.	Classroom Teacher	08/14/2021	Johnson Achievement Plus

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, J. L.	Classroom Teacher	09/09/2021	The Heights Community
Lee, P. L.	Classroom Teacher	08/14/2021	Crossroads Montessori
Falksen, I. L.	Classroom Teacher	09/14/2021	Student Placement Center
Finn, K. E.	Classroom Teacher	08/14/2021	Student Placement Center
Ruckle, C. L.	Classroom Teacher	08/27/2021	Student Placement Center
Sell, R. A.	Classroom Teacher	09/04/2021	Johnson Achievement Plus
Flowers, T.	Classroom Teacher	08/14/2021	E-STEM Middle School
Schneider, S. J.	Classroom Teacher	08/14/2021	Harding Senior High
Weekes-Stephens, J.	Classroom Teacher	08/14/2021	Global Arts Plus UPR
Andersen, B. K.	Classroom Teacher	08/18/2021	The Heights Community
Mitchell, B. A.	School/Community Professional	08/28/2021	Obama Service Learning
Yang, A. P.	School/Community Professional	08/21/2021	Phalen Lake Hmong Studies
Cha, J.	Education Assistant	09/10/2021	Chelsea Heights Elementary
DiPrima, C. G.	Education Assistant	09/17/2021	Eastern Heights Elementary
Muellenberg, R.	Education Assistant	08/19/2021	Focus Beyond
Sanchez, L.	Education Assistant	08/14/2021	Farnsworth Aerospace LWR
Say, E.	Education Assistant	08/28/2021	Phalen Lake Hmong Studies
Suggs, J. J.	Education Assistant	08/28/2021	Focus Beyond
Vang, C.	Education Assistant	08/14/2021	Four Seasons A+
Xiong, T. A.	Education Assistant	08/20/2021	Global Arts Plus UPR
Benson, M. E.	Teaching Assistant	08/14/2021	Central Senior High
Boppert, W.	Teaching Assistant	08/14/2021	Battle Creek Elementary
Buckner, W.L.	Teaching Assistant	08/14/2021	Johnson Achievement Plus
Carter, B. M.	Teaching Assistant	08/14/2021	Obama Service Learning
Centeno, K.	Teaching Assistant	08/14/2021	Riverview School of Excel
Cervantes, A. M.	Teaching Assistant	08/28/2021	Focus Beyond

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Chang, S.	Teaching Assistant	08/14/2021	Global Arts Plus LWR
Conway, I.	Teaching Assistant	08/14/2021	Groveland Park Elementary
Coulibaly, K.	Teaching Assistant	09/23/2021	Mississippi Creative Arts
D'Gayson, N. P.	Teaching Assistant	08/28/2021	Int'l Academy - LEAP
Davis, T.	Teaching Assistant	08/25/2021	Battle Creek Elementary
Elliott, J. K.	Teaching Assistant	08/19/2021	Battle Creek Middle School
Farah, Z. H.	Teaching Assistant	08/14/2021	Battle Creek Elementary
Floyd, C. N.	Teaching Assistant	08/14/2021	Creative Arts Secondary
Gangl, A. M.	Teaching Assistant	08/19/2021	Cherokee Heights Elem
Gatton, S. M.	Teaching Assistant	08/28/2021	Journeys Secondary School
Good, E. K.	Teaching Assistant	09/01/2021	Washington Tech Sec
Gross, J. L.	Teaching Assistant	09/22/2021	Benjamin Mays/Museum
Haggins, A.	Teaching Assistant	08/14/2021	Parkway Montessori
Hanson, B. A.	Teaching Assistant	08/15/2021	Bridge View
Hausker, L. A.	Teaching Assistant	09/25/2021	Como Park Elementary
Heller, M. L.	Teaching Assistant	08/27/2021	RiverEast Elem/Secondary
Henderson, C. J.	Teaching Assistant	08/22/2021	Nokomis Montessori South
Huffman, R. S.	Teaching Assistant	08/13/2021	Global Arts Plus LWR
Kastern, H. L.	Teaching Assistant	08/27/2021	Cherokee Heights Elem
Klajbor, T. M.	Teaching Assistant	08/14/2021	Chelsea Heights Elementary
Krawza, A.	Teaching Assistant	09/17/2021	Daytons Bluff Achievement
Madison, N. D.	Teaching Assistant	08/31/2021	Highland Park Middle School
Manns, A.	Teaching Assistant	09/07/2021	Hamline Elementary
Mekonnen, T.	Teaching Assistant	08/20/2021	Hamline Elementary
Neal, D. D.	Teaching Assistant	08/14/2021	Como Park Elementary
Omar, H. M.	Teaching Assistant	08/14/2021	Daytons Bluff Achievement
Pabon, S.	Teaching Assistant	09/25/2021	Riverview School of Excel

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Paulson, J. A.	Teaching Assistant	10/09/2021	Farnsworth Aerospace UPR
Picht, L. A.	Teaching Assistant	10/01/2021	Harding Senior High
Powell, T. T.	Teaching Assistant	08/21/2021	Hazel Park Preparatory
Smith-Bosire, A.	Teaching Assistant	08/14/2021	Bridge View
Torrance, K. M.	Teaching Assistant	08/28/2021	Bridge View
Vang, M.M.	Teaching Assistant	09/01/2021	Bruce F Vento Elementary
Vang, N. S.	Teaching Assistant	09/01/2021	Johnson Achievement Plus
Wickerman, C. R.	Teaching Assistant	09/09/2021	The Heights Community
Wilcox, H. J.	Teaching Assistant	08/14/2021	Mississippi Creative Arts
Dean, J. P.	Carpenter	10/01/2021	Como Service Center
Vetter, E. D.	Clerical	09/03/2021	Colborne Admin Offices
McShea, S. C.	Electrician	09/24/2021	Como Service Center
Fincher, B. C.	Nutrition Services	09/25/2021	Daytons Bluff Achievement
Harris, S. D.	Nutrition Services	09/09/2021	Frost Lake Elementary
Ramirez Lara, L. S.	Nutrition Services	08/14/2021	St. Paul Music Academy
Soule, A. B.	Nutrition Services	08/28/2021	Como Park Senior High
Vang, M. M.	Nutrition Services	09/04/2021	Como Park Senior High
Xiong, K.	Nutrition Services	08/14/2021	Battle Creek Middle School
Hogendorf, S. C.	Professional Employee	09/10/2021	Colborne Admin Offices
Thao, J.	Technical	09/25/2021	Como Service Center
Tran, Q.	Technical	08/28/2021	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A, H. Z.	Teaching Assistant	08/14/2021
D., D. J.	Teaching Assistant	09/11/2021
M., C. M.	Teaching Assistant	09/08/2021
S., G. M.	Teaching Assistant	09/09/2021
L., C.	Clerical	08/24/2021

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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
F., I. D.	Custodian	09/02/2021
H., R. D.	Nutrition Services	09/03/2021
O., A. N.	Nutrition Services	09/17/2021

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

DATE: October 6, 2021

TOPIC: Request for Permission to Accept a Grant from the US Department of Education

A. PERTINENT FACTS:

1. The US Department of Education accepted applications for projects that maintain, protect and promote the rights and freedom of Native Americans and Alaska Natives to use, practice, maintain, and revitalize their languages.
2. Saint Paul Public Schools Office of American Indian Education received a grant for funds to support the Ojibwe-language program at AIMS and Harding. The goal of this project is to build capacity for SPPS's Ojibwe-language program so that SPPS's American Indian Studies (AIS) Ojibwe program can continue moving toward its goal of becoming a dual-language immersion program capable of producing bilingual Ojibwe-English speakers by grade 12.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1.6 million.
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.
5. This is a new grant-funded project. The project period is 60 months.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; John Bobolink, Supervisor, Office of American Indian Education; Dr. Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: October 19, 2021

TOPIC: Request for Permission to Submit Multiple Grant Applications to the
Hiway Credit Union Foundation

A. PERTINENT FACTS:

1. The Hiway Credit Union Foundation awards the Accelerate Teacher Grant to fund projects or programs related to life skills that enhance the overall wellness of the community.
2. Multiple schools have prepared applications for funds to support classroom projects. The goal of these projects is to provide opportunities for student learning outside of normal operating budget. Staff at the schools researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. Each grant is for approximately \$1,000.
4. This project will meet the District strategic focus area of Culturally Relevant and Effective Education.
5. These are new grant-funded projects.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Office of Family Engagement and Community Partnerships Director; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

Independent School District No. 625

Board of Education

Saint Paul Public Schools

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DATE: OCTOBER 18, 2021

TOPIC: Open World Learning Community Parent Teacher Organization Donation

A. PERTINENT FACTS:

1. Open World Learning Community Parent Teacher Organization donation is to be used towards field work / fall retreat expenses. These expenses include but not limited to: buses, admission fees, supplies and food/snack items
2. \$20,000.00
3. Check Number 1012
4. 19-250-291-000-5096-U001
5. This project will meet the District target area goal of
 - ACHIEVEMENT
6. The last pertinent fact must show:
 - a. This item is submitted by David Gundale, Principal, Open World Learning Community; Yeu Vang, Assistant Superintendent, St Paul Public Schools; Andrew Collins, Chief of Schools, St Paul Public Schools

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

DATE: Tuesday, October 19, 2021

TOPIC: Change Inc. Services in SPPS

A. PERTINENT FACTS:

1. This recommendation reflects new contracts with Change Inc. in which the total amount exceeds \$100,000. Change Inc. will provide site-based mental health clinics at 12 Saint Paul Public Schools' sites: Adams Spanish Immersion, American Indian Magnet School, Battle Creek Elementary, E-STEM Middle School, Four Seasons Elementary, Galtier Elementary, Gateway to College, Hamline Elementary, Journeys, Murray Middle School, Ramsey Middle School, and River East during the 2020-21 school year.

2. With parent/guardian consent, Change Inc. will provide the following services to students: Consultation with school staff regarding the social emotional and mental health needs of students on their caseload; Diagnostic Assessments (DA); Individual Treatment Plans (ITP); Psychotherapy (individual, family, group); Skills Training (individual, family, group); and Crisis Assistance.

These mental health services provide additional support for our students during the school day. The collaboration supports the critical relationship needed between home, school and community that allows the district to meet the needs of students experiencing social-emotional barriers to learning and mental health challenges.

3. This contract is for the 2021-22 School Year.

4. Fees for services are not to exceed \$150,000 for Fiscal Year 2021-22 and will be funded by General Education funds, Special Education funds, and Gateway to College funds.

5. This contract will meet the District strategic plan focus area of Positive School and District Culture, and Family and Community Engagement.

6. This item is submitted by Kathy Lombardi Kimani, Director, Office of School Support.

B. RECOMMENDATION:

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 2021-21.

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

DATE: October 19, 2021

TOPIC: Facilities Department Purchases over \$175,000

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
Iceman Industries	Contracted snow removal	\$185,000	Bid #A207899

3. The purchases will be reviewed by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2022 budget.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: October 19, 2021

TOPIC: District-wide Middle School and PreK Adopted Music Curriculum Resource - QuaverEd Music

A. PERTINENT FACTS:

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1. This resource provides online music curriculum resources for SPPS students in middle school music courses spanning 5 years and PreK music specialist classes in 8 sites for 3 years.
2. The cost of the middle school subscription is \$76,625 spanning the entire five (5) year period. The cost of the PreK subscription for the 8 needed sites is \$6,720 spanning the entire three (3) year period.
3. QuaverEd Music has been vetted and approved for adoption by the SPPS Music Steering Committee.
4. Other vendors were considered by the District Music Steering Committee. No other product could provide a similar quality curriculum. SPPS currently has adopted, purchased, and is using the PreK-5 QuaverEd Music Curriculum.
5. The purchase will be reviewed by Jamie Atkins, Purchasing Manager.
6. It is within the discretion of the Board of Education to agree to the payment terms set forth in the vendor proposal. Staff recommends accepting the vendor's payment terms which will include prepayment of the full amount in year one of the subscription.
7. Funding is being made available for the middle school subscriptions through the District Office of Teaching & Learning and the Office of Digital & Alternative Education ESSER Funds. The Office of Early Learning is funding the PreK subscriptions.
8. This project meets the District Strategic Plan goals of Effective and Culturally Responsive Instruction and Program Evaluation/Resource Allocation. This project supports the SPPS Envision Well-rounded Education Plan.
9. This item is submitted by Robin Lorenzen, District Music & Arts Program Manager and Paul Holm, OTL Assistant Director.

B. RECOMMENDATION:

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.

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

DATE: Tuesday, October 19, 2021

TOPIC: ESSER Funded Staff Laptop Purchase

A. PERTINENT FACTS:

1. 150 staff accepted, or are slated to accept, positions created by ESSR funds. ESSER funds will be used to provide a technology allocation to staff requiring a district laptop for everyday job duties.
2. The purchase of 150 staff laptops (Macbooks) will provide technology allocations to new hired staff that did not originally have technology funding allocated.
3. Fees for the Macbooks are not to exceed \$215,000 for Fiscal Year 2021-22 and will be funded by ESSR funds.
4. The purchase will be bought from Apple using State of Minnesota contract #541190,
5. This purchase has been reviewed by Idrissa Davis, Executive Director, Technology Services and Leah Corey, Director, Office of Innovation.
6. This purchase will be reviewed by Jamie Atkins, Purchasing Manager, prior to completing the purchase.
7. This purchase meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation. It also supports the Coronavirus Aid, Relief, and Economic Security Act.
8. This item is submitted by Adam Kunz, Director, Office of Digital and Alternative Education.

B. RECOMMENDATION:

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

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

DATE: October 19, 2021

TOPIC: Lease Agreement with Vietnamese Minnesotans Association

A. PERTINENT FACTS:

1. Vietnamese Minnesotans Association and Saint Paul Public Schools desire to enter into a lease agreement at The Hubbs Center, located at 1030 University Avenue West.
2. The administration is agreeable to lease space to the Vietnamese Minnesotan Association.
4. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing July 1, 2021 and terminating June 30, 2023, with two (1) year extension options.
 - b. The District will lease approximately One Hundred and Seventy (170) square feet of dedicated space at 1030 University Avenue West to Vietnamese Minnesotans Association.
 - c. Rent for this term shall be Two Hundred Eighty-Eight and 68/100 Dollars (\$288.68) monthly. Revenue will be applied to debt service.
3. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
4. This item has been reviewed and approved by Will Forbes, Assistant General Counsel.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

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.

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

DATE: October 19, 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 August 1, 2021 through August 31, 2021.

(a) General Account	#739744-740599 #0004200-0004222 #7004161-7004186 #0006017-0006123	\$29,828,662.63
(b) Debt Service	-0-	\$10,268,806.32
(c) Construction	-0-	<u>\$5,674,586.93</u>
		<u>\$15,943,393.25</u>

Included in the above disbursements are two payrolls in the amount of \$10,325,317.43 and overtime of \$32,680.19 or 0.32% 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 March 31, 2022

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

DATE: October 19, 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 October 27, 2021, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: October 19, 2021

TOPIC: Settlement of Dispute

A. PERTINENT FACTS:

1. The School District has been engaged in a dispute with a Parent and the Minnesota Department of Education.
2. The Parent and the Minnesota Department of Education are willing to settle that dispute on certain non-monetary terms.
3. This settlement supports the District's strategic plan goal of alignment and resource allocation.
4. This item is submitted by Chuck Long, General Counsel; Marcy Doud, Deputy Chief of Schools; and Dr. Joseph Gothard, Superintendent.

B. RECOMMENDATION:

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



Saint Paul
PUBLIC SCHOOLS

3rd Reading Updates to Policy 610.00 Field Trips

138

Cedrick Baker, Chief of Staff
Mechelle Karels, Compliance Manager, Office of Business and Financial Affairs
Will Forbes, Assistant General Counsel

October 19, 2021

610.00 Field Trips

Why are we proposing to update this policy?

- The new policy language will:
 - Clearly provide expectations and standards
 - Better define and classify types of field trips
 - Give authority to the District to build robust procedures
 - Address potential legal concerns

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610.00 Field Trips

The policy lays out the five categories of field trips:

1. Instructional (paid for in full by district)
2. Supplementary (optional, enrichment, not mandatory for curriculum)
3. Extended trips (over night, in-state) 140
4. Expanded trips (over night, out-of-state or out-of-country)
5. Non-sanctioned trips (neither instructional nor supplementary;
planned by external organizations or people)
 - a. The District is not responsible for non-sanctioned trips

610.00 Field Trips

See [here](#) for current policy.

See [here](#) for proposed policy.

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Vote to Approve Policy 610.00 Field Trips

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Saint Paul
PUBLIC SCHOOLS

1st Reading Policy 510.00 Graduation

143

Cedrick Baker, Chief of Staff
Darren Ginther, Director, Office of College and Career Readiness
Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

October 19, 2021

510.00 Graduation

Why are we proposing an update to this policy?

Adding graduation credit requirements necessitates a board policy update.

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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:

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

510.00 Graduation

Next steps:

- November 16, 2021
 - 2nd Reading
- December 14, 2021
 - 3rd Reading and Vote

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510.00 Graduation

See [here](#) for proposed policy.

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610.00 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

- A. The general expectation of the Board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.
- B. The Board recognizes the value of student participation in competition at the regional, state, and national levels. The Superintendent shall establish procedures for such student participation.
- C. The Superintendent, or the Superintendent's designee, shall have the authority to make decisions to delay, suspend, or cancel any field trip in the event of unforeseen or emergency circumstances.

III. CATEGORIES OF FIELD TRIPS

Student trips will be categorized within five (5) general areas:

A. Instruction Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees).

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and

approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees).

C. Extended Trips

1. Trips that involve one or more overnight stops within the State of Minnesota fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. Specific timelines for planning and approval may be established by procedures. An extended trip request form must be completed and approved at each level: student, principal, the Superintendent. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

D. Expanded Trips

1. Instructional or supplementary trips that involve travel outside of the State of Minnesota, including international travel, falls into this category.
2. Expanded trips must be planned and requested well in advance of the planned activity. Specific timelines for planning and approval may be established by procedures. An expanded trip request form must be completed and approved at each level: student, principal and the Superintendent.
3. The Board acknowledges and supports the efforts of booster clubs and similar organizations in providing and/or contributing to expanded trip opportunities for students.

E. Non-sanctioned Field Trips

1. Any trip occurring during the summer recess, except trips planned as part of the regular summer school program, is considered non-sanctioned.
2. Field trips organized by individual parents, parent groups, community partners or employees acting as independent contractors or agents are non-sanctioned and are not Board

approved field trips.

3. Non-sanctioned field trips include trips planned by individuals, groups, or agencies that are involved with students on a volunteer or self-supporting basis.
4. Total responsibility for non-sanctioned field trips or tours rests with the individual(s) and agency sponsoring them. Saint Paul Public Schools assumes no legal or financial responsibilities for non-sanctioned field trips.
5. Students absent from school for a non-sanctioned field trip are not excused for attendance, unless the student receives an excuse applied for and approved in advance of the trip in compliance with district policy.

Employees involved in non-sanctioned field trips shall not use duty time or any district resources to recruit participation, plan, organize or conduct these trips. Employees may, subject to the terms of their contract or collective bargaining agreement, arrange to use vacation days for non-sanctioned field trips. Approval for such vacation arrangements shall be in the sole discretion of the employee's supervisor.

IV. REGULATIONS

- A. All students must have the permission of their parent or guardian to participate in any field trip.
- B. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- C. The school administration shall be responsible for providing more detailed procedures, including planning, approval, parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- D. Volunteers and chaperones shall be receive background checks pursuant to Saint Paul Public school policy, procedures, or as required by applicable law.
- E. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- F. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

- G. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.F.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

V. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Minn. Stat. § 123B.03 (Background Check)

Cross References: 414.00 Tobacco-Free Environment
415.00 Discrimination, Harassment, Violence, and Retaliation Policy
501.00 Hazing Prohibition
504.00 Drug-Free Schools
505.00 Bullying Prohibition
506.00 Student Discipline
506.02 Student Discipline: Expulsion & Exclusion
506.03 Student Discipline: Suspension
516.00 Students: Medications/Medical Procedures
520.00 Technology Useage & Safety
601.00 Educational Programming

707.00 Transportation: Eligibility
707.02 Transportation: Student Conduct
707.05 Transportation: Type III School Buses
710.00 Transportation: Field, Athletic, Community Education Trips
719.00 Food Service



Saint Paul
PUBLIC SCHOOLS

3rd Reading Updates to Policy 610.00 Field Trips

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Cedrick Baker, Chief of Staff
Mechelle Karels, Compliance Manager, Office of Business and Financial Affairs
Will Forbes, Assistant General Counsel

October 19, 2021

610.00 Field Trips

Why are we proposing to update this policy?

- The new policy language will:
 - Clearly provide expectations and standards
 - Better define and classify types of field trips
 - Give authority to the District to build robust procedures
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610.00 Field Trips

The policy lays out the five categories of field trips:

1. Instructional (paid for in full by district)
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planned by external organizations or people)
 - a. The District is not responsible for non-sanctioned trips

610.00 Field Trips

See [here](#) for current policy.

See [here](#) for proposed policy.

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Vote to Approve Policy 610.00 Field Trips

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Saint Paul
PUBLIC SCHOOLS

1st Reading Policy 510.00 Graduation

158

Cedrick Baker, Chief of Staff
Darren Ginther, Director, Office of College and Career Readiness
Maijue Lochungvu, Assistant Director, Office of Teaching and Learning

October 19, 2021

510.00 Graduation

Why are we proposing an update to this policy?

Adding graduation credit requirements necessitates a board policy update.

159

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:

160

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

510.00 Graduation

Next steps:

- November 16, 2021
 - 2nd Reading
- December 14, 2021
 - 3rd Reading and Vote

161

510.00 Graduation

See [here](#) for proposed policy.

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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