

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

September 21, 2021
6:05 PM

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#BoldSubject#

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

DATE: September 21, 2021

TOPIC: Acknowledgement of Good Work by Students

1. Como Park Senior High School Marine Corps JROTC (Junior Reserve Officer Training Corps) is honored to congratulate **Cadet Major Aliser Paw** for earning the highest award a cadet in our nation can 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 are selected.

A formal ceremony will be held for her later in the school year at Como Park Senior High, where she will receive the Legion of Valor Bronze Cross.

2. This item is submitted by Andrew Collins, Chief of Schools

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: September 21, 2021

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **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 is 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 are forwarded on to the National Science Foundation for judging at the national level and the White House will make the final selection. Final award winners have not yet been named for 2020 or 2021.

The PAEMST is the highest recognition that a K-12 science, technology, engineering, mathematics and/or computer science teacher may receive for outstanding teaching in the United States. The award recognizes those teachers that have both deep content knowledge of the subjects they teach and the ability to motivate and enable students to be successful in those areas. Since the program's inception in 1983, more than 5,000 teachers have been recognized for their contributions in the classroom and to their profession. This includes six science teachers from SPPS.

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

B. RECOMMENDATION:

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

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

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

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

**August 17, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

C. Long, General Counsel

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda three changes - to move the new order to be New Business: 2021 American Indian Parent Committee Resolution, then New Business: Resolution Authorizing On-Line Learning School for Grades K through 12, and then Old Business: Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings. These will all precede the Superintendent's Report. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32481 Acknowledgement of Good Work Provided by Outstanding District Employees

1. Welcoming new leaders:

Andrew Collins, Chief of Schools
Marcy Doud, Deputy Chief of Schools
Yeu Vang, Assistant Superintendent
Maria Eustaquio, Director, Equal Employment & Opportunity
Nicky Napierala, Principal, Bruce Vento Elementary
Elias Oguz, Principal, Barack & Michelle Obama Elementary
Tracy Buhl, Principal, Crossroads Montessori/Science
Leslie Hitchens, Principal, Maxfield Elementary
Oulia Yang, Principal, Battle Creek Middle School
Jamil Payton, Principal, Johnson Senior High School
Jeffrey Bush, Principal, SPPS Online School
Susan Mondry, Principal, Eastern Heights Elementary
Kristen Longway, Principal, Battle Creek Elementary
May Lee Xiong, Principal, Phalen Lake Hmong Studies Magnet
Marcus Freeman, Principal, Capitol Hill Gifted and Talented Magnet
Daria Caldwell, Principal, Galtier Elementary
Teng Lo, Assistant Principal, Battle Creek Middle School
Danielle Beck, Assistant Principal, Global Arts Plus
Nicole Staab, Assistant Principal, Highland Park Senior High School
Diana Salinas Brown, Assistant Principal, Como Park Senior High School
Shandyn Benson, Assistant Principal, Washington Technology Magnet
Michelle Brown Ton, Assistant Principal, Phalen Lake Hmong Studies Magnet
Jude Vales, Assistant Principal, L'Etoile du Nord French Immersion
Melissa Ehlers, Assistant Principal, Frost Lake Elementary
Ma'Lene Walker, Assistant Principal, Open World Learning
Jennifer Ewald, Assistant Principal, Como Park Elementary
Elzbieta Murphy, Assistant Principal, Saint Paul Music Academy
Al Levin, Assistant Principal, Hazel Park Preparatory Academy
Elba Frazier, Assistant Principal, E-STEM Middle School
Anne McInerney, Assistant Director, Title I Federal Programs
Brenda Natala, Interim Executive Director, Office of Specialized Service
Beth Coleman, Assistant Director, Office of College & Career Readiness
Charlotte Landreau, Assistant Director, Office of Teaching and Learning
Sarah Schmidt de Carranza, Interim Executive Director, Office of Multilingual Learning
Adam Kunz, Director, Office of Digital and Alternative Education
Megan Dols Klingel, Assistant Director, Office of Digital and Alternative Education
Scott Hrouda, Assistant Director, Facilities Department
Leah Corey, Director, Innovation Office

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with item A1 - Acceptance of Gift from United Healthcare pulled for separate consideration. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

Director Kopp	Yes
Director Carrillo	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of July 20, 2021
- B. Minutes of the Special (Closed) Meeting of the Board of Education of August 3, 2021
- C. Minutes of the Special (Closed) Meeting of the Board of Education of August 3, 2021 regarding the Annual Evaluation of the Superintendent

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of July 20, 2021; Minutes of the Special (Closed) Meeting of the Board of Education of August 3, 2021; and the Minutes of the Special (Closed) Meeting of the Board of Education of August 3, 2021 regarding the Annual Evaluation of the Superintendent. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

- A. Minutes of the Regular Meeting of the Board of Education of August 10, 2021

At the Committee of the Board Meeting on August 10th, 2021, Superintendent Gothard began the meeting by welcoming everyone and providing a brief update on both the work of the expansion of an SPPS online school program for K through 8 in addition to the previously approved 9 through 12 format, as well as the proposed mask mandate and other safety precautions as we move into school year 2021-2022.

Next, the Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in All Saint Paul Public School Buildings was introduced. This sparked discussion with board members, including questions on proof of staff vaccination, mask requirements for students with special needs, concerns from staff about masks to control the spread of Covid-19 in classrooms and buildings, specific dates of review of this resolution by the Board, consequences for students who choose not to wear a mask, clarification on the date and time it would go into effect, and engagement around this proposal.

Staff then presented the American Rescue Plan Needs Assessment Results. Discussion and questions raised by the Board included efforts for remedial work, alignment of the results of the needs assessment and SPPS online school, the timeline for data collection and methodology, and staffing and capacity for teachers. It was noted that the information on the needs of our District will help as we move forward with more accessible resources. More information was also requested on the process of the work

group, the pace and cadence of spending, as well as information on the summative information included in the presentation.

Next, the Policy Update included information on updated to Policy 610.00 - Field Trips. Discussion focused on the process of this policy update, definitions of non-sanctioned field trips with community partners or contractors, international travel vendors, opportunities for students to participate in non-sanctioned field trips that are approved in advance and questions regarding absences. Overall, the Board approved moving this policy to the three-reading process.

Lastly, the Board presented the Summary of the Annual Performance Evaluation of the Superintendent. Overall, the board finds the Superintendent to be effective in his role with notable successes and areas for improvement. Board members continue to appreciate his leadership during challenging times and acknowledge continuing work in areas of student outcomes, communications, and building a culture of trust. The Board used the Minnesota School Board Association's Superintendent Standards-Based Evaluation for this year's evaluation, choosing to focus on standards evaluated last year (September 2020) to identify progress over time. These standards are related to Operations, District Communications, Teaching and Learning, and Ethical Leadership and Equity, with a rating scale ranging from ineffective, to developing, to effective, to highly effective. Observations within each standard were then shared. Identified key areas for growth were also noted. Superintendent Gothard thanked the Board for the review and comments.

MOTION: Director Vue moved approval that the Board accept the report on the August 10, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Back to School 2021-2022: School Readiness Report

Superintendent Gothard then welcomed staff to provide the School Readiness Report that the team prepares annually to share information on preparation for the new school year, with additional information on safety protocols for COVID-19.

Part I of the presentation focused on School Readiness with an overview on the state of readiness for the first day of school on Thursday, September 9, 2021, including reports from Human Resources, Finance, Professional Development, New Technology, Facilities, School Safety, Nutrition Services, Transportation, Enrollment, Family Engagement, Communications, Community Education, and Part II: Safe Learning Plan Update.

Within Part II: Safe Learning Plan Update, information included prevention, screening, and mitigation strategies and information on vaccinations, COVID testing, mask guidelines, social distancing, reporting, contact tracing and quarantining, air quality, and cleaning routines and supplies.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Regarding transportation and the shortages in that area, what is the impact to our homeless and highly mobile families, and how are we adjusting to ensure students are able to get to school? Response: We will continue to follow the statute and law around that, and to provide supports to get to the home school - those will continue and will use vans as Type III transportation vendors to provide supports for highly mobile students and students who may live outside the city or areas that are more difficult for our yellow buses to access.
- Director Brodrick thanked staff for the presentation. He is glad to see that one of the primary mitigating strategies is vaccinations, and his thoughts and support for vaccines as a public health weapon against what causes such hardship in our community. He is in support of universal vaccinations. If we were to engage in a discussion or to give direction to Administration to begin ambitious work on potentially having vaccination for staff and possibly students to be mandatory. This would be a large, and courageous endeavor, for our school district to move ahead on this, and there are legal, practical, political, and moral questions involved in a decision such as this. He also would like General Counsel if he can propose a motion to give Administration direction to explore possibilities along the lines of vaccinations. He noted Superintendent Gothard's work in directing the district through COVID-19. He also requested obstacles the District may face, and as a Superintendent in order to have a vaccine mandate in SPPS. Response: It was noted that we are talking about staff online - currently state law prohibits that students be vaccinated. The end in mind would be a date in mind that staff show demonstration of vaccinations - one to show proof of vaccination or exemption, or be tested weekly. Some districts give no choice and require vaccinations. We do believe with our bargaining units that there are relationships, but everyday interactions with the terms and conditions of working in SPPS community. He would direct our team to have discussions across bargaining groups to feel respected in this process, and what makes sense for us. Timing is of the essence with the start of school, and the timing regime of the vaccine, and know it would not be actionable for right away, but to give time for. Those not vaccinated right now may struggle with their personal beliefs around it. He feels fortunate to live in a state and community where vaccines are publicized and available, and where we do have high percentages of our community eligible vaccinated in comparison to other parts of the country. He also noted the significant workload of HR to ensure staff are avail for students. This mandate would be a significant workload for a team that is already working on the critical work of staffing our sites. Assistant General Counsel recommended to hold this conversation as vaccines are not on the agenda for this meeting and heard Superintendent Gothard to direct his team to look into the different implications about it, and ensure the team has the opportunity to look into those possibilities.
 - Director Brodrick noted that at various times, there have been instances a single board member has suggested a topic or conversation, and he certainly does not want Administration to be unclear of the direction of the Board is asking Administration to go. Understanding the direction of the Board to go in for Administration, and important to make it clear of the consensus of the Board that we do want to give direction, but also want to be clear for him what that direction is. We need to ensure the Superintendent understands what this Board wants him to do.
 - Director Vue noted that he is interested in that conversation to give Superintendent Gothard and Administration direction. Vaccinations are at the top of the list for the Safe Learning Plan, and

echoing similar sentiments in seriously considering how this looks in SPPS. Understanding the leeway and flexibility, but to let the public know we are discussing this and directing the Superintendent to find out how this may look for SPPS.

- Director Carrillo echoed the sentiment that while the conversation of mandating vaccinations is not a part of this agenda, it is important to us, that staff investigate and devote energy. We have a large gap in meeting the staffing needs, and imposing a big pressure on the HR team to meet this gap, but concerned we are not attracting staff who want to leave districts not imposing mask mandates, and reaching out to those who want to come to a safe place. He wants to make SPPS a safe place for students and teachers and staff. He also noted the importance of timing in this. He does implore our staff to take this conversation and start moving with it, with community input and working with our partners.
- Director Kopp suggested that we have clear idea of what we are looking for, so there is not confusion. Do we want to set a date for feedback on questions so our community has a sense of the timeline, team has enough time, and reminding folks that being ready to do something and deciding to do it are two different things. Taking time in uncertainty is wise. Don't want to be reacting to something without the tools and planning at our disposal. Want to say talked about it, vetted it, our cross departmental teams have worked together, and how to do it and implement it. It won't be ready for the first day of school; our community has not had time to weigh in, and it is deeply personal. Build on efforts to educate, and what has been successful, obstacles. We need to be specific about information, set a timeline for community to engage, and understand it's a decision to be prepared.
- Chair Foster made a recommendation to determine a consensus and tasked our Board Administrator to reach out for input from individual board members.
 - Director Brodrick also encouraged public debate and deliberation about these things so that folks know what this board is saying publicly. He isn't fond of that idea, however, if that means that it will provide incentive to move on this quickly, he would not stand opposed.
 - Director Kopp noted she is not taking a position on the vaccine mandate, but be prepared with tools in the toolkit, and there is still information to learn, and not commit to doing it or not doing it - she wants to know more and understand more before we proceed.
 - Chair Foster also noted she is not prepared to make a decision on this tonight.
- Director Brodrick requested if it is clear that the Board is a little unclear on the specifics and direction to be given, but goes without saying, that for the past 18 months how much the Superintendent cares about this District that there will be direction from the Board? Response: In our work plan for the upcoming weeks, yes. We often do a stress test to push to think of the what-ifs to be ready, and work in a place of anticipation of what is next, and will continue to do that. Appreciate remarks of focus on the main thing, and a lot this year - online school and masking, and resources shared. Director Brodrick noted the team aspects of the Board.
 - Director Allen noted she needs more information and it is important for the Board to be presented what this looks like in SPPS and the community does need an opportunity to weigh in, for self and others. There are a lot of different opinions on the Board, and look at the facts and presentation and hear from the community before making a decision or even statement about where we are at.
 - Director Ellis noted that this is not the conversation she expected for tonight, and that information be presented as a whole to the Board, and no one is at the same place at this moment. Information from other entities such as CGCS would also be helpful. This is a very different conversation is discussing for SPPS, as opposed to overall.
- Regarding HR and staffing, new hires, and retirees, and staffing shifts between buildings and explanations for numbers. Is this more or less than last year? Response: These are larger than

they have been in past years. We typically see about 125-150 new teachers, and have done a lot of hiring, and continue to have teacher vacancies, and added positions with ARP funding. Some are transfers, some are resignations. Retirements are on trend. It is a combination of things. Our teaching assistant number is pretty large, and last year we did not hire with distance learning. This year we are seeing difficulty with filling those positions, but working on solutions to fill those, such as a the pop-up event we hope to address our shortages. It does include online.

- About Nutrition Services, last year we were talking about meal deliveries, and an update on how many were delivered this past summer, and what we expect for students online. Response: We are planning an announcement that by the end of this summer to surpass the 20 million meal mark, and to have a celebration around that - it was a community task with our partners and staff. For online programming, there will be access to the meal boxes and will need to register online. What will be different this year, it was a community program. Under the program moving forward, students attending school in buildings will not be eligible for a meal box per the USDA, and to be careful in following the guidelines. Families will need to go through a welcome process, and register, and then to pick those meals up. With the bus driver shortage, we are not in a position to provide direct home access for meal delivery.
- For the form to families for lunches, the expectation is that families will still fill out the educational benefits form, as well as register online if they'd like meal boxes to be made for them each week.
- Further details were requested on the vans. Response: They are not necessarily SPPS vans, but work with 5 different vendors. The notice on the window of the van will be similar to those on the yellow buses for SPPS. Those families this will impact, they will be told in writing and calls to understand a van will be picking up their child. Bus stops will look similar and depend on start times. It is a 15-passenger van, but state allows only for 10 people total - 1 driver and 9 students.
- It was mentioned that bus driver shortages, and wondering what that means for charter schools who we partner with for students to other locations and the impact of that. Response: We do partner with a few charter schools and private schools, and conversations had with directors to be transparent and work with them about what that may mean for their school. Those conversations will continue with those school partners.
- How many bus drivers do we currently have, and is it more or less than last year? Response: We are on par for drivers with our yellow bus drivers to primarily support our special education community in SPPS. Our nine contracted companies for student transportation, and those nine companies, worked with each of them and their leadership, and they have all indicated they are significantly short for drivers - many drive for SPPS and other schools in the area. As a whole, companies may be down 20 to 100 drivers. This will be a crisis that as a country to work through. One of our school partners on the East Coast is down 400 drivers, and may delay the start of school to allow for additional drivers. We need parents to understand to be flexible, and this year will be a challenge. Not concerned about safety, but need physical drivers. Everyone with a license in the SPPS transportation department will be driving, and that will mean that we need parents to understand it will take longer to answer phones and provide support. This is the year we need our community to rally together. Our fellow district across the river is also in a similar situation.
- It was good to hear that our staff was able to receive a vaccine if they wanted to, and glad that was able to happen.
- Director Allen also noted concerns about transportation, and campaign to encourage carpooling or folks to watch bus stops and ways to work together to ensure all students are safe to and from bus stops, and waiting. Response: Yes, we are, and working with other partners to work together. We are encouraging and working together that driving a bus can be a flexible for folks who want a flexible schedule, allow for stay at home parents to bring their children. As an

industry, we are reaching out to retirees, as well as others in an interest in working with youth and children. We often hear from students that their bus driver is important to them. As a community, we need to recognize our drivers for their participation in the education of our children. All are being done and considered.

- Gas card incentives for carpoolers, or a CDL pathway in Community Education were also suggested to “grow our own” bus drivers.
- About the number within the TA department, and pools and pop-up recruitment - what does that look like and how can the community learn more? Response: We have asked the team to think of creative ways to recruit, and asked the team to think of same-time ways of getting applicants to schools. This past May, we held interviews and offered positions on the spot, and hoping to meet with candidates, and getting out to schools, in addition to posting and finding new ways to promote those postings, including on social media and online employment sites. We are also working with community partners, especially for SUTR. We are looking at different ways for candidate pools.
- Director Kopp noted her favorite bus driver and experiences, and thanks.
- In thinking of the streamlining of the bus stops, and students moving to larger main roads, will there be a larger communication from the City and City Council, and being mindful of safety, for students and drivers to expect larger groups of students. How are we reminding folks school is starting and it might look different this year? Response: Yes, we are talking with SEM and Transportation teams about how to get information out to our community partners, including City and Parks about the change.
- With the start time shift, that will raise concerns with families and when to expect to know more? Response: Decisions will be made within the next 7-10 days. We really want to wait as late as possible to ensure we have recruited as many drivers as possible before making decisions. Every driver has a huge impact over the routing system. This is a temporary shift, and not a full-time change. We are a three tier system with schools starting at three different times. Our goal is to continue to have those three tiers long term, which is most efficient. Given this crisis, we don't anticipate more than 5-7 schools to change their start time, because we want to minimize changes for families, and the timing may be 15-30 minutes difference to get the driver from the widespread route to a smaller route. It would be communicated to families and the school that is is temporary shift. It does not change the timing for the instructional day, or teacher contract day, and there may be additional supports for students.
- Thanks for presentation for health and wellness readiness, and practices last year were successful, and glad we have the practice and refining, and opportunity to tailor to individual needs of the school.
- Regarding the Safe Learning Plan, for the COVID reporting, how will it look different? Response: It will look the same, with the same system, with over 9,000 reports since last summer. We have only modified the logic. In planning for fall, we can update the internal components, but it is the same reporting system.
- Fair air quality, is it any different from last year? Response: It is the same as last year.
- For cleaning practices and supplies, how has that changed? Response: It has been modified based on the CDC guidance, but is primarily the same practices, but reflecting staffing levels and the current guidance.
- Clarification on the vaccination clinics at school. They are: Washington Tech, Harding, and Gordon Parks.
- In thinking about the community care partnership with HealthStart, and open to staff, students, and community - how are we communicating that out? Response: We continue to work with the Communications office regarding those messages, and do have a vaccine website on

www.spps.org, as well as working with Ramsey County Public Health on messaging, and working with media to promote it on the news. We continue to share that resource back to our website to access the resources available. The website is: www.spps.org/covidvaccine.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period July 1 through July 31, 2021. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding item A1 - Acceptance of Gift from United Healthcare, which was pulled for separate consideration. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts - pulled for separate consideration

B. Grants

BF 32482 Request for Permission to Accept Two Grants from Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to accept two grants from Project Lead the Way to implement PLTW Launch at Central High School and Humboldt High School; to accept grant funds; and to implement the project as specified in the award documents.

BF 32483 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.

C. Contracts

BF 32484 Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change, Inc.

BF 32485 Change Inc. Navigators in SPPS for School Year 2021-22

That the Board of Education authorize the Superintendent (designee) to approve the expenditure ESSER funding in an amount not to exceed \$350,000 for Navigators provided by Change Inc.. This amount supports the work of Navigators at 4 Saint Paul High Schools and one middle school.

BF 32486 Contract Extension No. #A-214622-A Type 3 (Van) Services for 2021- 2022 School Year

That the Board of Education authorizes the Superintendent (designee) to extend contracts based on attached rates established for school year 2021-2022.

BF 32487 Contract between SPPS and Achieve!Minneapolis (AchieveMpls)

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And AchieveMpls for the 2021-22 school year.

D. Agreements

BF 32488 Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, to Establish Terms and Conditions of Employment for 2021-2024

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2021 through April 30, 2024.

BF 32489 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing teaching assistants in this school district; duration of said Agreement is for the period of July 1, 2021 through June 30, 2023.

BF 32490 Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding

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

BF 32491 Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College

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

BF 32492 Memorandum of Understanding between Minnesota Alliance with Youth and Saint Paul Public Schools

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

BF 32493 Request to Sign MOU between SPPS and UW Precollege Pipeline Program

That the Board of Education authorize the Superintendent (designee) to approve the MOU between SPPS and the UW Precollege Pipeline Program for the 2021-22 school year.

BF 32494 Request for Permission to Sign Agreement with SELBI (Social, Emotional, Learning, Behavior Intervention) for Student Support SY 2021-22

That the Board of Education authorize the Superintendent (or Designee) to sign an agreement with SELBI for Behavioral Specialist support at two (2) sites for SY 20-21, and to implement the services as specified in the agreement.

BF 32495 Request for Permission to Sign Agreement with Greater Twin Cities United Way (GTCUW) for Philanthropy Cloud

That the Board of Education authorize the Superintendent (or Designee) to sign an agreement with GTCUW for the use of the Philanthropy Cloud platform, and to implement the services as specified in the agreement.

E. Administrative Items

BF 32496 Monthly Operating Authority

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

(a)	General Account	#737648-738956	\$61,317,026.57
		#0004128-0004157	
		#7004099-7004143	
		#0005797-0005921	
(b)	Debt Service	-0-	\$168,534.50
(c)	Construction	-0-	<u>\$3,835,301.11</u>

\$65,320,862.18

Included in the above disbursements are two payrolls in the amount of \$41,554,897.05 and overtime of \$143,523.93 or 0.35% of payroll.

(d) Collateral Changes

Released:

Custodian	Security	Maturity
USBank	FHLB of Cincinnati Letter of Credit	05/03/2021

Additions:

Custodian	Security	Maturity
USBank	FHLB of Cincinnati Letter of Credit	No.554175 05/02/2022

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 January 31, 2022.

BF 32497 Active Employee and Early Retiree Health Insurance with HealthPartners

That the Board of Education approve a contract for active employee health insurance coverage with HealthPartners, effective January 1, 2022, at the proposed premium renewal rates.

BF 32498 Increase Adult Meal Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2021.

- Adult breakfast to \$2.75
- Adult lunch to \$4.40

BF 32499 Increase to Substitute Teacher Rates

That the Board of Education approve an increase to the substitute teacher rates, effective the start of the 2021-22 school year, at the proposed rates.

BF 32500 On-Call Interpreter Pay Rate Increase

That the Board of Education authorize the Superintendent (designee) to update the pay rate for on-call oral language interpreters to \$30 per hour for all languages.

F. Bids - None

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32501 Acceptance of Gift from United Healthcare

Director Carrillo pulled this item for an understanding of the gift. More details on the gift were provided, including that it is a year and a half in the making, and it includes a fitness center gift at Washington Tech. There will be volunteers to help construct and paint. This is part of a nationwide project to encourage healthy living in our schools.

MOTION: Director Foster, seconded by Director Carrillo, moved that the Board of Education authorize the Superintendent (or designee) to accept this gift from UnitedHealthcare, Team8 Tour, Cal Ripken Sr, Foundation and Impact Fitness on behalf of Washington Technology Magnet School.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS

A. Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings

Superintendent Gothard introduced this resolution and noted that he is seeking approval and support to adopt a resolution that requires all to wear face masks in SPPS buildings for ages 2 and older regardless of vaccine status. This resolution would go into effect tomorrow at 8:00 a.m. on Wednesday, August 18th. He then provided background on the resolution, and the desire to discuss at an open meeting, as well as the process. The goal is to keep our staff and students physically safe and physically present in all of our schools if they choose. He also noted the public guidance around masking and recent increase in COVID cases, as well as other public entities with similar resolutions. He also shared information from Ramsey County Public Health related to masks.

QUESTIONS/DISCUSSION:

- Director Brodrick noted he is in full support of this resolution, and thanked Superintendent Gothard. He also noted an recommendation that after this resolution is voted upon, that we also begin promptly to work with all stakeholders, particularly our bargaining groups, on a mandate for staff vaccinations. While this is not a part of this discussion, it is germane to the discussion regarding COVID.
- When can students take off their masks? Response: There is a masking exemption for students both in general education and special education. Masks are not required outdoors or alone in a classroom. When in a setting with others, masks are required.
- What about visitors to buildings? Response: They are also required to wear a mask per this mandate.
- Can we entertain a discussion about mandated vaccinations, either after passing this, or before? Response: It can be discussed within the Chair's authority. There is no resolution for that, but the Board could entertain that, through an amendment.
 - The amendment would be to explore? Or the action approving the vaccination for all staff? Response: It would depend on the amendment proposed by the Board.

- Director Brodrick suggested that sometime at this meeting, whether an amendment to this resolution or clear direction from the Board, to begin now to explore whether we can mandate vaccinations for all employees, and in the future, to also have all students safely vaccinated. He asked for discussion from other board members, and recommendation for an amendment that may be considered.
 - From Administration, it was recommended to not do an amendment, as this mask mandate was informed to the public for voting, not the amendment to this item. Also to ensure in having discussion, and to provide the public an opportunity to weigh in on this, and there was an opportunity to weigh in on this resolution. The Board has the authority to make an amendment, but it is the recommendation of Administration to do them separately.
 - Director Brodrick noted that his concerns were noted that this issue has been brought into the discussion of a particular resolution that was not publicized with these details, and understanding there may be issues around that. If we were to contemplate making a mandate for our employees, the sooner we can let the public know and the sooner we begin to reach out to our stakeholders, the better off we will be, because we will determine if we can do this and if legally and practically manageable. Would like the Board to give direction to Administration on this.
 - Chair Foster noted that we know to talk about vaccinations, but do not feel like it is the right time with engagement. We could entertain a motion to make adaptations? At this time because we have not engaged the community, concerns about trying to change the resolution.
 - Further discussion on board process and engagement with stakeholder, especially our bargaining groups, continued. Also, how we can communicate with the public we know we will be facing or discussing in the near future? These discussions have occurred with Board members and the Superintendent, and to ensure the public knows we are discussing this topic.
 - Further information was requested from the Board on direction to Administration on information regarding a vaccine mandate. Administration then requested an ending to the conversation regarding masks, and a separate conversation on vaccines. We want to be clear to the Board and public on the vote at this meeting, including yes or no to the masking mandate.
- Director Kopp noted the greatest gift to the community is clarity on this issue, and need to be clear on this vote, and anything else will create anxiety and worry. This is a valuable conversation, and need to be considered separately.
- Director Carrillo noted we need to be clear we are voting on a mask mandate, and feels there should not be an amendment, but echo the sentiment that this conversation is ongoing, and calling to engage with community and bargaining units that we need to do this together; this situation has been fluid, and need to be nimble. We cannot sit idly in processes when people are dying. But to be clear the Board is voting on the mask resolution, and not a vaccine resolution.
- What would the response or consequences be for staff or students who are consistently violating this resolution? Resolution: This will be included in the previous guidance, and ensuring masks are provided or reminded. If willingly disobedient, we need to look for other means, including meeting in the middle or another way. There will be different ways, depending on age appropriateness or staff member, and different situations. We want to keep all safe and in schools if they choose, and this is one way to do that. Children are also being quarantined across the country, and the mask is an effective way to avoid quarantines. The relationship is important, and we are here for education, and we want to help everyone be safe and keep their learning community safe.
- Specific information was requested for a student who is refusing to wear a mask. Response: It would involve the family and supports for students to understand it. Or that an in-person environment would not be safe. This is about relationships and understanding the context, and understanding the rituals and routines and modeling, and understanding the why and context. Our educators are demonstrating lessons learned, and that some students continue to struggle. There is outreach and parent conversations to communicate that expectation to the student. Other staff are also able to

support in understanding the why for that student to help them why they need to do this and why it is important, and praise that behavior. Also understanding of the masking exemption form and working with their primary health provider. It is a problem solving opportunity to build a plan for a small subset of students to ensure student feels supported, and opportunity for praise and growth in that process with clear expectations and compassion and authentic relationships. It is all about understanding why, and unpack each situation individually.

- Director Allen noted that is an example of PBIS, but it doesn't always work that way, and looking for if students can no longer participate, are they sent home on dismissal? What is the consequence? Response: Additional strategies to offset that were provided, including working with the families. In looking at if it is suspendable behavior, no it is not. But there are opportunities to bring the parents into the building. Last year, we also took mask breaks where students walked outside. It is understanding the developmental need of where the student is at, and all students in the context and to modify that - we will build a plan depending on the student, and work with the families. In leadership academy groups, there will also be dialogue to work collaboratively together, with principals to discuss creative solutions.

BF 32480 Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings

MOTION: Director Foster, seconded by Director Allen, moved that the Board of Education approve the Resolution Adopting a Saint Paul Public Schools Resolution Mandating the Use of Masks in all Saint Paul Public School Buildings

The motion was approved by roll call vote:

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

B. Policy Update

1. THIRD READING: Policy 619.00 Student Fundraising

The rationale for this proposed new policy was reviewed, including that this policy would allow for checks and balances for fundraising at the school building level. The eight sections of the policy were also detailed, including purpose, general statement of policy, definitions, general requirements for general all fundraising, fundraising for curricular activities, fundraising for co-curricular and extracurricular activities, exceptions, and responsibility. A link to the proposed policy was also included. The full presentation can be found in the BoardBook.

BF 32502 THIRD READING: Policy 619.00 Student Fundraising

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved to approve the third reading of Policy 619.00 Student Fundraising. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

2. FIRST READING: Policy 610.00 Field Trips

Next, the rationale for the proposal to the update for this policy was reviewed. The five categories of field trips were also provided. Links to the current policy, as well as the proposed policy were also included. The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Ellis thanked Mr. Forbes for the information sent, and requested clarification. Response: There were questions around non-sanctioned trips and absences, unless approved to be excused absences pursuant to district policy. In looking at the policy, there isn't a districtwide policy that approaches excused or unexcused absences. The idea was to address college visits within the field trip policy and/or address it in another fashion. The recommendation is to adopt and develop a district level attendance policy and in one spot called attendance policies and written in a way that is clear.
- Regarding non-sanctioned field trips and summer field trips and clarification. Response: That is to outline a time period in which field trips do not occur, but there are programs that may engage in sanctioned field trips. An example may be an JROTC summer trip.
- Will this policy have an impact on JROTC trips for training in the summer? Response: Those would be defined as supplementary trips, which would fall into the sanctioned category and administered by the school and program. The idea of non-sanctioned trips is to delineate when SPPS is in charge of the trip, or when another organization is in charge of the trip.

X. NEW BUSINESS

A. 2021 American Indian Parent Committee Resolution

Superintendent Gothard then welcomed the 2021 American Indian Parent Committee to present their vote of non-concurrence. He then noted the reporting requirement and history and timeline of the presentation and responses.

The Chair of the Committee and staff were then introduced to present the resolution as mandated by state law, and the official vote of the American Parent Committee of non-concurrence with the Board of Education into the meeting minutes, fulfilling all state requirements regarding the annual resolution. No further action is required of the Board, and look forward to building a positive working relationship for a new process and new vote for the 2021-2022 school year.

QUESTIONS/DISCUSSION:

- The process and the next steps were also reviewed, as well as Tribal Nations Education Council Meetings to give information to the Board and times to expect information. In October, there will be an invite for board members to join TNEC, which is required under ESSA, and then meet again in the Spring. This resolution process is a state issue, and the Parent Committee will bring forward in December and January and complete the process in March.
- Chair Foster thanked the Committee and staff and look forward to working together for our students.

B. Resolution Authorizing On-Line Learning School for Grades K through 12

Superintendent Gothard then introduced the resolution. He noted the previous work in creating an online learning option, which began long before the pandemic. Our initial work was to serve students grades 9-11 and sought and approved a resolution by the Board in January 2021. He provided a brief recap of the previous work within this area, and noted that SPPS Online is not the same as virtual learning or distance learning with a few exceptions, including that students will remain in an online setting and not report to a physical building, and it will be a centralized program with its own school number for state reporting and staff. There will not be sections from each school, but students will be enrolled in SPPS Online. He also provided details on the approval process with the Minnesota Department of Education. This resolution allows for an expansion to students in grades K through 12 to serve students in SPPS who wish to enroll.

QUESTIONS/DISCUSSION:

- Director Foster clarified that this online model is completely separate from the distance learning offered last year. Superintendent Gothard confirmed that on March 15, 2020, we were given direction from the Governor to create a distance learning program for students. The Governor and Department gave time to plan, which was around Spring Break. That program and with iPads, and developing an online and teaching, and support experience was a tall ask. We also found many students were not successful in distance learning, as hard as we tried, and know that remains the same when we re-opened. We want online to be an option students might choose for the future with flexibility, and work before the pandemic, and work to continue after. As the orders expired, districts are left with having the option to apply to be a state-authorized online provider, and all districts have the opportunity to apply. This would re-establish the enrollment practices, to enroll all families into this program, as many continue to feel it is not safe to come back with COVID-19. We are going to be flexible and meet the needs to the best of our abilities, while being upfront with the barriers. We would be asking students to leave their school to enroll in a centralized school. We want to ensure we are approaching staff and offering opportunities to those who are interested and skilled in this work, or interested and have the background and abilities to be an online instructor. The typical day may look different, but this is different than distance learning or virtual learning school. Beyond the pandemic, this program should still stand, and building an online program and would like it to stay in SPPS. Additional details on the vision of the online school were also shared, including conversations with SPFE members, and in lessons we have learned to increased synchronous time for relationships and connections, as well as a repository of lessons for teachers to access, and ensuring daily check in points for students and staff. The website will go live tomorrow, and we are ready, as well as the Student Placement Center team for support for families.
- Requested additional details on projected enrollment for students. Response: We are starting from a place of capacity, and staffing to a certain point to meet capacity needs. In an elementary context, we are talking about 120-150 students, with additional staff to support that need. From a middle school

context, we may see a larger influx of 6th graders due to vaccinations, and less 7th and 8th graders. We are looking at building it to that capacity.

- Concern that we will get influx of students running away from COVID and splits across schools, and those students who may want to return back. How can we encourage families to understand that this is a commitment, and it will not be the same experience, especially for speciality programs. Response: That will be one of the explicit conversations with families to discuss what the program is and what it is not. There will be opportunities for families to engage in the online school, and opportunities for families to return to their original school. We don't want to create a back-and-forth as learned from last year; there will be limitations, but also opportunities.
- What supports will be in place for students who are struggling with online learning? Response: We will have a counselor for K-8, and for 9-12 to support students and families, and a social worker for all grades for families struggling. It is our hope that our teachers are building relationships with students and families in order to support them.
- Will home visits be supported? Response: When it is safe, and create a safe environment with personnel, we will do that.
- Director Kopp noted that she is happy to hear a different balance of synchronous and asynchronous, and that routine is helpful. In thinking about choosing schools, we want to be able to paint a picture of their child's day for parents, and expectations, and the sooner we can be clear, the more comfortable parents will feel. Response: Feedback received was also discussed from families last year, and need to find the right balance that is effective and individualized to meet student needs. Students will have an individualized plan, and make every effort to make this a great experience for our students.
- Director Brodrick noted the importance of this program, and the attempts for online with individualization will be a challenge, and we have learned a lot, and this will be an endeavor, but is absolutely necessary.
- How does the online option influence the other concerns from parents and students, and are we expecting some parents will want to go online to avoid sending their student to school without a mask? Response: When putting masking and online together, it depends on community. There have been varied feedback, but it seems to be two different issues that are related but not the same. It is the hope to have these two resolutions to give families time to decide.
- Further feedback on the relationship between online school and masking and the interconnectedness.
- The feedback from parents and families on mandated vaccines for staff may also impact those families who choose to go to online school. The personal opinion of a board member for every child in this country to be vaccinated was also noted. He noted his recollections and experiences of communicable diseases and the spread within the community, and fear of them. This may have an impact on the degree to which we provide online programming.
- Further clarification on the dates and years included in the resolution and their relationship to grading programming was requested. Will K-8 go forward in 2022-23? Response: The statement is taking through what has been already approved by the Board at the January 25th meeting. We are resolving that we open this for the 2021-22 school year, and any discussion or decision thereafter would need to be clarified at a later date.
- There was further discussion on the language and wording of the resolution, and clarification on the fifth statement, including the history that has already been approved by the Board. The resolved statement is what is being asked of the Board, and there is no end date for that.
- Further clarification was requested on the support for families to understand the differences between virtual/distance learning and online school. It need to continue to be ongoing support and clarification for families. Only saying "online" does not give enough clarity to families. Response: It is important to make that distinction because we no longer have the ability or authority to offer those programs, and MDE has sent out information to all districts to get applications in for online school approval, and

have families wanting something else, and MDE's way to allow districts is to apply for this program, and will continue to work with school staff, placement staff, and community.

- It's important to articulate this information to families and be clear to families. It is different than virtual learning from last year. Communication will need to be clear that students will either be in school buildings or online in online school, which is different than virtual learning or distance learning of the past year.
- In determining the typical day, that would ease families' minds if choosing that option.
- In enrollment, in how to define classrooms, and how is it decided? Response: In a starting from capacity, and start with feedback from what we have received and starting a single section grade for grades K-5, and opportunities to expand that. We need a vote before allowing families to enroll, and looking to flex that including teachers to accommodate that need. In middle school, we are looking at capacity. As enrollment increases, it will drive staffing and expansion to meet that need that will be dynamic, and respond accordingly. There is an initial capacity, and the SPC walking through with families about changes and what the program is, and as it becomes more clarified, there will be sample schedules for students.
- How will SPPS Online be reflected in the General Fund? Response: It is a school site with its own number and principal, and will staff it like a building, and there is a General Fund amount allocated. We will be looking at our funding structure to ensure we can staff in-person buildings and online accordingly. We also want to avoid class splits. We want this to be really good - we don't want funding to drive safety or quality, and need to be strategic and creative and get this work done.
- We have a responsibility to ensure our online school is set for the short and the long term. What is the big picture for families - personalized learning and how that will work? Response: We look at this to be a blended way to meet the needs of students, and look at creative ways for students to participate in internships and also moving forward with their credits and taking classes online. From the high school, we are building based on feedback from the design team, including project-based learning and flexibility for students. From experience, students may be trying to be in a safer environment or family responsibilities and flexibility to be successful in school. We are continuing to build our middle school and elementary school models, with feedback from families and adapting to that information as well. We want to give families choice with the current situation. Parent involvement in the lower grades is important, and will continue to stress that. The role of specialists was also shared in the daily schedule, and they will be split across serving students in the K-8 design with balance with asynchronous learning and synchronous, and information gathering with SPFE, as well as growing a place from capacity in high school in terms of electives.
- Appreciation was noted for recognition for parents to understand the distinction between online school and virtual learning.
- With the K-8 online model, what safeguards are in place to ensure students will be successful in their homes as they learn online? Response: One of the ways that we will look to do that is a more centralized approach with resources and protocols designed for a unique set of students. It will be managed differently and build capacity and find practices in that environment that we couldn't find last year for every student. We also have principal leadership and staff to support online learning. Last year, they were responsible for everything. This is a different focus and a way to serve differently. We believe this is the best framework for families and will do it as best we can.
- For our families who choose online, what does that look like for students with specialized services? Response: We will provide a continuum of services for students in special education. With a comprehensive school, it must contain the continuum of FAPE and will have all related services and meet the needs of all IEPs. As students enroll, there will be a parent meeting, and the IEP is typically written for an in-person environment, and will be adapted for the online environment. There will be

therapy services done virtually. If there is difficulty progressing, we can talk about in-person support and looking at the educational setting for the student to be successful.

- What are opportunities for extracurricular involvement? Response: For K-8, there won't be this year as it is being built, but will look at additional opportunities to provide those. At the high school level, students will continue to be able to participate in activities at their former school. While band or chorus will not be offered at this time, they will be able to play athletics, and also look to develop clubs as students want to create those and social opportunities as well.
- Superintendent Gothard thanked Principal Bush for the information at tonight's meeting.

BF 32503 Resolution Authorizing On-Line Learning School for Grades K through 12

MOTION: Director Foster, seconded by Director Brodrick, moved that the Board of Education approve the Resolution Authorizing On-Line Learning School for Grades K through 12.

The motion was approved by roll call vote:

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

XI. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Vue requested information on a pathway for a vaccination mandate for SPPS as a future agenda item.

C. Board of Education Reports/Communications

- Director Kopp noted her recent visits to Freedom Schools, the Humboldt Learning Garden, and Ramsey County League of Local Government in-person event.
- Director Foster noted pride of Saint Paul Olympic winner, Suni Lee, who made the city proud as her home is located on the East Side, and a role model for Hmong women and young girls. Congratulations to her and her family. She also noted Jaylon Suggs, another child born in Saint Paul and his new role in the NBA.
- Director Brodrick noted his time at Admin Academy. He also requested information on the summary of evaluations and feedback from Admin Academy attendees. He noted the morning greeting given by Chair Foster.
- Director Vue also noted the parade for Suni Lee on White Bear Avenue, and a reminder of the celebrations in our city, as she has a bright future at Auburn University.
- Director Ellis noted her attendance at the Friday calls with the Council of the Great City Schools, as well as her visits to Freedom Schools. She also thanked Mr. Parent for the tour of facilities including AIMS, and appreciation for regular communication to staff on the progress. She also noted her work with AMSD in their strategic plan, as well as work with NSBA. She also noted her time at Admin Academy and the great work of speaker Kao Kalia Yang.

- She also recognized Superintendent Gothard and the approval of his annual evaluation. She thanked him for his leadership and hard work.

XI. FUTURE MEETING SCHEDULE

MOTION: Director Foster moved to cancel the Committee of the Board meeting scheduled for Tuesday, September 7, 2021, and reschedule it to Tuesday, September 14, 2021 beginning at 4:30pm. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

A. Board of Education Meetings (6:05 p.m. unless otherwise noted)

- September 21
- October 19
- November 16
- December 14
- January 4, 2022 | Annual Meeting | 6:05pm
- January 18, 2022
- February 22
- March 22
- April 19
- May 24
- June 7 | Special | Non-Renewals | 4:00pm
- June 21
- July 19
- August 23

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

- September 14
- October 5
- November 9
- December 7
- January 4, 2022
- February 8
- March 8
- April 5
- May 10
- June 7
- August 10 (Wednesday)

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 10:12 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**August 23, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: Z. Ellis, J. Brodrick, J. Kopp, J. Vue, Y. Carrillo
J. Foster arrived shortly after Call to Order.
C. Allen was absent.

Administration: Superintendent Gothard, C. Long, K. Thao, K. Burns, C. Baker, K.
McCarty, M. Sullivan, S. Myles, L. Olson, A. Collins, J. Turner

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Carrillo that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss issues related to security systems and emergency response procedures as is provided for by Minnesota Statutes Section 13D.05, subd. 3(d). It passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed issues related to security systems and emergency response procedures as is provided for by Minnesota Statutes Section 13D.05, subd. 3(d).

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 6:20 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

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

**September 3, 2021
8:00 a.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 8:00 a.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

Vote: 6-0, passed unanimously

II. Adopting a Saint Paul Public Schools Resolution Requiring All Staff Either to Be Vaccinated Against COVID-19 or to Submit to Regularly Scheduled COVID-19 Testing

Director Foster introduced Superintendent Gothard to present this resolution to the board.

Superintendent Gothard thanked the board, as well as staff and the community, for the opportunity to present this resolution, at 8:00 a.m. on a Friday morning. He also thanked staff leadership in this important work to get this school year off to the best start possible. He also thanked Director Langworthy

(Student Health and Wellness) and Executive Director McCarty (Human Resources) for joining today's meeting and for their leadership, and that of other staff, in this important process.

Superintendent Gothard noted that the focus of the presentation is on revisions to this resolution prepared in response to questions and discussion points of board members during the special board meeting on Tuesday, August 31, 2021.

Before getting into the details of the resolution, he noted how important it is to first acknowledge both the excitement about the start of the school year as seen at the ribbon-cutting at Humboldt High School last night, and as seen at several attendances at open houses. Dr. Gothard also noted excitement on social media and in emails, both excitement and worry, but after spending time in that community the previous night, how wonderful it was that we can open our school year in-person and that children and families and staff were excited. While everyone was wearing a face mask, the energy was still felt and heard as expected at the start of a new school year.

Superintendent Gothard noted how grateful he is for the meeting's discussion and vote on this resolution. He is asking the board to consider one more tool to help ensure that in-person school experience can continue this year. He noted his discussions with school leaders around the metro and around the country who have already started school -- the challenges are real for everyone, "I think we knew that coming in -- but we have now heard examples of that. We need to be realistic in our approach, and open and transparent, and communicate about the challenges we're facing as a school district, and we also have an obligation to do everything we can to make sure we are protecting staff, students and community in opening our doors."

Dr. Gothard noted that from Tuesday's special board meeting the administration was asked to return with some revisions to the resolution. Superintendent Gothard noted that each board member has a copy of the full resolution, thus the resolution will not be read in full. Rather, he reviewed revisions requested by board members during Tuesday's special board meeting.

First, he began by reading a quote from the CDC that "Covid-19 vaccination is the most critical strategy to help schools resume full operations." This is a quote on virtually every CDC and prevention publication helping schools in this important work.

As the PowerPoint presentation was being pulled up, Superintendent Gothard began by discussing the first revision that the district will require vaccination acknowledgement by October 15, or proof of weekly testing. This is a key distinction. He noted discussions on this point during the special meeting and emphasized the reality of the district being able to implement that and the district's belief that the district has worked together as a team to be able to come up with a process by which can have October 15 be that day.

With the PowerPoint summary of the revisions now visible, Superintendent Gothard provided additional affirmation that the vaccination acknowledgement or weekly testing requirement applies to SPPS employees, contractors, vendors and visitors. There were some questions about who counts as a visitor, noting that parents picking up a son or daughter from practice are different from someone who is regularly scheduled and has a purpose in being in a school, maybe a volunteer who's there two or three days a week, or there routinely. He continued that it's necessary to consider how to differentiate between those two instances, understanding that it won't be logistically feasible to regulate those who are going to come in to pick up a child, someone who could be a neighbor, an aunt, cousin, a friend of the family. However,

the district will ensure that every safety precaution is in place. Furthermore, Superintendent Gothard noted the importance of highlighting that anyone coming into a building must wear a face mask.

He continued that employees will report their vaccination and testing status based on a process in development by Human Resources. He further emphasized that the district acknowledges existing bargaining agreements apply to any disciplinary action that may be taken for failure to comply.

He further noted that the option for weekly testing addresses medical, religious and other reasons for vaccine hesitancy, while also affirming that millions of people in the United States have received the vaccine under some of the most intense safety monitoring in US history and the district's belief in the science in how safe the vaccine is and how effective it is.

The reporting of overall vaccination status is aligned with the academic quarter and that, as stated in the resolution, Human Resources will bring vaccination status data to the board for review each quarter. The district will compile data each quarter, if not sooner, and share data on the percentage of individuals who have demonstrated vaccination status, including contractors who may have adverse impacts on their ability to provide services.

After Covid, he noted one of the biggest concerns in the district is the ability to provide goods and services to supply districts right now. For a workforce-dependent industry, both workforce issues and supplies used by school district contractors on back-order have implications for the district's ability to be a competitive employer and to conduct it's important work this year safely and effectively. Superintendent Gothard emphasized the need to monitor district goods and services very closely.

Controlling costs is a priority and the district is in the process of developing a cost estimate for the new testing and vaccination reporting tool; hard cost figures are under development. The district is very much aware that use of the three years of American Rescue Plan funds and other ESSER funds the district has received means students must be in school and students must be educated effectively. Therefore, if costs are higher than currently available in contingency the district will make the necessary adjustments.

Moving on to the next slide in the presentation, Superintendent Gothard referred to the key revisions presented on the slide that were made from the discussion on Tuesday night:

First is that the CDC and Minnesota Department of Health quotes are footnoted as requested by the board.

Second, vaccination reporting has been changed from proof of vaccination to acknowledgement, and staff will provide further detail about that differentiation.

Next, he continued by mentioning paragraph 1.b. clarified that the testing requirement applies to staff who are unvaccinated, or are not fully vaccinated, and/or who have not provided proof of full vaccination.

At this moment, Chief Counsel Long clarified that there was disconnect between the text on the slide and what the actual resolution says, noting that 'proof of vaccination' text has been taken out across the board so as to be consistent with 'acknowledgement' throughout. He continued that the same applies later on to paragraph 6 on the PowerPoint presentation, whereas the resolution says 'acknowledgement.' Superintendent Gothard thanked Chief Counsel Long for the clarification and reiterated that that carries through just about every place throughout the resolution.

Superintendent Gothard continued discussion of revisions in paragraph two of the resolution that the board recommends with regard to paid time off and sick time.

Paragraph 5.a. noted the revision regarding the receipt of any subsequent booster doses of the vaccine as it relates to the definition of what it means to be fully vaccinated.

Paragraph 6 clarified that new hires are required to provide acknowledgement as well, and to submit to weekly testing until fully vaccinated.

Superintendent Gothard then shared additional points with regard to revisions made to the resolution and mentioned that the team will share how the district will implement the new protocol and allow the district to proceed more quickly so as to maintain a start date of October 15. He noted that the board heard the terms 'go live' and 'start date' mentioned during the special board meeting on Tuesday, and what that really pertains to is enforcing that weekly testing requirement as of October 15, when staff and all partners mentioned in the resolution will have to demonstrate an acknowledgement that they are fully vaccinated or testing will begin on October 15. So, there are two different ways of looking at 'Go Live,' either have it reported or submit to weekly testing.

He continued by noting that Paragraph 1.b. refers to testing applied to staff who are not vaccinated or who are not fully vaccinated and that revision of paragraph 2 notes that the board recommends the provisions regarding paid time off and sick time, and thus alleviate union concerns, as expressed in SPFE's letter to the board. Continuing with the revisions noted above, the revision changes 'proof' to 'acknowledgement' as well. Superintendent Gothard noted the district fully understands the resolution may result in the need to look at contracts with all of our groups and make the appropriate adjustments, while emphasizing district does not want the new protocol to divide the district but to safely bring staff back and our communities back to our school buildings, something that's very important to everyone.

Finally, referring to the slide, Superintendent Gothard noted that again full vaccination acknowledgement and testing will begin on October 15, the 'go live' date.

Superintendent Gothard acknowledged the high level of detail in the resolution. Therefore, he focused his remarks during the meeting on the revisions to the resolution. He thanked Chair Foster and the board, and reiterated that staff are present at the meeting to engage questions and comments, and welcomed through Chair Foster discussion with the board.

Director Foster then opened the meeting up to questions and comments from board members.

QUESTIONS/DISCUSSIONS:

- Director Vue asked for specific examples to clarify resolution point number 7 regarding the requirements for "onsite contractors, onsite vendors, onsite volunteers, and Saint Paul Public Schools lessees, and their employees agents, and contractors" impacted by this resolution. He noted that a hypothetical situation would be helpful for grounding his understanding. Superintendent Gothard thanked Director Vue and directed attention to Executive Director Turner for a detailed response. Executive Director Turner responded with a specific example that in a typical year St Paul Public Schools have 297 bus drivers per day. 260 of 297 school bus drivers are contractors, they work for other companies. It's a huge concern. It's a competitive market and news articles in the media show there's a shortage of drivers. She also noted custodians are initially contractors and both food service workers and after-school programs are primarily staffed by contractors. For example, the district contracts with the Y, other non-profits, city employees.

So, people who are serving our children food, driving our buses, supporting our cafeterias, cleaning, are all primarily contractors. In summary, Chief Turner said she asked her staff to develop a rough estimate of the number of contractors, and they counted about 1,500 who interact with our children each day and are not directly employed by St. Paul Public Schools.

- Director Vue expressed appreciation to Chief Turner for the detailed response to the contractor question and then asked what has changed from the Special Meeting on Tuesday (August 31) to today that would allow for an October 15 start date? Chief Baker response: Thank you. He noted that during the last meeting on Tuesday concerns about the need to find the balance between the importance of the new protocol and the need for a solid implementation plan, and that since the meeting board members and staff have reiterated the concerns about implementation. The resulting resolution before the board today tried to balance this matter's importance with implementation fidelity. The change in this resolution to "acknowledgement" of full vaccination and proof of testing is a prime example of this shift.
- Director Vue then asked how this will be accomplished by October 15. Executive Director McCarty response: Human Resources is working with another department to develop a database to manage the acknowledgement process. Human Resources will use a template for providing acknowledgement. The process involves asking staff for a full vaccination acknowledgement and to attest to the truth of that acknowledgement. Staff will then be asked to provide documentation of vaccination by a certain date. Staff will be informed of this process to ensure employees understand why they are filling out the form and that they may be asked to produce documentation, by what date they would need to produce it, and what the implications are if they are not able to provide that. Human Resources has a system they will be working through that is tied to the HRMS system, which is PeopleSoft, that Human Resources will be pulling the data from. Human Resources will be running reports frequently and auditing those reports to make sure the district has that information. This will allow Human Resources to get that information more efficiently, in preparation for that October 15th date, with existing Human Resources staff.
- Director Cardillo then asked a follow-up question that Director Vue asked with regard to the request for documentation. He asked whether human resources would be conducting a review of 100% of employees or would human resources be reviewing a sample of employees' attestation data? Executive Director McCarty response: Human Resources will be doing a sample throughout the school year. Human Resources is in the process of exploring and confirming resources to accomplish that goal.
- Director Kopp then asked for more information about the contractors, asking who is responsible for tracking that? Is that what each individual contractor does and then reports? What does that dynamic and relationship look like? Chief Turner response: As contractors sign on with the district, they will have to sign on that they abide by the district's policies and procedures. She noted concern that contractors won't bid on the district's business because it's an additional step that they would need to go through. As an employer they would need to do what we're doing and they would have to account for the cost and the regularity of it.
- Chief Counsel Long followed up on two points by providing additional detail regarding the date of October 15, as written in Paragraph 1.a. now reads as "starting October 15, 2021," which means that staff start to provide acknowledgement or start testing on that date, which is different from earlier language that stated "on or before" October 15, 2021, which could be interpreted as starting tomorrow and the district doesn't have the mechanism in place. And to follow-up on Director Koppo's question, and Chief Turner's response, the language used is quite standard district contract language that contractors need to follow the district's policies and procedures.
- Director Kopp then asked if there is potential for concern about workforce issues related to this resolution? Executive Director Turner response: Yes, there are great concerns about workforce issues that may arise in relation to the resolution's implementation.

- Superintendent Gothard provided additional context by noting concerns about Covid being spread in communities and schools. Chief Baker mentioned balance earlier. The process outlined in this resolution may not be perfect but the district hopes contractors will have a similar policy of their own. He asserted that the resolution makes the district a leader in the community and that others will follow the district's lead and formulate similar policies. Fundamentally, he noted the need to keep the doors open and keep our children and families and staff safe.
- Director Kopp noted wholehearted agreement with this sentiment and also that it's good to acknowledge that there could be issues as a result of that transition -- a potential -- and the need to try and keep everything in balance. Director Kopp then asked about the booster language and whether there are any federal or state positions on boosters, and thus if the resolution should take a clear position on booster shots now, or would it be better to amend the resolution at a later date. Additional clarification regarding the status of boosters would be appreciated. Director Langworthy response: Booster recommendations are changing rapidly. At the moment, as best we can be understood, booster shot recommendations are limited to the immunocompromised. Noting it's not clear if that is a recommendation, requirement or not for all. Furthermore, the situation is fluid and may change.
- Superintendent Gothard noted that, in response to Director Kopp's question, the date of 8 months past your second, or first, vaccination, depending if you are Johnson&Johnson, Moderna, or Pfizer, 8 months is the recommendation for the booster at this time, yet it's not clear if there are any firm guidelines yet. Therefore, Superintendent Gothard asked that the district be ready to consider and to lay the groundwork for the possibility that having a booster will be part of the definition of what it means to be considered fully vaccinated. He emphasized that it is somewhat early to consider how the timing and the mechanism would work. However, it would be very much appropriate for a follow-up resolution to be brought back for future consideration by the board at least quarterly.
- Director Kopp then sought to confirm that as it stands there are no hard and fast recommendations today regarding booster language in the resolution now, or if there is a benefit to having that language in the resolution now and not later. Director Kopp noted that she's relatively neutral and that she's just trying to have the best possible and most precise language in this resolution. Chief Baker response: Yes, this is a good point, and following Counsel Long's statement that at minimum the board will be reviewing the resolution quarterly, and that, if need be, the resolution's language regarding boosters can be amended at that time. Opportunities are available to the board in the future to make such an amendment, at the board's discretion. If things change, we can amend it or decide that it doesn't need to be in the resolution. It is up to the board.
- Director Kopp thanked Chief Baker.
- Director Brodrick then asked two questions of Chief Counsel Long: First, in Superintendent Gothard's presentation as he went over the PowerPoints, there was a distinction between acknowledgement versus proof (of vaccination); Second, this resolution states "starting" rather than "on or before" October 15, 2021. Further clarification regarding these two points would be appreciated. Chief Counsel Long response: He is happy to provide that clarification. With regard to acknowledgement versus proof, acknowledgement relies on employees to verify or attest to having received the vaccination acknowledgement, as opposed to proof which would require presenting a vaccination card. The district is not going to require people to copy, scan or present their vaccination cards. Rather, the district will be asking people to verify by their assent that they are fully vaccinated. He noted that an analogy within the district, which may be helpful, is the affirmation of actual time worked is provided along with the number of hours submitted. The district does not use physical time cards to punch in and out of work, that a staff member punched in at 8 a.m. and punched out at 4 p.m., but rather the district asks people to affirm, by

clicking a box, that they have worked those hours. Their acknowledgement serves as their proof that they worked those 8 hours. We are taking people at their word, in an affirmative statement, that they have received the vaccinations. He concluded by asking Director Brodrick whether this response addressed Director Brodrick's question.

- Director Brodrick expressed appreciation for this helpful explanation and then asked whether the acknowledgement versus proof has the appropriate “teeth” in it? Chief Counsel Long response: He noted his belief that the current resolution as written does, just the same as with that time worked analogy, that if somebody goes online and submits false, misleading, or inaccurate information about the time that they worked when they attested, and the district determines that it's accurate, the district can take action. Similarly, if the acknowledgement provided that an individual is fully vaccinated, as defined by resolution, but is later determined to not be, there's teeth behind that.
- Superintendent Gothard added that this resolution delineates two groups and allows the district to focus on those who are not fully vaccinated and to make sure that the district is set up for testing for that group.
- Chief Baker then added that audits of data submitted will provide the ‘teeth.’ Audits are for all groups. That includes those that have acknowledged vaccination. As Counsel Long said, the ‘teeth’ is through our audits.
- Director Brodrick expressed thanks for all of the comments from a legal and implementation point of view using acknowledgement will work just as well as proof. Chief Counsel Long response: The answer is yes with regard to the change in language from “on or before October 15” to “starting October 15.” The reason for that change is that the district is developing the specifics of the acknowledgement form in development and the processes by which it will be completed and tracked will be in place by October 15, 2021. Importantly, what this new language also does is it clarifies the actual start date as October 15.
- Director Brodrick expressed thanks for the clarification and added that for each Board of Education member, and for the board as a whole, this is a very important decision to vote for a vaccine mandate. He noted that he's ready to vote for it, and that board members' obligation is to be assured before voting that implementation of the mandate will be successfully carried out. This is a big task for staff that may require assistance from outside consultants or resources. Can this board be assured that implementation of this mandate, one that he fully supports, can be done by our current, in-house staff or with help from someone else, a lot of work needs to be done. He asked for additional assurance regarding this question.
- Superintendent Gothard noted that it's about accountability. Vaccines have been accessible since around January 2021, and testing has been widely developed and accessible as well. The district has a safe learning plan, and the district has every intention of maintaining the plan that's been shared with the community. He noted that Director Langworthy can share mechanics, how that might look and how staff might access it. The acknowledgement could be a simple survey on a cell phone or in another format. He then turned the discussion over to colleagues for more details.
- Director Langworthy first clarified that when looking at vaccinations the focus is on acknowledgement (with audits) and that when talking about testing, proof is required. Verification will occur for all of them. While it's been challenging, the district has been able to meet short deadlines and that same on-time outcome is expected with this new protocol. This time of year is a challenge, but she expressed confidence in the ability to move forward with the testing. She anticipated the district offering weekly testing, using testing every Monday as one of many options. She noted testing took place once every other week last year, but that this year it would shift to one time a week. She then emphasized that the district would be one of my testing resources in the community, so that employees who would be required to follow this would have options. So if every Monday the district offered testing, and other options such as Roy Wilkins,

the district would provide other resources, including other testing sites that are likely to open up again if case rates rise. The district uses many testing sites, which the district has also verified in partnership between Human Resources and Health and Wellness department, with its health expertise, the district would be able to verify that the tests are valid. The district plans to be proactive in communicating with employees about what sites are approved testing sites, and what sites are not. She then deferred to Executive Director McCarty to speak to the vaccination acknowledgement aspect.

- Director Brodrick expresses thanks for this explanation.
- Executive Director McCarty added that with the vaccination acknowledgement the district has access to a system, a software that will allow Human Resources to capture an acknowledgement form from every employee as well as to run reports for audit purposes, and to gather information , in terms of documentation that's uploaded. Human Resources is working right now with the RREA team to develop that system. Employees would be required to submit by the determined date their vaccine acknowledgement and then the district would require those who are able neither to attest to being vaccinated nor to provide documentation to be tested each week.
- Director Brodrick then asked whether outside help is needed to accomplish this goal. Executive Director McCarty response: Yes, Human Resources would need some support. Given this very busy time, outside help will be needed and a work team is working on what that process will look like. Forces are being combined to make sure that the district is to implement this plan.
- Director Brodrick noted that if the board were to pass this resolution, the district is committed to the safety of the school district, and that the district is being held accountable in terms of any monies received from the Federal Government or the state to help the district accomplish this plan. He asked whether the funds will truly be available to truly implement this plan. Chief Baker response: The specific cost number is still in development, but the belief is that between available contingency funds and the American Rescue Plan (ARP) funds will be available.
- Director Brodrick expressed his support for this mandate to pass, but emphasized the need for due diligence around costs, and added that if the kids need it, the district has to get it for them.
- Director Carrillo added that the language shift from proof to acknowledgement signals an important shift. With a mandate that requires proof immediately the district put pressure on staff, meaning the bargaining units, to provide false proof. However, the new language under consideration tonight is a mandate that involves trust, something the board needs to empower with bargaining units. The mandate before the board actually builds trust at a time when the district needs more trust. The process includes 'teeth,' but it encourages trust by using the acknowledgement form (a tool) to combat this pandemic.
- Director Carrillo then asked Superintendent Gothard whether SPFE or any other bargaining units have expressed any thoughts about trust in relation to adopting this resolution.
- Superintendent Gothard noted that full Board of Education support is needed first, before looking at each collective bargaining unit to ensure compliance with all collective bargaining agreements, to which Director Carrillo expressed agreement.
- Director Foster then encouraged additional discussion among board members.
- Director Ellis asked when full costs of the system will be known. Chief Baker response: Total costs will be known in a few weeks and at the present time some staffing cost data are known, but that more time is needed to determine costs of the database, data storage, and other elements. Costs should be known in the next few weeks, with potential staffing costs estimated at the time of the meeting.
- Director Allen asked for additional details about resolution point number 2, which refers to paid time off and talks about the two hours and the next day, would staff be required to use their sick time for that, or whether that would come out of another fund. Executive Director McCarty response: That is something Human Resources will be working through. Right now in contracts

there's actual quarantine language that does not come from an individuals sick leave -- there's actual quarantine pay -- and so this may look something like that. So it may or it may not.

- Director Allen expressed appreciation for the response and noted that was her only question.
- Superintendent Gothard asked, regarding the matter of costs, that everyone consider the cost-benefit, asking "If we can create a healthy community, what costs may we alleviate because our staff can be in classrooms with students? There will be some benefits as well that could in fact mitigate those costs. It's hard to put a number on what costs are being prevented through this resolution, but the benefits might mitigate the costs."
- Director Foster then asked board members whether they had any other questions.
- Director Ellis expressed gratitude for the clear language regarding testing as an option and appreciation that the board is not mandating the vaccination. She emphasized vaccination concerns expressed in public comments on Tuesday, for health and other reasons, and expressed concern that this resolution should not impact jobs in this district. This concern led Director Ellis to ask whether staff who are working with students and other staff members in the building, whether those who do acknowledge being fully vaccinated can also access weekly or monthly testing. Director Langworthy response: Yes, the district is looking at offering testing to all employees, including those who acknowledge they are fully vaccinated. The district does not want to spotlight the unvaccinated as being unvaccinated, so offering testing as an option for all staff and looking at the grant funding that might be available for setting that up is what the district is looking at right now.
- Director Ellis noted that vaccination status is personal information and it's not her business to know another's vaccination status. She emphasized that she doesn't want this mandate to perpetuate disparities in this district. Director Ellis expressed hope that implementation of this resolution would not create a distinction between those who are and are not vaccinated, and harm that that's going to cause. Director Ellis expressed agreement with Director Carrillo about building trust. The goal is to do no harm, so this decision is a struggle for someone who feels deeply for this community that has raised you. The point is to focus on doing the right thing and on doing this together, and looking out for one another. While the issue may not be that simple, and also highly politicized, it's important to be kind to one another and show appreciation for the work. There's good energy about the start of the school year, and some anxiety about it, too. Director Ellis expressed concerns about sustainability. Given large groups of students are coming back to buildings while staffing challenges exist, given limitations in the workforce right now, it's necessary to be thoughtful about spending, and what long-term costs are going to be. She noted concerns about sustainability if this is going to be a district protocol beyond this year.
- Director Brodrick expressed his gratitude for the words of Director Ellis and Director Carrillo and the emphasis on the idea of respect. Respect for one another and respect for all staff members.
- Director Allen said she wanted to acknowledge how hard this decision is, but even more so for others in community. She asserted that the focus needs to be on ending the pandemic as soon as possible, and on keeping people safe and alive and breathing and happy. It's been a long haul and it's not over yet. Health is the primary thing that we should be addressing right now. She hoped our staff and everyone who has the opportunity to be vaccinated takes deep consideration into doing so for the broader community. Everyone must be respected, including if they do not or cannot seek vaccination. It is necessary to respect everyone's situation. Having recently learned about Mayan beliefs/practices around health, Director Allen expressed an even deeper appreciation for different approaches to health, including the natural way of health practices. Privacy allows for personal decision-making and no one should be pressured to do one thing or the other. Director Allen hopes everyone will continue to use masks, sanitizer, and all available tools to be safe with one another.

- Director Vue then expressed his thought process related to this decision today, noting that during his son's open house at school yesterday he spoke with his son's teacher. He said his son was relieved to know that his best friend would be in class with him, and Director Vue spoke with the principal, assistant principal, and others at the school, and he couldn't help but notice a buzz, an energy in the school. He returned home that evening and thought about the vote that he would be taking today, his oath of office and his duty to ensure that buzz and energy would be carried forward into this school year and beyond. He said the energy of the open house is why he's a member of the Board of Education. Yet how he became a member of the Board also matters. He noted that he's a member of this board today because (Director) Marny Xiong passed away due to Covid in June 2020 before vaccines were available, stating: "I would trade her life for my role today if she could be back with her family! It is a no-brainer, because the cost of not vaccinating is too high."
- Director Foster paused, and noted the need to sit in the room and reflect on Director Vue's and everyone's words. Director Foster then stated that in board members' words she heard care and concern and responsibility for our community, Our situation involves action, planning, and revisiting. At this time the community is in a space and place where there are so many unknowns and this resolution presents the district with another tool when school kids and staff want and need to be in our school buildings. The district has to provide a space and a place that is safe for them to navigate within. This one tool -- with masking, testing, handwashing, sanitizing, and monitoring who's coming and going within our buildings -- to ensure that the district is able to have school and that district kids are able to thrive and learn and have successful outcomes in the district. She noted that some folks may not realize the burden, particularly when we are forced to make decisions that oftentimes may infringe on others' personal beliefs. As a board, she emphasized the need to make a collective decision about the totality of things. She expressed thanks to each board member for the time, the deliberation, the communication internally as well as externally with all of the different community members. She expressed appreciation about being in a school yesterday, with all the energy and enthusiasm, seeing kids happy and staff ready and excited about getting into those classrooms and helping to continue the bright futures of all of our kids. In conclusion, she noted that as this board is poised to make a decision, charging Dr. Gothard and the team to work collaboratively with all our folks, and that everyone would need to listen and learn. It is a decision that allows the district to move forward in the midst of this storm.
- Director Foster then encouraged board members to ask any other questions. No other questions were raised.

MOTION: Director Foster moved to approve the Resolution Adopting a Saint Paul Public Schools Resolution Requiring All Staff Either to Be Vaccinated Against COVID-19 or to Submit to Regularly Scheduled COVID-19 Testing. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

XII. ADJOURNMENT

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

Director Foster noted the upcoming Committee of the Board meeting scheduled for Tuesday, September 14, 2021 beginning at 4:30pm.

The motion was approved by roll call vote:

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

The meeting adjourned at 9:07 a.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**

**September 14, 2021
7:15 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 7:15 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

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

C. Long, General Counsel

The chair acknowledged the absence of Directors J. Brodrick and
Z. Ellis.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Foster, and seconded by Director Allen, 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 Carrillo 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 Kopp seconded the motion to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 9:03 p.m.

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

Prepared and submitted by:

Brian Hammer

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

September 14, 2021
4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Vice Chair Vue.

II. ROLL CALL

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

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

Staff: Superintendent Gothard; C. Long, K. Wilcox-Harris, K. Burns, K. McCarty, K. Thao, C. Baker, S. Grey Akyea, H. Kilgore, M. Doud, A. Collins, J. Turner, M. Schrul, S. Carlstrom, C. Anderson, Y. Vang, M. Langworthy, L. Corey, E. Wacker, J. Vollmer, W. Forbes, M. Hoerth, M. Gilbert Dougherty, B. Hammer

Lynn Golden, SPFE

Public: T. Lonetree, J. Vergis

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. SUPERINTENDENT'S ANNOUNCEMENTS

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 like no other, 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 noted that the team continues to support staff to the best of their abilities and he encouraged board members to check in with principals when visiting schools. His own planned visit to the American Indian Magnet School at the end of the week while construction is nearing completion marks an exciting time for the school where things are going really well. He also expressed appreciation for everyone's work to make the successful return of pre-K and kindergarten students to classrooms on Monday possible, with much excitement among busy

students and teachers. 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.

QUESTIONS/DISCUSSION:

DIRECTOR VUE thanked Superintendent Gothard for his comments and welcome board member questions. Seeing no immediate questions from members of the board, Director Vue began by recounting his experience picking up his son from school and how tired his son was after returning to school, day-after-day, following such a long pause in in-person school. Director Vue asked Superintendent Gothard for his comments on this situation, which everyone is experiencing at the start of this new school year.

SUPERINTENDENT GOTHARD expressed agreement that this year is unusual in the long period of time since school was held in-person and how everyone was adjusting to the new school schedule and pace. He mentioned that some students seem to be comfortable with the pace while others seem to be tired, some are even acting out in the context of all that's new about this school year. He emphasized how important is that the district's staff are dedicating time to focus on social and emotional learning at all times of the school day so they can take a break to discuss what's happening in the classroom, and reflect on what skills are needed to help students be successful in the classroom and build relationships at the same time.

DIRECTOR CARRILLO then asked Superintendent Gothard for more information about the status of online learning enrollment and whether there is a waitlist.

SUPERINTENDENT GOTHARD confirmed that there is a waitlist and that the district would be contacting families on the waitlist in the next several days, likely by early next week, about moving off of the waitlist. He mentioned that it's possible not everyone would be moved off of the waitlist immediately as the district needs to ensure it has the appropriate staffing for both in-person and online learning; the district was still verifying in-person enrollments before moving staff to online teaching. The district is focused on the immediate needs while also considering the unpredictable nature of the virus and vaccine accessibility to younger students, which could reduce the demand for online learning among young students should the vaccine be approved for those students in the coming months. At the moment, the district estimates 1,000 students, or perhaps more, will enroll in online learning.

DIRECTOR CARRILLO followed with a question about students on the waitlist, expressing concerns about their school attendance while on the waitlist.

SUPERINTENDENT GOTHARD responded by noting the district is establishing guidelines for how staff will interact with students on the waitlist, but staff are working hard to ensure students are connected to learning until their final placement is made. He emphasized the care required to balance district-wide needs for in-person and online learning, and how the challenges are different for elementary versus middle school and high school students.

DIRECTOR CARRILLO asked as a follow-up question whether demographic data about students on the waitlist were being collected to help track students on the online waitlist versus in-person schooling to ensure there is equity in the approach. He expressed concerns about balance and pulling teachers away from in-person learning to meet online learning demand and asked what the district is doing to mitigate impacts on in-person school.

SUPERINTENDENT GOTHARD noted that his preference is not to move staff at all but the district is working to develop a process for realigning teachers to ensure staffing is at capacity for both in-person and online learning. Realignment may be made based on seniority, volunteers, or other factors to be determined and the district will prepare reports on this process for future meetings.

DIRECTOR CARRILLO followed up with a question about the vaccine roll-out and the possibility that should the vaccine become available to younger students, demand for online learning could decline over the course of the school year. He asked for clarification whether there is a date by which students can enroll in in-person learning and how the district is planning for this possibility so as to minimize its impact on learning.

SUPERINTENDENT GOTHARD responded by saying the district will be looking very carefully at this possibility and the ways the district can facilitate the shift from online to in-person learning. The district will try to honor the wishes of teachers and students, while emphasizing the impossibility of predicting today what will happen in January. .

DIRECTOR FOSTER concluded the discussion by encouraging board members to get into school buildings to experience the excitement and take note of the challenges of getting back into routines, and how tired people are as a result. She highly recommended everyone get out into the schools.

DIRECTOR VUE, finding no no further questions, closed discussion and asked Superintendent Gothard to introduce the meeting's first presentation on School Finance and Levy.

IV. School Finance and Levy

Superintendent Gothard then noted the importance of the next School Finance and Levy presentation, led by Chief Schrul, who was prepared to walk the board through the levy process in this informational presentation.

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 full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

DIRECTOR VUE opened the meeting for discussion among board members. Seeing none, Director Vue asked for clarification on the process for welcoming community input on the board budget process between now and December.

CHIEF SCHRUL responded that the community is welcome to provide input on the process any time between now and December. When community members receive a property tax statement they are informed how to provide feedback. Furthermore, the district will also provide levy updates in October and November and Chief Schrul welcomed the community to reach out to her directly with questions, or to board members. She encouraged community members to reach out.

DIRECTOR ALLEN asked Legislative Liaison Gilbert Dougherty about the revenue formula changes and whether they change every two years.

LEGISLATIVE LIAISON GILBERT DOUGHERTY noted agreement that it's a struggle every two years and that Covid has impacted the ability of the district to project the levy. At this time everything is an estimate. She mentioned through ARP funding there may be a change in funding based on declining enrollment.

DIRECTOR VUE asked board members for additional questions. Noting none, Director Vue closed the discussion and asked Superintendent Gothard to introduce the next presentation on Immunization Noncompliance and Risk for School Exclusion by Director Langworthy.

VI. Immunization Noncompliance and Risk for School Exclusion

The next presentation was the Immunization Compliance and Risk for School Exclusion. Discussion centered on required immunizations in Minnesota (not on Covid specifically) to protect students from preventable diseases; 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 are 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 full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

DIRECTOR VUE opened discussion by the board.

DIRECTOR KOPP thanked Director Langworthy for the informative presentation and asked for further clarification about onsite vaccination options and whether the district needs more vaccination access onsite and through community organizations that are closer to home.

CHIEF LANGWORTHY clarified that while onsite vaccinations are not available in every school building, due to budget and staffing constraints, the district is outperforming nearby districts and counties in providing onsite vaccinations and vaccinations through community partner organizations, emphasizing that partnerships are making an impact.

DIRECTOR KOPP thanked Chief Langworthy.

DIRECTOR VUE asked if there were any additional questions. Finding none, Director Vue mentioned his alarm that some 3,000 students have not yet met their vaccination requirements and wondered if there is a light at the end of the tunnel so that a minimum number of students might be excluded from school.

CHIEF LANGWORTHY expressed confidence in her team coming off a strong first week meeting in which they reaffirmed what they needed to stress and focus on in the coming weeks to reach the families and their students in their home languages and clarify where they can receive their vaccines. The district has seen good success and turnout by families thanks to efforts to communicate with families before the start of the school year.

DIRECTOR VUE asked for any further questions. Finding none, Director Vue closed discussion and asked Superintendent Gothard to introduce the next presentation on American Rescue Plan Funding Plan Update.

VI. American Rescue Plan Funding Plan Update

Superintendent Gothard then welcomed Director Carlstrom and Director Kilgore to present the American Rescue Plan (ARP) Funding Plan Update.

Director Carlstrom and Director Kilgore thanked the board for the opportunity to discuss the federal guidelines about ARP, the process by which ARP proposal was developed in this draft form. They emphasized that the purpose is to get students back to school and to finish unfinished learning, with funding becoming available this current fiscal year through 2024. The emphasis is on evidenced-based interventions and to ensure a safe, clean learning environment, with improved ventilation, mental health services, social/emotional health resources, and more in order to meet community needs. The proposal is an outcome of collaboration among many, including a working group comprising 27 members from across the district -- teachers, administrators, and members of finance, operations, and other teams -- to determine how to match community needs. Families and community advisory groups also provided critical input on this process by providing stakeholder input in collaboration with community conveners and community organizations via targeted virtual meetings. The ideas collected will inform the final proposal content and its implementation. A full report on the ARP proposal, which was still being finalized at the time of the COB meeting, will be provided during the BOE regular meeting on September 21, 2021. Feedback was still being collected through September 17, 2021.

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.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

DIRECTOR VUE opened discussion.

DIRECTOR ALLEN noted several questions, especially regarding community engagement and the role of family and community advisory groups. She asked for clarification about how community engagement works and how families are involved.

DIRECTOR KILGORE responded by saying the district does not put parents to work on behalf of the district, but the district engages with families and family groups in different ways depending on the group. For example, the Somali PAC has a very active WhatsApp group through which the Somali PAC was engaged. She mentioned PACS are core conveners for the family and community feedback process. C

DIRECTOR ALLEN expressed concern that the people struggling the most are the people who have the least time to engage in committees and groups. These are the people who feel the most isolated, which is concerning. She asked for more information about different schools having different needs based on what data or criteria collected through this process.

DIRECTOR KILGORE responded by thanking Director Allen for this feedback and mentioned that they are always seeking to improve their toolbox.

DIRECTOR CARLSTROM added that if there are additional needs, and social work help, they will work to make improvements to tailor their work to meet those needs.

SUPERINTENDENT GOTHARD mentioned that the district wants to avoid creating redundancies.

DIRECTOR ALLEN emphasized the need for social and emotional support to develop a sense of safety in schools especially at this time.

DIRECTOR CARLSTROM said they were just discussing this same thing earlier in the day about how different schools may have different needs. There is a need to focus on school context when giving guardrails to schools.

DIRECTOR ALLEN emphasized the need to consider how district can make school fun, asking how does the district bring people back into school spaces at this time -- a time of trauma? There is a critical need to create joy in schools as fundamental to social and emotional support. Laughter is important. Director Allen stressed the importance of changing the school atmosphere so there is less stress as you move through the building. She concluded by expressing thanks for this work.

DIRECTOR CARRILLO then asked for more information about funding for career development relative to support for students interested in trades and skilled labor. That is, support for students who are not interested in college and seek high quality jobs. As a concerned citizen, Director Carrillo asked for a more imaginative approach to student pathways post-high school and support of students who seek high quality jobs. He said that while things could change in five years, the availability of funds now means the district should do it now.

DIRECTOR CARLSTROM responded by saying while they did not highlight the "earn-to-learn" program, it is part of this proposal. It is not just college focused.

DIRECTOR CARRILLO encouraged the group to be more creative and to consider creating something new, with more imagination.

DIRECTOR FOSTER then spoke, adding emphasis to Director Carrillo's comments about increasing job certifications and internship opportunities and furthering the trades programs the district is proud of. She highlighted the work being done to introduce trades to students earlier in their school, assign mentors in schools who represent positions and people from across the district to showcase the work they do, as well as the need to educate the community about what the district is doing. She mentioned the district could do more to collect and share data about students who are graduating with dual credit, participating in internships, among other opportunities.

SUPERINTENDENT GOTHARD added that during his tenure a key part of the district's strategic plan has been to provide high quality internships that lead, for example, to jobs in technology. There is room to tell the district's stories more and better.

DIRECTOR CARLSTROM followed up by adding that \$7M has been set aside for community partnerships -- which may be an opportunity for growing this type of programming.

DIRECTOR VUE then asked for more information about what the district's Innovation Office does.

CHIEF BAKER responded with information that the Innovation Office helps the district make just-in-time changes, to make fast change, supporting and building systems to implement and see results. He then deferred to Director Corey of the Innovation Office.

DIRECTOR COREY started by noting that she has been in her role for three months and that the mandate of the Innovation Office is to work cross-functionally to make sure the district can do justice and be good stewards of ARP money. The Innovation Office is analyzing how best to track activities and outcomes and that more information will be coming in a few months.

SUPERINTENDENT GOTHARD noted that ARP funds are a good problem to have and a significant responsibility. Therefore, the district has a team dedicated to its disbursement who have an eye on the universe to help the district connect. Their critical eyes are very important for helping the district determine how well things are going, keeping himself and Chief Baker informed. SPPS continues to innovate and the Innovation Office helps to track how the district is making change.

CHIEF BAKER stressed the importance of the sustainability of these efforts and of the system as a whole. The district needs to have the capacity to continue the work once ARP funding is spent and to seek consistency.

DIRECTOR KOPP then asked a progress monitoring question and how the public will be able to follow proposals and do some tracking.

DIRECTOR COREY responded by saying the Innovation Office will provide transparent access to ARP spending information to the Board of Education and to the wider public.

DIRECTOR KOPP agreed how important communication is and her interest in participating in those conversations.

DIRECTOR FOSTER reminded everyone that these are one-time funds and the need to connect them to the strategic plan so that by the end of 2023 and 2024 programs the district has a plan to sustain the innovations for the community and to ensure the schools are world class.

SUPERINTENDENT GOTHARD stated that he could not imagine working with this amount of funds without a plan and the district has a plan and the people to carry out the plan and to provide resources to intensify practices that work. He emphasized that it's not a time for experimentation but rather a time to strengthen what works well. Or, if the district determines something is not working, then the district will discontinue those. It's possible there may be some things that the district will no longer do.

DIRECTOR VUE then asked for clarification of the roles of the Working Group and the Advisory Group and how they differ.

DIRECTOR CARLSTROM explained that the Working Group is a district-based, school-based group, while the Advisory Group is made up of parents and community members.

DIRECTOR VUE then asked how the board should understand their roles.

DIRECTOR CARLSTROM noted that their roles are to uncover needs, as advisors to herself and to others on the team. Director Carlstrom noted that the hope is the Advisory Group will say: "You've missed something -- what about college and careers!" Meanwhile the Working Group, which works with priorities set by the Advisory Group, submits proposals to the Minnesota Department of Education to receive funding to meet those priorities. The Working Group determines how the district will evaluate whether a proposal will accomplish what it sets out to do. For example, if the Working Group comes up with a proposal, but the BOE raises concerns about the proposal's ramifications -- it's necessary to determine how needs will be met through that proposal. The process helps the district ask hard questions and recalibrate proposals and make them effective.

DIRECTOR VUE then mentioned his understanding that the survey closed on September 10th and wondered whether they had any survey results to share now.

DIRECTOR KILGORE responded that among preliminary findings by theme, stakeholders across staff and community find that the district is doing pretty well, but they seek more information about impact. Another theme is that some investments are too low -- similar to questions raised during today's meeting -- regarding social and emotional learning, for example. She noted the Working Group was digging through the feedback now and that the full report would be available as soon as finished.

DIRECTOR VUE, finding no further questions, closed discussion.

VIII. ADJOURNMENT

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

The meeting adjourned at 7:15 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



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Summer Learning Review

September 21, 2021
BOE

Overview

Objective: To share Summer Learning Programs' impact on learning loss related to COVID-19.

- Department of Alternative Education Summer Learning₅₂ Programs served 13,881 students.
- Community Education Summer Learning programs served 4,570 students, adults and families.



Department of Alternative Education Summer Learning Participation

2019	2020	2021
19,040	3,400	13,881

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Elementary Programs (K-5)

- Student Outcome Data
 - Elementary Enrollment 1617 at 7 Summer Learning Sites
 - 89% Student Retention
 - 31% average growth on Moving with Math Pre/Post Tests
 - 90% MLL Student Pass Rate on Imagine Learning Reading Assessment
- What did you like best about Summer Learning?
 - “Making new friends,” “learning,” “being in school,” “math,” “field trip to Belwin,” and “gym”

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Elementary Programs (K-5)

- Successful Additions for 2021:
 - Expanded collaboration with YMCA at John A. Johnson
 - New collaboration with Parks & Rec at Dayton's Bluff
 - 20 Additional K-2 Phonics Teachers Providing Small Group Instruction
 - All Third Grade Classes Field Trip to Belwin

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“Having a phonics teacher is great! The collaboration among classroom teachers and the phonics teacher is great to see.”

“At Belwin, every single thing is based on experience. It is amazing for all children to learn that way.”



Middle School Programs

- Middle School Student Enrollment 720; 89% Retention
- Fifth and Sixth Grade Program at Murray
 - Coding Course: Students Created a Digital App and presented at “App Fair”
 - 28% Student Growth on “Moving With Math” Pre- to Post Test
 - 2,718 library books checked out



Middle School Programs

- Seventh and Eighth Grade Program at Highland Park
 - 303 average attendance; 91% retention
 - Field Trips: Scout Base Camp, Park Square Theater, and Wilderness Inquiry Field trips
 - New Culturally Responsive Music Courses: Guitar, Piano and Digital Music
 - “I have only passed two Math classes in my life, this summer was one of them”



High School Credit Recovery

- 2021 Summer Sessions were the **first time since March, 2020**
High School Students were in school for full school days
- High School Enrollment: 6300 at all sites; 87% retention rate
- 180 Summer Session Graduates

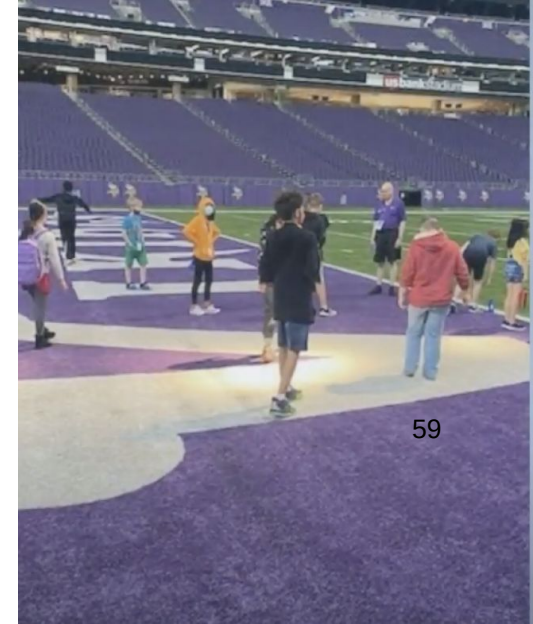
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	2019	2020	2021
9-12 Credits Earned During 2021 Summer Sessions	13,715	5,810	19,245



Themed Programs

- 711 Students served
- Future Leaders & Sports (5-11)
 - Credit Recovery at Future Leaders & Sports
 - 34 Grades 9-10 students completed the credit recovery program, earning 90 credits
- World Cultures & Sports (K-4)
 - Staff Survey: “Sports instruction and Education classes made for a positive impact! Also, having support staff and behavior intervention staff was awesome for students, and staff.”



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Themed Programs

- American Indian Program (1-5)
 - All students took four Field Trips to Belwin
 - Additional Field Trips to Cold Water Spring, Minnehaha Falls and Bdote-Fort Snelling
- STEM Program (5-8)
 - Friday Field Trips to Base Camp, CHS Field, US Bank Stadium, Conquet Ninja, & Afton State Park
- Charter School Partnerships
 - 940 charter school students served at five charter schools



Lessons Learned and Next Steps

- Extreme Heat Planning
 - Planning for all Summer Learning Programs at Air Conditioned Sites for 2022
- Staffing
 - Six-Week K-8 Summer Sessions
 - High School Credit Recovery
- Study / Work Space at Credit Recovery Sites
- New Program Planning for Summer 2022
 - Experiential Credit Recovery
 - Expand STEM Program to include Grades K-4
 - Increased project-based learning at all grade levels
 - Expanded Leadership and Sports Credit Recovery Opportunity



Community Education Programs

PARTICIPANTS AT A GLANCE

SUMMER 2021

2,207 Youth
2,038 Adults
325 Families

SUMMER 2019

3,683 Youth
3,700 Adults



Community Education Programs

Program	Summer 2021 Participants	Summer 2019
Adult & Youth Enrichment	CAHOOTS (K-6): 128 Youth Enrichment: 1024 CDF Freedom Schools (K-8): 632 CDF Freedom Schools Parent Orientations & Empowerment Workshops: 225 Adult Enrichment: 898	CAHOOTS (K-6): 203 Youth Enrichment: 2716 CDF Freedom School/Flipside Supported (5-8): 359 CDF Freedom Schools Parent Workshops: 359 Adult Enrichment: 1944
Adult Basic Education	1,500 (35,152 contact hours)	1,722 (47,255 contact hours)
Discovery Club	Served 517 students at 3 sites.	Served 745 students at 6 sites.
Early Childhood Family Education	6 Classes and 20 Events Outdoors	No classes offered summer 2019



Community Education Programs

CHILDREN'S DEFENSE FUND (CDF) FREEDOM SCHOOL

Site	Participants
Hazel Park	293
Rondo	330

Gender	Participants
Female	293
Male	330

Fed Race	Ethnicity
African American	320
American Indian	2
Asian	72
Hispanic	101
White	47
2+ More Race	81



Community Education Programs

CHILDREN'S DEFENSE FUND (CDF) FREEDOM SCHOOL



Grade	Participants
K	76
1	98
2	94
3	78 ⁶⁵
4	82
5	70
6	64
7	39
8	22

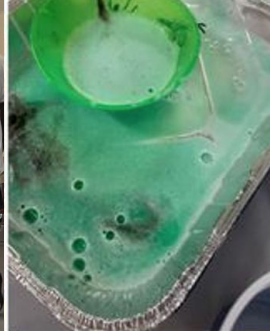
Community Education Programs

CHILDREN'S DEFENSE FUND (CDF) FREEDOM SCHOOL

Culturally Responsive and Inclusive Partnerships and Enrichment Components for 2021

- College and Career Readiness
- Empowered for Success: Freedom Schools African American Male High School Credit Recovery and Leadership Programming - Empowered for Success. Scholars earned stipends for community service and 2 English Credits 9-12
- Social Emotional Learning:
- Literacy, Math, STEM, and Applied Academics:
- Entrepreneurship and Workforce Development
- Field Trips
- Health & Fitness
- Arts Instruction
- Family Engagement
- Community Involvement and Sponsorships
- Post-Secondary Partnerships
- Hero Elementary K-2





Back to School Update

- **Transportation**
- **Human Resources - Staffing**
- **Online School (K-12)**

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[I. Overview](#)

[II. Federal Requirements](#)

[III. SPPS Planning Process](#)

[III. SPPS ARP Strategies and Allocations](#)

[IV. Monitoring and Reporting](#)

I. Overview

The American Rescue Plan (ARP) has presented school districts across the country with an incredible opportunity. Saint Paul Public Schools (SPPS) is receiving approximately \$207 million to be used over the next three years for COVID-19 response efforts and to address long-term student outcomes that have been impacted by the pandemic.

SPPS is committed to providing sustainable resources to schools and students, improving teaching and learning, and ensuring a safe return to school for all students and staff. In the coming months and years, supporting students will mean investing in not only their education, but in their human potential to be resilient, adaptive, courageous and successful. These funds present an opportunity for SPPS to be innovative, try new things, and prepare our students for the future while supporting our staff in providing effective instruction, social-emotional learning, health and wellness support, and addressing academic and enrichment gaps within our communities.

To determine the best use of these funds, SPPS reassessed our [SPPS Achieves strategic plan](#), recommitting to the plan's long-term student outcomes and initiatives as the foundation for improving achievement for all students. We also engaged the community in a thorough needs assessment, represented by 11,000 responses, that confirmed our strategic plan is on the right track and gave us additional insight into students, schools, staff and family/community needs directly related to the COVID-19 pandemic. Internally, we formed a cross-functional workgroup to create a process and determine how best to use these funds to meet our district's needs.

Superintendent Joe Gothard emphasizes that SPPS has a once-in-a-generation opportunity to improve student outcomes with federal funding from the American Rescue Plan. "We believe the strategies we are proposing will help us reach our goals as a district, and we are committed to monitoring their progress and making necessary adjustments to ensure **every dollar is being spent to equitably meet the needs of our students, families, staff and community at large.**"

II. Federal Requirements

The American Rescue Plan (ARP), also known as ESSER III, provides funding to K-12 school districts and institutions of higher education to reopen safely for in-person learning and address students' needs. Funding may be encumbered from March 2020 to September 30, 2024. Within these parameters, SPPS is targeting the following four priorities:

1. Safely reopen schools for all students
2. Address pre-and post-pandemic unfinished learning
3. Build lasting, equitable systems of teaching and learning
4. Support student and staff social emotional needs on returning to full on-site learning

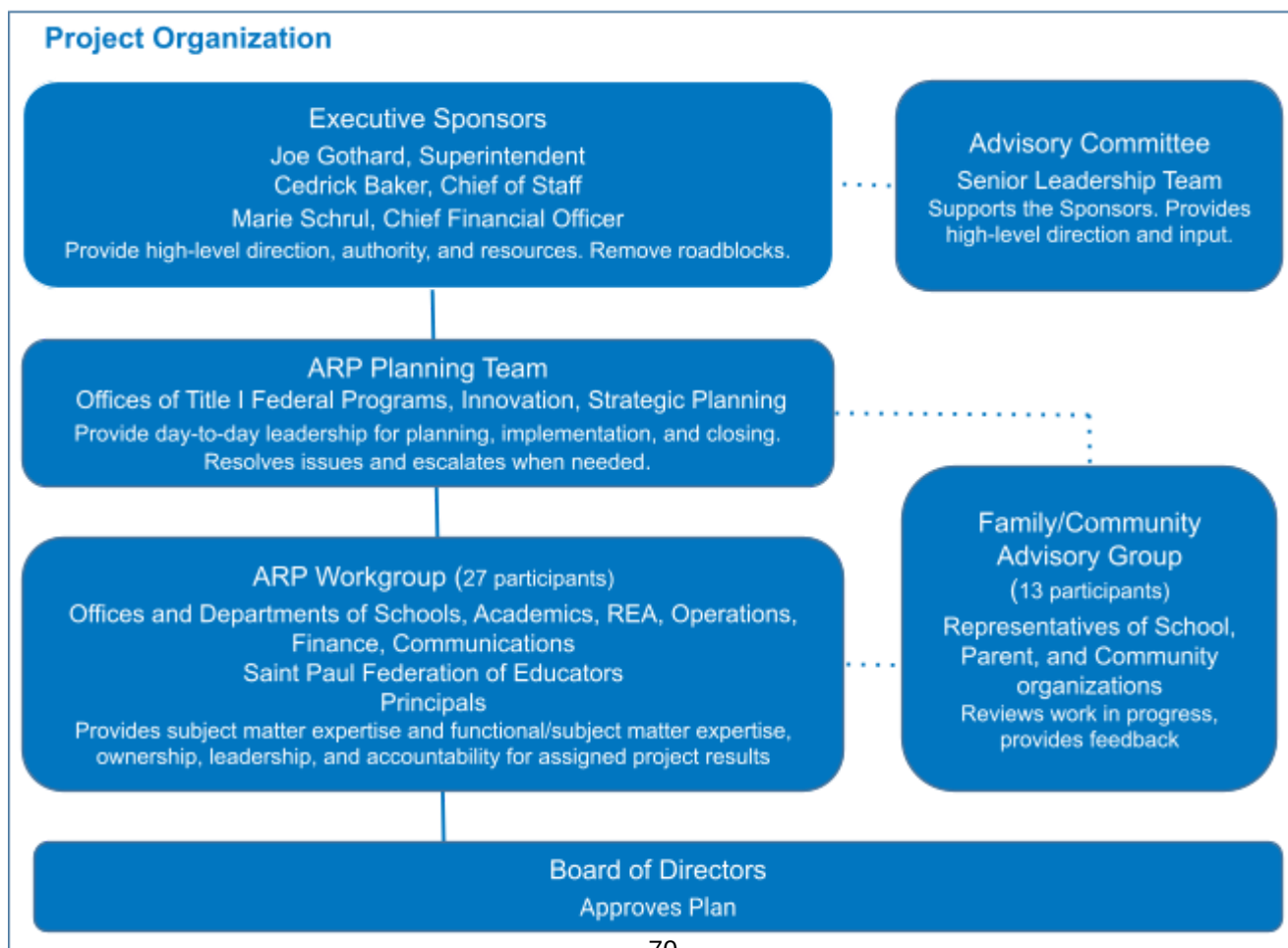
School districts are required to reserve 20 percent of their funds to address “learning loss” caused by the pandemic. This includes providing for extended day, extended year, summer school and evidence-based interventions to respond to students’ social, emotional and academic needs.

Some options for how the remaining 80 percent of funds may be used include:

- purchasing supplies to sanitize and clean, improve ventilation systems
- providing mental health services and supports
- addressing the disproportionate impact of COVID-19 on underrepresented student groups
- activities allowed under the Individuals with Disabilities Education Act and Elementary and Secondary Education Act and other federal programs

III. SPPS Planning Process

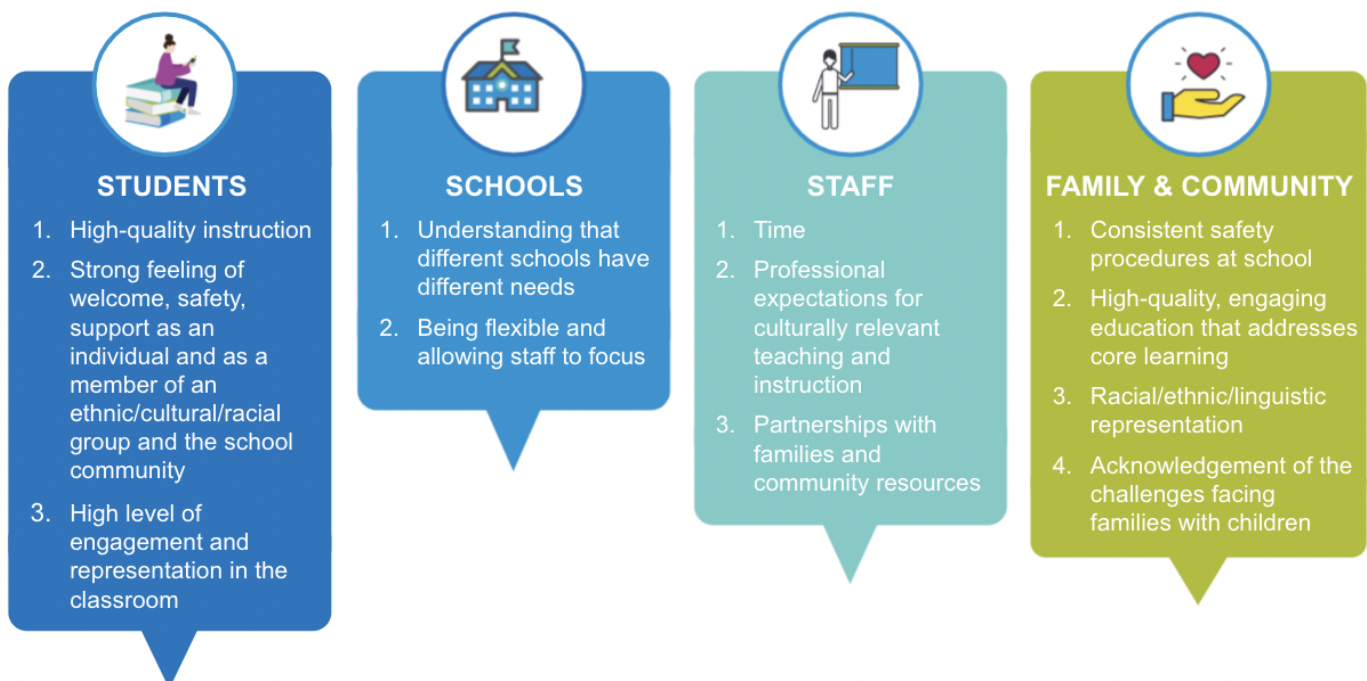
SPPS decisions about allocating ARP funds are based on our strategic plan, SPPS Achieves, and community input collected through an extensive needs assessment. For the SPPS Achieves framework, please see spps.org/strategicplan. The below graphics illustrate the ARP planning structure and timeline.





To support planning for the next phase of our COVID-19 response, SPPS engaged with a wide range of stakeholders in a needs assessment over the course of the 2020-21 school year. The needs assessment included a mix of methods for collecting data from students, family members, teachers and other school staff, department and program leaders, principals, community-based organizations and other stakeholders. Some of the methods used included questionnaires, surveys, online forums, focus groups, document review, and analysis of existing data. In total, SPPS received over 11,000 responses. A report with findings is available at spps.org/Page/42080.

While many strategies and recommendations were identified, *SPPS is focusing on the needs that were presented, defined as the highest priority, but not comprehensive set of the most pressing/foundational needs* to be addressed across the district at this time. Four stakeholder groups were identified, along with the most pressing needs for each group:



Throughout the summer, the ARP workgroup reviewed the needs assessment and strategic plan priorities. They developed overall funding objectives and considered proposals on how to address them. Representatives from 13 parent and community groups participated in meetings to review and provide feedback on the work in progress and establish objectives, strategies and allocations. Adjustments to the strategies were made based on this feedback, and the ARP workgroup finalized a draft plan for stakeholder review.

The draft of the strategies and allocations was made available for review and comment online for the SPPS community. The comment and engagement period was three weeks. Individual and small group feedback was also gathered by SPPS staff and partners. Stakeholders were given a high-level overview of the ARP funding and background on a list of strategies that SPPS is proposing. After participants were given this background information, they were asked four questions:

- What works well about the draft ARP plan?
- Is there anything you disagree with?
- What is important that is missing from the draft plan?
- Is there anything else you'd like to share?

After a week with low response, the SPPS team took the opportunity to re-examine its outreach strategy and adjust accordingly to review the draft with stakeholders that had not been engaged to a degree staff deemed was necessary. Staff shifted to having individual conversations, especially with families. SPPS staff gathered feedback from over 140 families of SPPS students, focusing on families of student groups most negatively impacted by the pandemic. Staff also heard from nearly 80 SPPS school employees. Because the online form was open and available on the website, we also received feedback from other stakeholders such as Saint Paul residents, community partners and SPPS alumni.

Clear themes emerged from the feedback that was received during the engagement period. These themes were mentioned across stakeholder groups.

- Overall, the draft plan and allocations are supported by families and staff
 - Many stakeholders indicate they wonder about the accountability, monitoring, and adjustments to the plan as it is implemented
 - In particular, stakeholders approve of the focus on high-quality education
- Across stakeholder groups, people were looking for more:
 - Targeted support for student groups
 - Mental health and Social Emotional Learning (SEL)
 - Investment in Systemic Equity

In response to this feedback, SPPS made the following adjustments to the plan:

- Additional funds were allocated to the Systemic Equity strategies, increasing that investment from \$5.4 million to \$9.9 million
- With the planned \$10 million investment in community partnerships, the district will prioritize partnerships that support targeted student groups and provide mental health and SEL services

District staff will continue to keep stakeholders informed as the strategies are implemented. SPPS is committed to working with stakeholders throughout the process to ensure that the community's

concerns and aspirations are consistently understood and considered as we implement the ARP-funded strategies.

Please visit the [SPPS COVID Relief Engagement Opportunities](#) webpage for more information and future opportunities.

III. SPPS ARP Strategies and Allocations

*Items addressing “learning loss”

High-Quality Education	Primary Need(s) Met	\$88.2 million
Direct Funding to Schools* Funds for schools to meet their specific needs in core instruction, social emotional learning and/or other ARP priorities	- Different schools have different needs - Flexibility and allowing staff to focus	\$24.5 million
K-8 Core Reading and Math Instruction* Adding 1-2 new teachers per school to increase small group reading instruction and improve math skills	- High-quality instruction - Different schools have different needs	\$23 million
Well-Rounded Education and Professional Development for Teachers - More specialist teachers and materials in elementary schools for classes like art, music, theater, world languages or technology - Time and resources for classroom teachers to focus on core instruction	- High-quality instruction - Time for staff - Different schools have different needs	\$17 million
Summer and After-School Programs* Expanding K-12 after-school and summer learning programs to more schools with new courses and curriculum	- High-quality instruction - High level of engagement and representation	\$11.7 million
Technology Support and Improvements - Improvements to internet access and bandwidth, phone systems, cybersecurity and other technology - Added staff to manage elementary iPads and library needs - Funding for educational software licenses	High-quality instruction	\$7.05 million
High School Schedules, Grading & Credit Recovery - Aligning high school schedules - Implementing standards-based grading - Supporting credit recovery at every high school during the school day in addition to other options	High-quality instruction	\$3.3 million

College and Career Readiness • Expanding career centers and related curriculum at every high school • Internships, hands-on programs and job certifications for more high school students • Finance and career curriculum for middle schools • Career curriculum integration at elementary schools	• High-quality instruction • High level of engagement and representation • Partnerships with families and community resourcesT	\$1.64 million
Safe Schools	Primary Need(s) Met	\$66.9 million
Building Maintenance and Cleaning • Added custodial and trades staff to keep buildings clean and improve maintenance • Ventilation system upgrades and equipment to reduce the risk of virus transmission in schools	• Consistent safety procedures at school	\$42.3 million
COVID-19 Contingency Funds • Funds set aside to support other needs created by the continuing COVID-19 pandemic	• Consistent safety procedures at school	\$15 million
School Health Staff • School nurses and health staff to cover COVID-19 related needs in addition to regular responsibilities	• Consistent safety procedures at school	\$5.6 million
Meal Service • Food service supplies and staff to safely serve meals at all schools in accordance with COVID-19 foodservice guidelines	• Consistent safety procedures at school	\$3.3 million
Transportation • \$2,500 per route incentive for bus drivers to address driver shortage that was worsened by the pandemic	• Consistent safety procedures at school	\$700,000
Targeted Student Services	Primary Need(s) Met	\$11.5 million
Special Education Recovery Services* • Support for 6,000 students in special education negatively impacted by COVID-19 • Expanded “Check and Connect” program for Black and American Indian students in special education	• High-quality instruction • Strong feeling of welcome, safety & support • Acknowledgement of the challenges facing families	\$7 million

American Indian Education - Developing curriculum that accurately represents American Indian history and culture for all PreK-12 students - Additional direct support for American Indian students*	- High-quality instruction - Representation of American Indian students as a protected class	\$2 million
Multilingual Learning (ML) Support - More staff, materials and training for teachers and educational assistants to better support English language learners* - Biliteracy testing for 600 high schoolers to earn college credit	- High-quality instruction - Racial/ethnic/linguistic representation - Time for staff	\$1.9 million
Early Childhood Special Education (ECSE) - Added staff to evaluate and support the projected increase in students needing ECSE services* - Training for ECSE teachers to support students with characteristics of autism - Training for ECSE educators and support for families in building healthy relationships and managing stress	- High-quality instruction - Strong feeling of welcome, safety & support - Acknowledgement of the challenges facing families	\$630,000
Family Services and Community Partnerships	Primary Need(s) Met	\$10.9 million
Community Partnerships - Work with community partners to provide academic, social emotional and family support* - Review and potential expansion of Full Service Community Schools program - City/County collaboration in providing family services - Social services partnership to increase attendance and engagement	- Partnerships with families and community resources - Strong feeling of welcome, safety and support - Acknowledgement of the challenges facing families	\$10 million
Communication Services for Families - Contact center for families to get answers to questions in their home language - Improved language interpreter services for families	- Partnerships with families & community resources - Acknowledgement of the challenges facing families - Racial/ethnic/linguistic representation	\$.9 million
Systemic Equity	Primary Need(s) Met	\$9.7 million
District Equity Plan Consultant support, planning time, professional development, and materials for a three-year	District-wide leadership, implementation and	\$5.1 million

project defining and establishing sustainable systems based on the SPPS Racial Equity and Gender Inclusion Policies • Direct services for programs and departments seeking help in addressing patterns of inequity and building internal capacity towards systemic transformation • Training for current and future leaders in identifying inequitable practices and creating inclusive environments for students	accountability in addressing equity • Racial/cultural/ethnic/linguistic/gender identity acknowledgment and representation • Strong feeling of welcome, safety & support	
Recruiting & Retaining Diverse Staff • Staff and materials to find, hire and support effective teachers and administrators, with a goal of 23% of teachers of color by 2023	• High-quality instruction • Racial/ethnic/linguistic representation	\$3.3 million
Culturally Responsive Instruction (CRI) • Training and materials for all teachers and principals in CRI to improve instruction and close achievement gaps based on race	• High-quality instruction • Strong feeling of welcome, safety & support • Culturally relevant teaching expectations	\$1.3 million
Mental Health and Social Emotional Learning (SEL)	Primary Need(s) Met	\$8 million
Social Workers & Counselors* • Additional counselors to provide academic, social emotional, and college and career support at every school • Additional social workers to provide direct services to students • Training for staff on responding to trauma	• Strong feeling of welcome, safety & support	\$6.4 million
Social Emotional Learning Support • District mental health coordinator • Including SEL activities in high school and middle school courses* • Wellness activities and training for staff in culturally responsive SEL	• Strong feeling of welcome, safety & support • Acknowledgement of the challenges facing families	\$1.6 million
Operational Expenses	Primary Need(s) Met	\$11.7 million
Operational Support • Necessary expenses for supporting American Rescue Plan initiatives, including staffing, equipment and tracking	N/A	\$11.7 million

IV. Monitoring and Reporting

The ARP workgroup is putting progress monitoring tools in place to ensure funds are being used appropriately and having a positive impact on student outcomes. This process will involve:

- Tracking spending
- Tracking project task completion
- Tracking outcome indicators
- Collecting documentation
- Reviewing the work taking place in various settings

Data review and discussion will occur on a regular basis for every initiative, with varying levels of tracking and evaluation depending on the scope of the investment.

This system will allow for consistent reviews to determine whether the initiatives are progressing as intended or if adjustments are necessary. Additionally, this process will provide us with the necessary information and structures to ensure compliance with state and federal reporting.

Saint Paul Public Schools ARP Funding Plan

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Board of Directors
September 21, 2021

Agenda

- ARP Federal Guidelines
- SPPS Plan Development Process
- Community Engagement
- Responding to Feedback
- Strategies
- BOE Approval

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ARP Purpose and Priorities

The American Rescue Plan, also known as ESSER III, provides funding to K-12 schools and institutions of higher education to reopen safely for in-person learning and address students' needs.

1. Safely reopen schools for all students
2. Address pre- and post-pandemic unfinished learning
3. Build lasting, equitable systems of teaching and learning
4. Support student and staff social emotional needs on returning to full on-site learning

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Requirements of ARP Funds

Availability of Funds - March 2020 to September 30, 2024

- SPPS \$206.9 Million
- 20% reserved to address “learning loss”
 - Extended day, extended year, summer school and evidence-based interventions to respond to students’ social, emotional and academic needs
- Examples of how remaining funds may be used:
 - purchasing supplies to sanitize and clean, improve ventilation systems
 - providing mental health services and supports
 - addressing the disproportionate impact of COVID-19 on underrepresented student groups
 - activities allowable under IDEA, ESEA, other federal programs

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SPPS ARP Project Organization

Executive Leadership

Cedrick Baker, Chief of Staff

Planning Team

Erica Wacker, Innovation Office
Heather Kilgore, Family Engagement and Community Partnerships
Karen Randall, Strategic Planning and Project Management
Leah Corey, Innovation Office
Maria Vincent, Innovation Office
Sherry Carlstrom, Title I Federal Programs
Stacey Gray-Akyea, Research, Evaluation, Assessment

Workgroup

27 members, review requirements & needs, recommend objectives & strategies

Division of Academics
Division of Schools
Federal Title I Programs
Finance
Operations
Principals
Research and Evaluation
SPFE

All Divisions

Develop strategy proposals

Family/Community Advisory Group

13 participants, reviewing and responding to work in progress

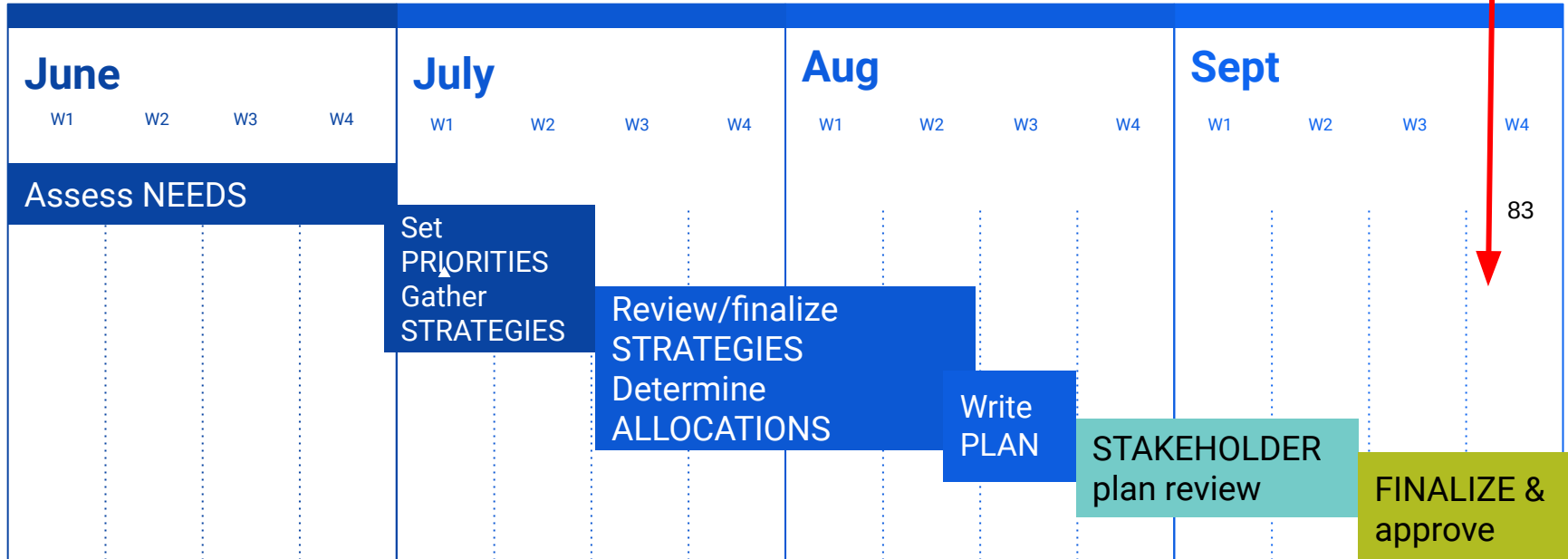
American Indian PAC
Coalition of Asian American Leaders
Dayton's Bluff, Hazel Park parents
Family Values for Life
Karen Organization of MN 82
Karen PAC
Latino Consent Decree PAC
NAACP
PAASAC - Parents of African American Students
Advisory Council
Somali PAC
SpEd Pac

Stakeholder Groups

Contribute to needs assessment
Review and respond to draft of strategies

SPPS ARP Planning Timeline

We are here



▲ LOREM

SPPS ARP Engagement Phases

Phase 1: Needs Assessment	Phase 2: Input on the Draft	Phase 3: Implementation
May-June 2021	August - September 2021	SY 2021-22 and beyond
● Review existing data and reports ● Family forums ● Online form ● More than 11,000 responses	● Planning advisory committee ● Website, online form ● Trusted messengers ● Targeted virtual meetings	● Ongoing advisory committee⁸⁴ ● Grants to community partners ● Consult stakeholders about high-leverage strategies

Phase 1: Needs Assessment Summary



STUDENTS

1. High-quality instruction
2. Strong feeling of welcome, safety, support as an individual and as a member of an ethnic/cultural/racial group and the school community
3. High level of engagement and representation in the classroom



SCHOOLS

1. Understanding that different schools have different needs
2. Being flexible and allowing staff to focus



STAFF

1. Time
2. Professional expectations for culturally relevant teaching and instruction
3. Partnerships with families and community resources



FAMILY & COMMUNITY

1. Consistent safety procedures at school
2. High-quality, engaging education that addresses core learning
3. Racial/ethnic/linguistic representation
4. Acknowledgement of the challenges facing families with children

Phase 2: Summary of Input on the Draft

- Overall, the draft plan and allocations are supported across stakeholder groups
 - Stakeholders approve of the focus on high-quality education
 - Seeking more information on implementation and monitoring
- Across stakeholder groups, people were looking for more:
 - Targeted support for student groups
 - Mental health and social emotional learning (SEL)
 - Investment in systemic equity

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Responding to Input: Plan Adjustments

- Increase investment in Systemic Equity
- Add allocation for college and career curriculum development and training to support career pathway implementation
- Prioritize community partnerships for SEL, targeted student services
- Prioritize SEL in school allocation options

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Equity Investments Also Include

- \$4.5M in ARP to support SPPS Achieves District Equity Plan
 - Initiative over 3 years
 - Consulting, PD for all staff, materials
- Capacity Building
- Professional Development
 - Academics
 - Operations

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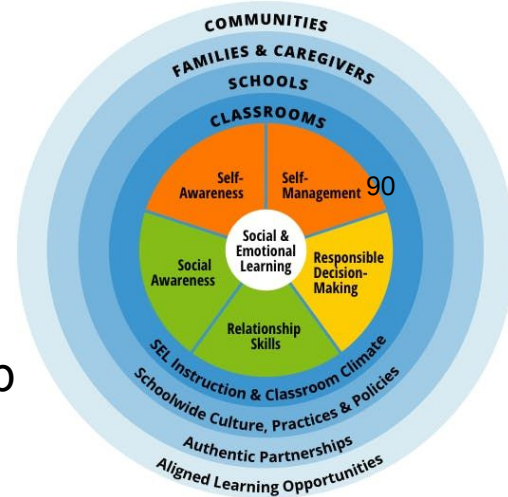
College and Career Investments Also Include

- \$1.5 million in 2021-22 school counseling
 - Personal Learning Plans: academic and postsecondary advising, SEL and mental health teams
- Over \$1 million annually for Personal Learning Plans and advising PreK-12+
 - Xello, including family portal development
 - Career Pathway Guide
 - Career curriculum integration
- \$1.5 million in Career Pathway implementation and partnerships
 - 3M Skilled Trades Center (grant from 3M)
 - Building-level Career Pathway courses, internships and Career Pathway Centers

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SEL Investments Also Include

- Investments support and accelerate work of School Support & SPPS Achieves 2.1
- Strong connections to SEL throughout the plan
- New adjustments will include targeted SEL supports
 - Direct allocation to school buildings
 - Development and expansion of community partnership



SPPS ARP Funding Categories

ARP Strategies	Allocation
Family Services and Community Partnerships	\$10.9 million
High-quality education	\$88.2 million
Mental Health and Social Emotional Learning	\$8 million
Operational Support	\$11.7 million
Safe Schools	\$66.9 million
Systemic Equity	\$9.7 million
Targeted Student Services	\$11.5 million
Total	\$206.9 million

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Recommendation: Approve the SPPS American Recovery Plan

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

DATE: September 21, 2021

TOPIC: Personnel/Position Recommendation

A. PERTINENT FACTS:

1. Assistant General Counsel, William Forbes, was hired October 17, 2017. At that time, it was intended that he be hired on an individual contract. To correct the employment record of Assistant General Counsel Forbes, a revised contract is required.
2. The purpose of this is to correct the contract of Mr. Forbes as appointed to an individual contract position, effective FY22, July 3, 2021. This includes an adjustment to his salary. The adjusted salary is \$105,610 to commensurate with increases that were to be applied during the course of the employee's tenure with Saint Paul Public Schools.
3. Recognize that the benefits of this contract will be tied to the Superintendency agreement for Independent School District 625.
4. A review of the MN Association of School Personnel's recent report, 2021 Minnesota Substitute Rates, was utilized to access and determine new rates. The report includes districts who utilize Teachers on Call as their substitute teacher administrator and districts who staff their substitute needs internally.
5. This agreement supports the District's goal of aligning resource allocation to District priorities.
6. This item is submitted by Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

**EMPLOYMENT AGREEMENT
FOR
ASSISTANT GENERAL COUNSEL**

AGREEMENT, Made as of this 13th day of September 2021, by and between William K. Forbes, residing in Saint Paul, MN 55104 (hereinafter "Employee") and Independent School District no. 625, Saint Paul Public Schools, an independent school district under the laws of the state of Minnesota, located at 360 Colborne Street, Saint Paul, Minnesota 55102 (hereinafter "District").

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WITNESSETH: Whereas District desires to employ Employee in the position of Assistant General Counsel under the terms set forth herein; and

WHEREAS, Employee is willing to accept said employment upon the terms set forth herein;

NOW, THEREFORE, for and in consideration of the mutual covenants and promises hereinafter set forth, Employee and District do hereby agree as follows:

1. Employment. District does hereby employ Employee and Employee does hereby accept said employment in the position of Assistant General Counsel on a full-time basis, the duties of which are more particularly set forth in the attached job description which is incorporated herein as if fully set forth.
2. Compensation. Effective July 3, 2021, District shall pay Employee an annual salary rate of One Hundred and Five Thousand Six Hundred Ten (\$105,610) Dollars payable in 26 bi-weekly installments, consistent with District's standard payroll practices.
3. Benefits. District shall provide Employee with the same benefits as those provided to active members of the Superintendency of Saint Paul Public Schools.

4. Professional Fees and Dues. The District shall pay Employee's annual attorney license fees. With the approval of the General Counsel, the District shall also pay reasonable dues for membership in national, state and local legal associations and organizations, including committees and sections thereof.

5. Duration and Nature of Employment. Employee is employed hereunder as an employee at will and Employee hereby acknowledges such. District may terminate this agreement at any time. Such termination shall take effect 30 days after written notice thereof given to employee by Employee's immediate supervisor and such termination shall be thereafter effective subject to subsequent ratification by District's Board of Education.

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Dated: September 13, 2021

EMPLOYEE

By



INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____, 2021

By

Its Chair

Dated: _____, 2021

By

Its Clerk

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anderson, B. M.	Classroom Teacher	08/14/2021	\$49.30	Int'l Academy - LEAP
Anderson, M. G.	Classroom Teacher	08/14/2021	\$28.14	Obama Service Learning
Anderson, P.	Classroom Teacher	08/14/2021	\$38.00	Expo for Excellence Elem
Armstrong, E. M.	Classroom Teacher	08/14/2021	\$41.10	Parkway Montessori
Bailey, C.	Classroom Teacher	08/14/2021	\$51.81	Highland Park Middle School
Bauert, E. A.	Classroom Teacher	08/14/2021	\$30.04	Highland Park Elementary
Beck, E.	Classroom Teacher	08/14/2021	\$31.34	Washington Tech Sec
Beckmann, J. M.	Classroom Teacher	08/14/2021	\$33.73	Johnson Achievement Plus
Bell, A.	Classroom Teacher	08/14/2021	\$40.56	Virtual Learning School
Bettin, G.	Classroom Teacher	08/14/2021	\$35.64	Frost Lake Elementary
Bohannon, S. L.	Classroom Teacher	08/14/2021	\$39.57	Virtual Learning School
Booth, L. H.	Classroom Teacher	08/14/2021	\$28.14	Washington Tech Sec
Boulos, A. B.	Classroom Teacher	08/14/2021	\$33.94	Battle Creek Middle School
Briese, A.	Classroom Teacher	08/14/2021	\$28.14	Highwood Hills Elementary
Bublitz, C.	Classroom Teacher	08/14/2021	\$49.30	Central Senior High
Busta, E. K.	Classroom Teacher	08/14/2021	\$28.14	Creative Arts Secondary
Cahill, N.	Classroom Teacher	08/14/2021	\$45.55	Hamline Elementary
Callahan, J. M.	Classroom Teacher	08/14/2021	\$31.34	American Indian Magnet
Carter, J.	Classroom Teacher	08/14/2021	\$40.56	Central Senior High
Chah, D.	Classroom Teacher	08/14/2021	\$36.17	Phalen Lake Hmong Studies
Chandler, L.	Classroom Teacher	08/14/2021	\$50.36	1780 W. 7th Street
Chung, Y.	Classroom Teacher	08/14/2021	\$36.21	Washington Tech Sec
Derby, M.	Classroom Teacher	08/14/2021	\$32.07	Capitol Hill Magnet
Duncan, J.	Classroom Teacher	08/14/2021	\$28.14	Humboldt Secondary
Ebden, B. S.	Classroom Teacher	08/14/2021	\$28.14	Eastern Heights Elementary
Edelheit, T.	Classroom Teacher	08/14/2021	\$31.34	Mississippi Creative Arts
Eggert, M. D.	Classroom Teacher	08/14/2021	\$47.63	Farnsworth Aerospace UPR

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Eike Elliott, A. L.	Classroom Teacher	08/14/2021	\$37.16	Parkway Montessori
Erickson, J.	Classroom Teacher	08/14/2021	\$39.57	Hazel Park Preparatory
Flaherty, L.	Classroom Teacher	08/14/2021	\$31.34	Hamline Elementary
Garcia, Y.	Classroom Teacher	08/14/2021	\$52.60	Riverview School of Excel
Giambelluca, K. L.	Classroom Teacher	08/14/2021	\$43.88	Wellstone Elementary
Grosso, B. M.	Classroom Teacher	08/14/2021	\$31.34	Phalen Lake Hmong
Grummons, A. K.	Classroom Teacher	08/14/2021	\$28.14	Jie Ming Mandarin Immr
Hardman, B.	Classroom Teacher	08/14/2021	\$36.37	Four Seasons A+
Harrmann, E.	Classroom Teacher	08/14/2021	\$31.73	JJ Hill Montessori Magnet
Hegg, L. C.	Classroom Teacher	08/14/2021	\$51.09	271 Belvidere Bldg
Hickman Pine, E. B.	Classroom Teacher	08/14/2021	\$28.14	Virtual Learning School
Hoffmann, Z.	Classroom Teacher	08/14/2021	\$35.14	Johnson Achievement Plus
Jabs, S.	Classroom Teacher	08/14/2021	\$28.14	Farnsworth Aerospace UPR
Jarvis, K.	Classroom Teacher	08/14/2021	\$33.94	American Indian Magnet
Johnson, A. H.	Classroom Teacher	08/14/2021	\$29.13	American Indian Magnet
Kees, A.	Classroom Teacher	08/14/2021	\$31.34	Washington Tech Sec
Knight-De Leon, K.	Classroom Teacher	08/14/2021	\$49.57	Cherokee Heights Elem
Kostka, K. G.	Classroom Teacher	08/14/2021	\$29.13	Phalen Lake Hmong Studies
Kuenzli, K.	Classroom Teacher	08/14/2021	\$28.29	Maxfield Elementary
Kyung-Andersson, C.E.	Classroom Teacher	08/14/2021	\$53.63	Hazel Park Preparatory
LaBate, C.	Classroom Teacher	08/14/2021	\$34.47	Capitol Hill Magnet
Lawson, J. G.	Classroom Teacher	08/14/2021	\$31.34	Capitol Hill Magnet
Lea, A.	Classroom Teacher	08/14/2021	\$49.30	Wellstone Elementary
Leary, M. K.	Classroom Teacher	08/14/2021	\$34.08	1780 W. 7th Street
Lengsfeld, M.	Classroom Teacher	08/14/2021	\$29.13	Hamline Elementary
Li, Y.	Classroom Teacher	08/14/2021	\$37.16	Jie Ming Mandarin Immr
Liedman, A. R.	Classroom Teacher	08/14/2021	\$25.31	Crossroads Science

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lock, O.	Classroom Teacher	08/14/2021	\$28.14	Farnsworth Aerospace UPR
Loe, K.	Classroom Teacher	08/14/2021	\$49.30	Benjamin Mays/Museum
Lowery, N.	Classroom Teacher	08/17/2021	\$28.14	Highland Park Elementary
Lundquist, A. M.	Classroom Teacher	08/14/2021	\$30.52	Virtual Learning School
Martin, A.	Classroom Teacher	08/14/2021	\$31.73	Wellstone Elementary
McCurdy, N. K.	Classroom Teacher	08/14/2021	\$35.64	Parkway Montessori
McNeil, M.	Classroom Teacher	08/14/2021	\$34.51	Como Park Elementary
Moeckel, B.	Classroom Teacher	08/14/2021	\$33.35	1780 W. 7th Street
Mohamed, M. A.	Classroom Teacher	08/14/2021	\$32.58	Virtual Learning School
Mueller, S.	Classroom Teacher	08/14/2021	\$31.89	Battle Creek Elementary
Nelson, L. A.	Classroom Teacher	08/14/2021	\$32.69	Adams Spanish Immersion
Northey, S. L.	Classroom Teacher	08/14/2021	\$53.63	Virtual Learning School
Nystrom, M. M.	Classroom Teacher	08/14/2021	\$32.38	Global Arts Plus LWR
Palmen, E.	Classroom Teacher	08/14/2021	\$30.04	Mississippi Creative Arts
Petersen, E. R.	Classroom Teacher	08/14/2021	\$28.14	Highland Park Senior High
Pfab, T. M.	Classroom Teacher	08/14/2021	\$45.76	Adams Spanish Immersion
Queen, C. M.	Classroom Teacher	08/14/2021	\$36.10	1780 W. 7th Street
Richards, C. M.	Classroom Teacher	08/14/2021	\$29.13	St. Paul Music Academy
Ruen, C.	Classroom Teacher	08/14/2021	\$33.94	JJ Hill Montessori Magnet
Singer, N. L.	Classroom Teacher	08/14/2021	\$43.39	Battle Creek Middle School
Saporito, A. K.	Classroom Teacher	08/14/2021	\$37.72	271 Belvidere Bldg
Schumacher, K.	Classroom Teacher	08/14/2021	\$28.14	Mississippi Creative Arts
Scott, K.	Classroom Teacher	08/16/2021	\$32.38	Harding Senior High
Seifert, D. R.	Classroom Teacher	08/14/2021	\$51.38	Highland Park Middle School
Sezer, J. A.	Classroom Teacher	08/14/2021	\$32.69	Capitol Hill Magnet
Shepherd, M.	Classroom Teacher	08/14/2021	\$55.99	Bridge View
Smith, S. S.	Classroom Teacher	08/14/2021	\$38.00	Riverview School of Excel

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Spofford, E.	Classroom Teacher	08/14/2021	\$28.29	1780 W. 7th Street
Steigauf, B. A.	Classroom Teacher	08/14/2021	\$28.14	Global Arts Plus LWR
Storms, E.	Classroom Teacher	08/14/2021	\$41.46	Expo for Excellence Elem
Teynor, M. L.	Classroom Teacher	08/14/2021	\$33.94	Wellstone Elementary
Thao, P.	Classroom Teacher	08/14/2021	\$31.34	Capitol Hill Magnet
Thoreson, N. A.	Classroom Teacher	08/14/2021	\$38.00	Jackson Preparatory Elem
Ulrich, C.	Classroom Teacher	08/14/2021	\$45.74	Harding Senior High
Vang, E. P.	Classroom Teacher	08/14/2021	\$28.14	Jackson Preparatory Elem
Vang, M. T.	Classroom Teacher	08/14/2021	\$38.00	Phalen Lake Hmong Studies
Vang, Y.	Classroom Teacher	08/14/2021	\$28.14	Hazel Park Preparatory
Waln, J. P.	Classroom Teacher	08/14/2021	\$29.83	Four Seasons A+
Warren-Paul, L.	Classroom Teacher	08/14/2021	\$39.79	Highwood Hills Elementary
Wathum-Ocama, Q. A.	Classroom Teacher	08/14/2021	\$28.14	Como Service Center
Watters, R.	Classroom Teacher	08/14/2021	\$28.14	Battle Creek Middle School
Weller, A. R.	Classroom Teacher	08/14/2021	\$30.52	Phalen Lake Hmong Studies
Wojtowicz, K. L.	Classroom Teacher	08/14/2021	\$28.14	Hazel Park Preparatory
Wothe, A.	Classroom Teacher	08/14/2021	\$53.42	Virtual Learning School
Wright, T. D.	Classroom Teacher	08/14/2021	\$34.08	Harding Senior High
Xiong, C. J.	Classroom Teacher	08/14/2021	\$31.34	Jackson Preparatory Elem
Yang, M. R.	Classroom Teacher	08/14/2021	\$55.99	Colborne Admin Offices
Yang, Z.	Classroom Teacher	08/14/2021	\$40.58	Wellstone Elementary
Alcaide Garcia, H.	Classroom Teacher	08/14/2021	\$35.14	Washington Tech Sec
Berger, E. D.	Classroom Teacher	08/14/2021	\$31.34	Mississippi Creative Arts
Ellis, S.	Classroom Teacher	08/14/2021	\$29.13	Jie Ming Mandarin Immr
Jensen, A. J.	Classroom Teacher	08/14/2021	\$31.73	American Indian Magnet
King, L. C.	Classroom Teacher	08/14/2021	\$35.53	Como Park Elementary
Vang, D. C.	Classroom Teacher	08/14/2021	\$49.30	Jackson Preparatory Elem

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Waydula, L.	Classroom Teacher	08/14/2021	\$32.12	Jackson Preparatory Elem
Boreen, A. M.	Classroom Teacher	08/14/2021	\$35.14	Rondo Education Center
Jagdeo, A.	Classroom Teacher	08/14/2021	\$40.56	Hamline Elementary
Ruckle, C. L.	Classroom Teacher	08/14/2021	\$29.13	Student Placement Center
Bosacker, J.	Classroom Teacher	08/14/2021	\$32.38	Horace Mann School
Bailey, M.	Classroom Teacher	08/14/2021	\$40.58	Colborne Admin Offices
Grimm, E. A.	Classroom Teacher	08/14/2021	\$39.15	Como Park Elementary
Lee, P.	Classroom Teacher	08/14/2021	\$40.58	Como Park Elementary
Adams-Lee, Y.	Classroom Teacher	08/14/2021	\$43.88	American Indian Magnet
Kath, A.	Classroom Teacher	08/14/2021	\$36.95	Washington Tech Sec
Aho, A. A.	Classroom Teacher	08/14/2021	\$28.14	Journeys Secondary
Fischer, H. A.	Classroom Teacher	08/14/2021	\$29.13	Battle Creek Middle School
Lawrence-Lupton, S.E.	Classroom Teacher	08/14/2021	\$51.09	Washington Tech Sec
Mayer, M.	Classroom Teacher	08/14/2021	\$42.10	JJ Hill Montessori Magnet
SanCartier, J. M.	Classroom Teacher	08/14/2021	\$45.55	Farnsworth Aerospace UPR
Venne, A. C.	Classroom Teacher	08/14/2021	\$41.14	Daytons Bluff Achievement
Zahner, M. R.	Classroom Teacher	08/14/2021	\$39.57	Humboldt Secondary
Zallaps, K.	Classroom Teacher	08/14/2021	\$50.08	Highwood Hills Elementary
Connolly, K.	School/Community Professional	08/30/2021	\$24.96	Crossroads Montessori
Long, J.	School/Community Professional	08/28/2021	\$31.08	Groveland Park Elementary
Williams, M.	School/Community Professional	08/28/2021	\$23.30	Como Park Senior High
al Bataineh, A.	School/Community Professional	08/30/2021	\$37.77	American Indian Magnet
Campos Guzman, P.Y.	Education Assistant	08/14/2021	\$19.74	Como Service Center
Minder, R.	Education Assistant	08/28/2021	\$20.47	Student Placement Center
Mohamed, U.	Education Assistant	08/28/2021	\$24.51	Student Placement Center

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Owens, D. S.	Education Assistant	08/14/2021	\$19.74	E-STEM Middle School
Pokornowski, B. E.	Education Assistant	08/14/2021	\$21.23	Farnsworth Aerospace UPR
Vang, S.	Education Assistant	08/14/2021	\$28.49	Battle Creek Middle School
Wheaton, R.	Education Assistant	08/30/2021	\$17.81	Highland Park Middle School
Decory, R. M.	Teaching Assistant	09/07/2021	\$15.30	American Indian Magnet
Jakes, N. G.	Teaching Assistant	09/07/2021	\$15.53	Johnson Achievement Plus
Jones, J.	Teaching Assistant	09/07/2021	\$15.30	American Indian Magnet
Jones, L. P.	Teaching Assistant	09/07/2021	\$15.61	Mississippi Creative Arts
Street, C. D.	Teaching Assistant	09/07/2021	\$15.61	Battle Creek Elementary
Vauters-Barnes, Q. J.	Teaching Assistant	09/07/2021	\$15.49	Nokomis Montessori South
Waring, C.	Teaching Assistant	09/07/2021	\$15.59	Rondo Education Center
Webb, N. M.	Teaching Assistant	09/07/2021	\$15.38	Hazel Park Preparatory
Wegley, A. J.	Teaching Assistant	09/07/2021	\$15.59	Mississippi Creative Arts
Bliss, J. L.	Clerical	07/27/2021	\$20.69	Journeys Secondary
Silva, M. Y.	Clerical	08/23/2021	\$19.82	E-STEM Middle School
Tongrit-Green, S.	Custodian	09/06/2021	\$17.30	Como Park Senior High
Williams, N. M.	Custodian	08/14/2021	\$17.30	Como Service Center
Espericueta Hernandez, A.	Nutrition Services	09/02/2021	\$15.00	Rondo Education Center
Camara, M.	Technical	08/23/2021	\$22.22	Como Service Center
Lee, J.	Technical	08/23/2021	\$24.36	Como Service Center
Sprandel, M.	Technical	08/23/2021	\$24.36	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ehlers, M.	Assistant Principal From: Classroom Teacher	08/07/2021	\$51.73	Frost Lake Elementary
Hayes, A. M.	Assistant Principal From: Classroom Teacher	08/14/2021	\$48.80	Ramsey Middle School
Lo, T.	Assistant Principal From: Classroom Teacher	07/31/2021	\$51.24	Battle Creek Middle School

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Staab, N. N.	Assistant Principal From: Classroom Teacher	07/31/2021	\$50.26	Highland Park Senior High
Arnold, R. R.	Central Administrator From: Classroom Teacher	09/01/2021	\$56.11	Colborne Admin Offices
Coleman, B. A.	Central Administrator Career Progression	08/14/2021	\$61.83	1780 W. 7th Street
Thor, C.	Central Administrator From: Classroom Teacher	08/28/2021	\$47.81	Colborne Admin Offices
Vang, G. T.	Central Administrator From: Classroom Teacher	08/14/2021	\$49.85	Como Service Center
Abdur Razzaq, T. P.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Benjamin Mays/Museum
Agard, N. J.	Classroom Teacher From: School/Community Professional	08/14/2021	\$29.13	Randolph Heights Elem
Bromenschenkel, E.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.05	Cherokee Heights Elem
Brooks, S. A.	Classroom Teacher From: Teaching Assistant	08/14/2021	\$28.14	JJ Hill Montessori Magnet
Herrera, L.	Classroom Teacher From: School/Community Professional	08/28/2021	\$33.83	Creative Arts Secondary
Johntz, M. U.	Classroom Teacher From: Temporary Employee	08/14/2021	\$31.73	Bridge View
Moe, C. A.	Classroom Teacher From: Temporary Employee	08/14/2021	\$31.73	St. Paul Music Academy
Munoz, A. J.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Adams Spanish Immersion
Sanchez Rivera, E. Z.	Classroom Teacher From: Teaching Assistant	08/14/2021	\$28.14	Benjamin Mays/Museum
Stice, M. K.	Classroom Teacher From: Teaching Assistant	08/14/2021	\$28.14	American Indian Magnet
Thao, P.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.05	Como Park Elementary
Young, L. J.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.83	Obama Service Learning
Silva, S. K.	Teacher on Special Assignment From: Classroom Teacher	08/30/2021	\$55.99	Colborne Admin Offices

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Caldwell, D. D.	Principal From: Assistant Principal	07/31/2021	\$57.58	Galtier Elementary
Freeman, M.	Principal Career Progression	07/17/2021	\$70.27	Capitol Hill Magnet
Ayichew, F. K.	Classroom Teacher From: Temporary Employee	08/14/2021	\$34.86	Washington Tech Sec
Barr, A. M.	Classroom Teacher From: Temporary Employee	08/14/2021	\$32.38	Washington Tech Sec
Bell, L. S.	Classroom Teacher From: Temporary Employee	08/14/2021	\$33.16	Washington Tech Sec
Burns-Soetebier Rincon, A. D.	Classroom Teacher From: Teaching Assistant	08/14/2021	\$28.14	Eastern Heights Elementary
Caban, M.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	L Etoile du Nord UPR
Mohamed, M. A.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Global Arts Plus UPR
Poplawski, A. A.	Classroom Teacher From: Temporary Employee	08/14/2021	\$33.16	Highland Park Elementary
Rutilo Barrita, L. E.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Riverview School of Excel
Barnes, R. R.	School/Community Professional From: Education Assistant	08/14/2021	\$25.83	Washington Tech Sec
Cardenas, A. A.	School/Community Professional From: Teaching Assistant	08/30/2021	\$25.23	Parkway Montessori
Edwards, R. A.	School/Community Professional From: Teaching Assistant	08/28/2021	\$21.03	Nokomis Montessori South
Goret, D. R.	School/Community Professional From: Education Assistant	08/28/2021	\$22.91	Creative Arts Secondary
House, D.	School/Community Professional From: Teaching Assistant	08/28/2021	\$21.03	RiverEast Elem/Secondary

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jones, I. O.	School/Community Professional From: Teaching Assistant	08/14/2021	\$21.77	Wellstone Elementary
Jones, K. I.	School/Community Professional From: Teaching Assistant	08/28/2021	\$21.03	Galtier Elementary
Rykhus, N. A.	School/Community Professional From: Teaching Assistant	08/30/2021	\$24.36	American Indian Magnet
Strowder, R. K.	School/Community Professional From: Teaching Assistant	08/30/2021	\$21.03	Highland Park Senior High
Tuhy, A. M.	School/Community Professional From: Teaching Assistant	08/28/2021	\$24.53	Nokomis Montessori North
Garcia, T. L.	Education Assistant From: Teaching Assistant	08/14/2021	\$23.91	Johnson Achievement Plus
Gillis, D.	Education Assistant Career Progression	08/14/2021	\$20.47	Global Arts Plus UPR
Her, K. J.	Education Assistant From: Teaching Assistant	08/30/2021	\$17.81	Capitol Hill Magnet
Johnson, S.	Education Assistant From: Teaching Assistant	09/07/2021	\$22.27	Hamline Elementary
Jones, S. D.	Education Assistant From: Teaching Assistant	08/14/2021	\$17.46	The Heights Community
Kpaw, W.	Education Assistant From: Teaching Assistant	08/28/2021	\$17.46	Highwood Hills Elementary
Rios Dessalet, A. L.	Education Assistant Career Progression	08/14/2021	\$24.79	Eastern Heights Elementary
Romero, C. L.	Education Assistant From: Teaching Assistant	08/14/2021	\$22.36	Frost Lake Elementary
Simmer, E. J.	Education Assistant From: Teaching Assistant	08/28/2021	\$17.81	Hamline Elementary
Sykes, E. L.	Education Assistant From: Teaching Assistant	08/28/2021	\$21.70	Focus Beyond
Winters, B. D.	Education Assistant From: Teaching Assistant	08/28/2021	\$24.05	Humboldt Secondary School

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Zavala, Z.	Education Assistant From: Teaching Assistant	08/28/2021	\$22.36	Focus Beyond
Zobenica, H. S.	Education Assistant From: Teaching Assistant	08/14/2021	\$22.36	Four Seasons A+
Bowers, S. L.	Teaching Assistant Career Progression	09/07/2021	\$17.85	Cherokee Heights Elem
Ferguson, K. J.	Clerical From: Teaching Assistant	08/09/2021	\$21.08	Bruce F Vento Elementary
Francis, M.	Nutrition Services Career Progression	08/14/2021	\$16.24	Open World Learning
Sterzinger, J.	Nutrition Services Career Progression	08/14/2021	\$20.07	Johnson Achievement Plus
Winter, I.	Professional Employee From: Teaching Assistant	08/28/2021	\$23.68	Student Placement Center
Hrouda, S. D.	Supervisory From: Maintenance Supervisor	06/21/2021	\$49.05	Como Service Center
Karels, M. M.	Supervisory Career Progression	08/14/2021	\$47.68	Colborne Admin Offices
Kelly, A. M.	Supervisory Career Progression	07/03/2021	\$45.55	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Achen, B. A.	Classroom Teacher	08/14/2021	\$33.18	Central Senior High
Addy, M. M.	Classroom Teacher	08/14/2021	\$40.05	Jie Ming Mandarin Immr
Chen, K.	Classroom Teacher	08/14/2021	\$29.13	Jie Ming Mandarin Immr
Gan, J.	Classroom Teacher	08/14/2021	\$38.62	Jie Ming Mandarin Immr
Keefe-Powers, L.	Classroom Teacher	08/14/2021	\$28.14	Global Arts Plus LWR
Li, M.	Classroom Teacher	08/14/2021	\$36.57	Jie Ming Mandarin Immr
Magsig, A. C.	Classroom Teacher	08/14/2021	\$30.04	American Indian Magnet
Morales, S. E.	Classroom Teacher	08/14/2021	\$28.14	Parkway Montessori
Qiao, H.	Classroom Teacher	08/14/2021	\$29.13	Jie Ming Mandarin Immr

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TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, E. S.	Classroom Teacher	08/14/2021	\$30.04	Int'l Academy - LEAP
Xie, N.	Classroom Teacher	08/14/2021	\$35.14	Jie Ming Mandarin Immr
Zhou, N.	Classroom Teacher	08/14/2021	\$29.13	Jie Ming Mandarin Immr

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Leopalao, M.	Classroom Teacher	08/14/2021	Phalen Lake Hmong Studies
Pankow, M. P.	Classroom Teacher	08/14/2021	Highland Park Senior High
Peterson, A. N.	Classroom Teacher	10/13/2021	Global Arts Plus LWR
Steinbach, M. K.	Classroom Teacher	09/04/2021	Bruce F Vento Elementary
Styles Spooner, J. B.	Classroom Teacher	08/14/2021	Riverview School of Excel
Chan, P.	Classroom Teacher	08/30/2021	Bruce F Vento Elementary
Matias, J.	Education Assistant	08/14/2021	Johnson Senior High
Saenz, M.	Education Assistant	08/14/2021	Harding Senior High
Zavala, J. G.	Education Assistant	08/14/2021	Battle Creek Middle School
Fisher, T. D.	School Bus Driver	08/07/2021	Transportation Services

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., M. A.	Classroom Teacher	08/30/2021

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abbai, E. T.	Nutrition Services	09/02/2021	\$18.12	Como Service Center
Harris, S. D.	Nutrition Services	09/02/2021	\$15.30	Frost Lake Elementary

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Baillet, F.	Central Administrator	08/02/2021	\$48.36	Colborne Admin Offices
Roth-Reinhardt, A.	Central Administrator	08/14/2021	\$40.49	E-STEM Middle School
Aaronson, L. M.	Classroom Teacher	08/14/2021	\$53.42	E-STEM Middle School
Alexander, M. R.	Classroom Teacher	08/14/2021	\$36.17	Highland Park Elementary
Bergloff, C.	Classroom Teacher	08/14/2021	\$29.13	American Indian Magnet
Bittner, S. C.	Classroom Teacher	08/14/2021	\$54.96	Jackson Preparatory Elem
Campbell, N. N.	Classroom Teacher	08/14/2021	\$46.11	E-STEM Middle 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>
Engfer, M. L.	Classroom Teacher	08/14/2021	\$35.14	Hazel Park Preparatory
Harvey, D. K.	Classroom Teacher	08/14/2021	\$43.65	271 Belvidere Bldg
Hill, J. L.	Classroom Teacher	08/14/2021	\$53.63	JJ Hill Montessori Magnet
Huber Cuff, J. A.	Classroom Teacher	08/14/2021	\$51.81	E-STEM Middle School
Jensen, J.	Classroom Teacher	08/14/2021	\$50.08	Expo for Excellence Elem
Kreitzer, K. M.	Classroom Teacher	08/14/2021	\$38.00	Mississippi Creative Arts
Landes, K. J.	Classroom Teacher	08/14/2021	\$33.16	Harding Senior High
Malmer, A. M.	Classroom Teacher	08/14/2021	\$40.58	Virtual Learning School
Miller, R. T.	Classroom Teacher	08/14/2021	\$30.52	Battle Creek Middle School
Mooney, R. A.	Classroom Teacher	08/14/2021	\$40.56	Jie Ming Mandarin Immr
Pischke, B. L.	Classroom Teacher	08/14/2021	\$33.94	Highland Park Senior High
Porter, J. A.	Classroom Teacher	08/14/2021	\$28.14	St. Paul Music Academy
Robelia, B.	Classroom Teacher	08/14/2021	\$55.58	Virtual Learning School
Schwab, S. I.	Classroom Teacher	08/14/2021	\$35.30	Capitol Hill Magnet
Sivanich, C. A.	Classroom Teacher	08/14/2021	\$45.74	Highland Park Middle School
Skarupa, L. A.	Classroom Teacher	08/14/2021	\$46.96	RiverEast Elem/Secondary
Tallen-Shewach, K. M.	Classroom Teacher	08/14/2021	\$28.14	Farnsworth Aerospace UPR
Thammavongsa, J. B.	Classroom Teacher	08/14/2021	\$31.81	Jackson Preparatory Elem
Vang, B.	Classroom Teacher	08/14/2021	\$28.14	Wellstone Elementary
Vang, K.	Classroom Teacher	08/14/2021	\$45.51	Phalen Lake Hmong Studies
Vang, M. X.	Classroom Teacher	08/14/2021	\$37.35	Phalen Lake Hmong Studies
Wedger, H. J.	Classroom Teacher	08/14/2021	\$45.55	Highland Park Senior High
WomsiFotsoEpse- Tchoffo, M. N.	Classroom Teacher	08/14/2021	\$30.04	L Etoile du Nord LWR
Xiong, P.	Classroom Teacher	08/14/2021	\$37.16	Phalen Lake Hmong Studies
Piekarski, A. E.	Classroom Teacher	08/14/2021	\$32.38	Washington Tech Sec
Skroch, S. B.	Classroom Teacher	08/14/2021	\$33.73	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>
Vang, P. C.	Classroom Teacher	08/14/2021	\$31.34	Harding Senior High
Greiskalns, D. L.	Classroom Teacher	08/14/2021	\$36.95	St. Paul Music Academy
Her, G. E.	Classroom Teacher	08/30/2021	\$29.13	Washington Tech Sec
Bakken, S. T.	Classroom Teacher	08/14/2021	\$29.13	Benjamin Mays/Museum
Barre, A. Y.	Classroom Teacher	08/14/2021	\$34.47	Wellstone Elementary
Brissett, C. B.	Classroom Teacher	08/14/2021	\$35.53	Four Seasons A+
Buckley, E. D.	Classroom Teacher	08/14/2021	\$32.69	271 Belvidere Bldg
Chesbro-Davis, A. M.	Classroom Teacher	08/14/2021	\$29.13	American Indian Magnet
Sundberg, R. C.	Classroom Teacher	08/14/2021	\$41.79	Journeys Secondary School
Coleman, I. L.	School/Community Professional	08/14/2021	\$25.39	The Heights Community
Jordan, A. L.	School/Community Professional	08/28/2021	\$26.71	Gordon Parks High School
McConnell, K. M.	School/Community Professional	08/12/2021	\$22.13	Open World Learning
Shively, J. M.	School/Community Professional	08/28/2021	\$21.03	Randolph Heights Elem
Smith-Pugh, Q.	School/Community Professional	08/14/2021	\$28.44	E-STEM Middle School
Colon De Jesus, W.	Education Assistant	08/28/2021	\$24.79	Riverview School of Excel
Xiong, D.	Education Assistant	08/14/2021	\$22.03	Battle Creek Middle School
Bass, D. L.	Teaching Assistant	09/07/2021	\$15.49	Global Arts Plus UPR
Dailey, A. E.	Teaching Assistant	09/07/2021	\$15.61	Daytons Bluff Achievement
Rose, B. J.	Teaching Assistant	09/07/2021	\$15.59	The Heights Community
Stueber, L.	Teaching Assistant	09/07/2021	\$15.59	Battle Creek Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Golden, M. S.	Classroom Teacher	08/14/2021	Global Arts Plus UPR
Lockhart, E. W.	Classroom Teacher	08/14/2021	Harding Senior High
Mernin, J. L.	Classroom Teacher	08/14/2021	Global Arts Plus UPR

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Rotegard, E. C.	Classroom Teacher	08/14/2021	Benjamin Mays/Museum
Steinman, S. A.	Classroom Teacher	08/14/2021	Wellstone Elementary
Van Voorhis, S. J.	Classroom Teacher	08/14/2021	Creative Arts Secondary
Xy, M.	Classroom Teacher	08/14/2021	Eastern Heights Elementary
Lawson, S. K.	Classroom Teacher	08/14/2021	Global Arts Plus UPR
Reynolds, S.	Classroom Teacher	08/14/2021	Jackson Preparatory Elem
Moore, D. R.	Classroom Teacher	08/14/2021	Daytons Bluff Achievement
Redmond, C. M.	Classroom Teacher	08/14/2021	Riverview School of Excel
Smith, A.	School/Community Professional	08/14/2021	Harding Senior High
Win-Kennicutt, E.	Education Assistant	08/14/2021	Como Park Elementary
Xiong, T. A.	Education Assistant	08/14/2021	Global Arts Plus UPR
Yang, E. J.	Education Assistant	08/30/2021	Hamline Elementary
Manns, A.	Teaching Assistant	09/07/2021	Hamline Elementary
Silva, S. K.	Teacher on Special Assignment	08/30/2021	Adams Spanish Immersion
Yang, M.	Clerical	08/13/2021	Eastern Heights Elementary
Pritchard, J. S.	Nutrition Services	08/10/2021	The Heights Community

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Andert, L. A.	Teaching Assistant	09/07/2021	\$20.94	Hamline Elementary
Lambrecht, L.	Teaching Assistant	09/07/2021	\$15.49	Como Park Elementary

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nu, N.	Classroom Teacher From: Education Assistant	08/14/2021	\$28.14	Wellstone Elementary

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Poitra, A. L.	Classroom Teacher	08/14/2021	\$53.42	Como Service Center

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kittel, K. J.	Central Administrator	10/01/2021	1780 W. 7th Street
Casper, K. M.	Classroom Teacher	08/31/2021	Washington Tech Sec
Jeffers, K. F.	Classroom Teacher	10/30/2021	St Anthony Park Elementary
Kanniainen, S.	Classroom Teacher	08/28/2021	Crossroads Science
Hill, L. F.	Classroom Teacher	08/20/2021	Harding Senior High
Lewis, K.	Classroom Teacher	09/01/2021	Eastern Heights Elementary
Carlson, L.	Education Assistant	06/12/2021	Focus Beyond
Janssen, G. M.	Education Assistant	10/30/2021	The Heights Community
Lauer, D.	Education Assistant	10/02/2021	271 Belvidere Bldg
Spitzmueller, M. J.	Education Assistant	11/30/2021	Journeys Secondary School
Sprigler, V. A.	Teaching Assistant	11/09/2021	Humboldt Secondary School
Bellovich, T. M.	Nutrition Services	10/30/2021	Harding Senior High
Lindahl, M.	Nutrition Services	08/14/2021	Battle Creek Elementary
Casey, J. M.	Tricouncil	08/28/2021	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, T. M.	Classroom Teacher	08/14/2021	271 Belvidere Bldg
Armien Funk, S. J	Classroom Teacher	06/19/2021	Como Service Center
Bickford, L. E.	Classroom Teacher	08/14/2021	Washington Tech Sec
Boehm Turner, A.	Classroom Teacher	08/14/2021	Battle Creek Middle School
Bros, Z. E.	Classroom Teacher	08/14/2021	St. Paul Music Academy
Cech, R. M.	Classroom Teacher	08/14/2021	Washington Tech Sec
Cerkvenik, S. M.	Classroom Teacher	08/14/2021	Murray Middle School
Criswell, M. K.	Classroom Teacher	08/14/2021	Eastern Heights Elementary
Driesen, A. M.	Classroom Teacher	08/14/2021	Mississippi Creative Arts
Fierst, M. K.	Classroom Teacher	08/14/2021	Humboldt Secondary School
Gamez, L. R.	Classroom Teacher	08/14/2021	Hazel Park Preparatory
McCall, L. M.	Classroom Teacher	07/30/2021	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ruff, C. L.	Classroom Teacher	08/14/2021	American Indian Magnet
Wachholz, R. H.	Classroom Teacher	09/01/2021	Murray Middle School
Witthaus, J. A.	Classroom Teacher	08/14/2021	Harding Senior High
Hart-Horan, M. A.	Classroom Teacher	08/14/2021	Ramsey Middle School
Lee, P.	Classroom Teacher	08/14/2021	Nokomis Montessori South
Tveraa, A. M.	Classroom Teacher	08/14/2021	Riverview School of Excel
Carter, B. F.	Classroom Teacher	07/30/2021	Ramsey Middle School
Cayer, C. K.	Classroom Teacher	08/14/2021	Benjamin Mays/Museum
Dahedl, B. I.	Classroom Teacher	08/14/2021	Johnson Senior High
Shepard, N. C.	Classroom Teacher	08/14/2021	Journeys Secondary School
Stohlmann, R. S.	Classroom Teacher	08/14/2021	Highland Park Elementary
Conwell, P. D.	School/Community Professional	08/05/2021	Farnsworth Aerospace UPR
Angelo, J. C.	Education Assistant	08/14/2021	Nokomis Montessori South
Bye, B. L.	Education Assistant	08/06/2021	Nokomis Montessori South
Her, L.	Education Assistant	08/14/2021	Nokomis Montessori South
Hussien, K.	Education Assistant	09/01/2021	Hamline Elementary
Rahn, D. A.	Education Assistant	08/12/2021	Focus Beyond
Bennett, K. A.	Teaching Assistant	07/31/2021	Capitol Hill Magnet
Connor, M.	Teaching Assistant	09/02/2021	Bridge View
Degonda, K.	Teaching Assistant	09/08/2021	Hamline Elementary
Dugas, D. L.	Teaching Assistant	08/14/2021	Nokomis Montessori North
Durand, M. P.	Teaching Assistant	08/14/2021	Global Arts Plus LWR
Erickson, B. W.	Teaching Assistant	08/14/2021	Daytons Bluff Achievement
Haug Osen, K. A.	Teaching Assistant	08/11/2021	Eastern Heights Elementary
Her, S.	Teaching Assistant	08/27/2021	Nokomis Montessori South
Menase, I. G.	Teaching Assistant	08/27/2021	Highland Park Middle School

HUMAN RESOURCE TRANSACTIONS
August 1, 2021 – August 31, 2021
September 21, 2021

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Millard, I. L.	Teaching Assistant	08/28/2021	1780 West 7th St
Paw, S.	Teaching Assistant	06/30/2021	Farnsworth Aerospace LWR
Schuyler, M.	Teaching Assistant	08/13/2021	Riverview School of Excel
Westberry, N. C.	Teaching Assistant	08/27/2021	Ramsey Middle School
Xiong, G. N.	Teaching Assistant	08/27/2021	Rondo Education Center
Follmer, M. A.	Clerical	08/10/2021	Como Service Center
Hook, N. L.	Custodian	08/28/2021	Global Arts Plus UPR
Butterfield, R. A.	Nutrition Services	07/29/2021	Como Park Senior High
Ellis, A. M.	Nutrition Services	08/27/2021	Hazel Park Preparatory
Fahey, K. M.	Nutrition Services	08/11/2021	Como Service Center
Jacobson, R.	Nutrition Services	08/18/2021	Horace Mann School
Lacy, M. A.	Nutrition Services	08/13/2021	Como Park Senior High
Vue, Y. Z.	Operations	08/21/2021	Como Service Center
Holder, E. L.	Professional Employee	08/21/2021	1780 West 7th St

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., C. O.	Custodian	08/24/2021

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., K. J.	Professional Employee	07/31/2021



Saint Paul
PUBLIC SCHOOLS

2021 - 2022 Calendar Update

Board of Education Meeting:
September 21, 2021



Calendar Committee

Sue Snyder, Sign Language Interpreter, Humboldt

Diedra Carlson, JJ Hill

Arazue Forouzan-Yazdani, ELL Central

Kristi Chan, Parent

Tracy Buhl, Principal Crossroads Elementary

Craig Anderson, Executive Director of Teaching and Learning

Heather Kilgore, Director, Family Community Engagement

Kathy Weyandt, Communications

Patricia Michaud, MARSS Supervisor (Finance Department)

Megan Dols-Klingel, Assistant Director, OTL

Jessica Grodin, MCAS/Parent

Shela Her, Placement Center

Jennifer Davis, ECFE Parent Educator

Kimberly Colbert, Central

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MDE Key Terms

Distance Learning	E-Learning	Digital Learning	Online Learning
Instruction adhering to COVID-19 guidelines. Students engaging in distance learning have access to appropriate educational materials and receive daily interaction with their licensed teacher(s)." (MDE Guidance Document)	An unscheduled day E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather. *Limit of 5 per year State Statute 120A.414	Pre-scheduled days. Learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning. State Statute 124D.095	Full days online A form of digital learning delivered by a department approved online learning provider under state statute. State Statute 124D.095
Potential Use			
Designed as part of our COVID-19 response.	Used for snow or other inclement weather days	Election Day K-8 Schools grades 6-8 as needed	SPPS will be applying to become an approved online provider.

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MDE Definition of Digital Learning Day

"Digital learning" is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

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Recommendation

Make School Year 2021-22 Election Day a digital learning day

Replace an in person learning day on November 2, 2021 with a digital learning day in accordance with [State Statute 124D.095](#) and MDE's definition of a pre-scheduled instructional day.

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Motion

Motion: 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.

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

DATE: September 21, 2021

TOPIC: DONATION TOWARD STUDENT SERVICES

A. PERTINENT FACTS:

1. St. Paul Public Schools Volunteer Michael Rose donated \$15,000 to Hubbs Center to use in support of adult students.
2. St. Paul Public Schools Adult Basic Education works with approximately 4,000 learners a year who are pursuing personal and educational goals. Students require assistance in many areas of their lives, including help with training and testing costs related to job training, help paying for transportation to attend school, and with other basic needs.
3. This project will meet the District strategic plan goal of College and Career Paths as well as Family and Community Engagement.
4. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor; Anthony Walker, Community Education Director; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

TOPIC: Request for Permission to Accept a Grant from the University of Minnesota.

A. PERTINENT FACTS:

1. The University of Minnesota received a grant from US Department of Education Institute of Education Sciences (IES): Education Research program. This grant provides funding for projects that provide reliable and valid information about education practices that support learning and improve academic achievement and access to education opportunities for all students.
2. Saint Paul Public Schools Office of Early Learning has received a subaward of the University of Minnesota's grant to work on The Individual Growth and Development Indicators for Hmong Preschoolers: High quality screening tools for diverse learners. This project furthers the work of a pre-literacy assessment for Hmong-speaking children in the district.
3. Saint Paul Public Schools will act as fiscal agent for the project. This grant is for approximately \$699,440 over the span of three years.
4. This grant-funded project meets the strategic focus area of culturally relevant education.
5. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Lori Erickson, Office of Early Learning Assistant Director; 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 University of Minnesota for funds to furthers 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.

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

DATE: August 17, 2021

TOPIC: Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

A. PERTINENT FACTS:

1. The FACE Foundation's French Dual Language Fund awards grant applications for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.
2. Staff at L'Etoile du Nord French Immersion received two grants from the FACE Foundation:
 - a. The first grant – West African Rhythm & Dance—will fund an artist residency so students can work with an experienced artist to learn about West African dance.
 - b. The second grant – French Math Curriculum – will fund a pilot project that uses math materials in French that align with District curriculum and state standards.
3. Saint Paul Public Schools will serve as fiscal agent for these projects. The West African Rhythm and Dance grant is for approximately \$4,000; the French Math Curriculum grant is for approximately \$1,870.
4. This project aligns with the District strategic plan goal of Effective and Culturally Relevant Instruction.
5. These are new grant-funded projects.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Lourdes Flores-Hanson, L'Etoile du Nord French Immersion Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: September 21, 2021

TOPIC: Permission to Accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

A. PERTINENT FACTS:

1. The Minnesota Office of Higher Education's Get Ready/GEAR UP Program uses a systems-level approach that helps it deliver a high-impact college and career readiness program.
2. The Office of College and Career Readiness received a grant for approximately \$180,000 to provide services to support program implementation during the 2021-2022 school year.
3. Saint Paul Public Schools will serve as fiscal agent for these grants. Grant funds will be allocated to four schools:
 - a. Battle Creek Middle School - \$15,000
 - b. Murray Middle School - \$15,000
 - c. Como Park Senior High School - \$75,000
 - d. Harding Senior High School - \$75,000
4. This project will meet the District strategic plan goal of College and Career Pathways.
5. This is a recurring grant project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Assistant Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Finance Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education ratify the administration's action to accept to 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.

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

DATE: September 21, 2021

TOPIC: Design Services for Ramsey Middle School Renovation (Project # 3140-20-02)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for the Ramsey Middle School Renovation (Project # 3140-20-02). The Board approved Gate Check 2 on March 23, 2021 indicating the Board's direction to issue a request for proposal (RFP) to secure said services.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides design and construction administration services for the Ramsey Middle School Renovation project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Schematic Design #3A – Finance Update	TBD
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

5. Funding for this work is provided by Certificates of Participation. A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Spent to Date	Percent Spent
\$45M - \$55M	\$36,354	\$24,512	< 1%

6. The following vendor was selected:

		<u>Not-to-Exceed Fee</u>
DLR Group, Inc.....	124.....	\$2,630,730

7. A summary of current funding is as follows*:

Funding Source	Issuance	Amount	Date Issued
Certificates of Participation	2020C	7,000,000	February 2020

*Funding currently is in place for predesign and construction management.

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

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

TOPIC: Construction Manager as Advisor Services for Ramsey Middle School Renovation (Project # 3140-20-02)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services for the Ramsey Middle School Renovation (Project # 3140-20-02). The Board approved Gate Check 2 on March 23, 2021 indicating the Board's direction to issue a request for proposal (RFP) to secure said services.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued early 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on March 23, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides all profession consultant Construction Manager as Advisor services for the Ramsey Middle School Renovation project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Schematic Design #3A – Finance Update	TBD
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

5. Funding for this work is provided by Certificates of Participation (COP). A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$45M - \$55M	\$36,354	\$24,512	< 1%

6. The following vendor was selected:

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	<u>Not-to-Exceed Fee</u>
Kraus-Anderson.....	\$3,784,817

7. A summary of current funding is as follows*:

Funding Source	Issuance	Amount	Date Issued
Certificates of Participation	2020C	7,000,000.00	February 2020

*Funding currently is in place for predesign and construction management.

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

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services for the Jie Ming Mandarin Immersion Addition & Renovation Phase II (Project # 3090-21-01). The Board approved Gate Check 2 on March 23, 2021 indicating the Board's direction to issue a request for proposal (RFP) to secure said services.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued early 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on March 23, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides all profession consultant Construction Manager as Advisor services for the Jie Ming Mandarin Immersion Addition & Renovation Phase II project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Schematic Design #3A – Finance Update	TBD
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

5. This project is under review for the use of Certificates of Partition (COP) funding. Pending Minnesota Department of Education approval of the use of COPs, this project will be supported by Capital Bonds which, in accordance with COP funding guidelines, will be reimbursed by COPs. A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Spent to Date	Percent Spent
\$28M-34M	\$1,709,610	\$0	0%

6. The following vendor was selected:

Knutson.\$1,578,636

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

Funding Source	Issuance	Amount	Date Issued
Capital Bonds	2022A	\$150,000	May 2021

*Capital bonds are budgeted to cover this expense in FY22 if approval is not received for use of Certificates of Participation. If Certificates of Participation are approved it is anticipated that COPs would be issued in spring of 2022.

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

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

TOPIC: Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Small Projects

A. PERTINENT FACTS:

1. The District desires to obtain professional engineering services on an as needed basis for appropriate projects. The desired engineering services include, but are not limited to engineering, technology and landscape design services, cost estimating, value engineering, and construction administration for capital improvement and deferred maintenance projects valued at or below two million dollars.
2. Qualifications for services were solicited from interested vendors through **Request for Statement of Qualifications No. A21-1417-A**.
3. This Request for Statement of Qualifications solicited vendors interested in becoming pre-qualified for the Small Projects Engineer and Landscape Architects Master List , valid for calendar years 2021-2026. For each specific future construction project to be, the District will issue a project-specific Service Order to select firms from this Small Projects Engineer and Landscape Architects Master List. This master list was created to facilitate simple, efficient, and effective engagements of engineers, technology consultants and landscape architects for certain smaller projects.
4. In response, the District received a total of **seventy (70)** submissions for different disciplines for Small Projects Engineer and Landscape Architects Master List. Proposals (written submissions and interviews) were evaluated and ranked based on relevant criteria including: relevant engineering experience; dollar value of designed and constructed projects; company background information; and other applicable experience and work performance.
5. Vendors submitted written proposals and the District conducted an interview for interested vendor in selective disciplines. Proposals and interviews were evaluated and ranked by a selection team composed of representatives from the District. Based on these results the following twenty-five (25) firms were recommended to be pre-qualified for Small Projects Engineer and Landscape Architects Master List for the District:

<u>Consultant</u>	<u>Approved Discipline(s)</u>	<u>2021 Maximum Hourly Rate</u>
Armstrong Torseth Skold and Rydeen, Inc.	Landscape Architecture MEP	\$258
Cunningham	Landscape Architecture	\$225
LHB, Inc.	Landscape Architecture Structural	\$257
Tom Loucks & Associates, Inc.	Landscape Architecture Civil	\$245
Tolz King Duvall Anderson & Associates, Inc. DBA TKDA	Landscape Architecture Civil Structural Commissioning MEP	\$195

WSB & Associates, Inc.	Landscape Architecture Civil	\$197
Design Tree Engineering, Inc.	Civil Structural	\$200
I & S Group, Inc.	Civil Structural	\$190
Bakke Kopp Ballou & McFarlin, Inc. (BKBM)	Structural	\$240
DLR Group, Inc.	Structural Commissioning	\$235
IMEG Corp.	Structural Commissioning	\$230
Krech, O'Brien, Mueller & Associates, Inc.	Structural	\$180
Meyer, Borgman & Johnson, Inc.	Structural	\$230
Karges-Faulconbridge, Inc.	Commissioning	\$194
Nexus Solutions, LLC	Commissioning	\$195
Dunham Associates, Inc.	Commissioning Low Voltage MEP	\$235
Hallberg Associates, Inc.	Commissioning MEP	\$200
Willen, Incorporated	Commissioning	\$150
True North Consulting Group LLC	Low Voltage	\$185
The Westlund Group, Inc.	Low Voltage	\$175
Emanuelson-Podas, Inc.	MEP Commissioning	\$220
Obernel Engineering	MEP	\$230
Wold Architects, Inc.	MEP	\$210
Boarman Kroos Vogel Group, Inc DBA BKV Group	Structural MEP	\$300
Larson Engineering, Inc.	Structural	\$175

6. Proposals have been reviewed by Jamie Atkins, Purchasing Manager.
7. This is a pre-qualification process only, so **no** District funding is being committed as part of this step nor is there any guarantee of work for the selected consultants.
8. Each firm selected to be part of the Small Projects Engineer and Landscape Architects Master List will enter into a Master Agreement with the District. The District will then issue a service order with, among other terms and conditions, a project description, the requested scope, schedule, and fees. The approval of each individual service order shall be subject to Saint Paul Public Schools Procedure 713.00.1 Contract Signature Authority Matrix.
9. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is presented by Tom Parent, Director of Facilities; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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. **Cunningham**
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.**

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

DATE: September 21, 2021

TOPIC: Pre-Qualification of Professional Engineers, Technology Consultants and Landscape Architects for Large Projects

A. PERTINENT FACTS:

1. The District desires to obtain professional engineering services on an as needed basis for appropriate projects. The desired engineering services include, but are not limited to engineering, technology and landscape design services, cost estimating, value engineering, and construction administration for capital improvement and deferred maintenance projects valued above two million dollars.
2. Qualifications for services were solicited from interested vendors through **Request for Statement of Qualifications No. A21-1417-A**.
3. This Request for Statement of Qualifications solicited vendors interested in becoming pre-qualified for the Large Projects Architects Master List, valid for calendar years 2021-2026. For each specific future construction project to be, the District will issue a project-specific Request for Proposals to select firms from this Large Projects Engineer and Landscape Architects Master List.
4. In response, the District received a total of **sixty seven (67)** submissions for different disciplines for Large Projects Engineer and Landscape Architects Master List. Proposals (written submissions and interviews) were evaluated and ranked based on relevant criteria including: relevant engineering experience; dollar value of designed and constructed projects; company background information; and other applicable experience and work performance.
5. Vendors submitted written proposals and the District conducted an interview for interested vendor in selective disciplines. Proposals and interviews were evaluated and ranked by a selection team composed of representatives from the District. Based on these results the following twenty-two (22) firms were recommended to be pre-qualified for Large Projects Engineer and Landscape Architects Master List for the District:

<u>Consultant</u>	<u>Approved Discipline(s)</u>	<u>2021 Maximum Hourly Rate</u>
Armstrong Torseth Skold and Rydeen, Inc.	Landscape Architecture MEP	\$258
Cunningham	Landscape Architecture	\$225
LHB, Inc.	Landscape Architecture Structural	\$257
Tom Loucks & Associates, Inc.	Landscape Architecture Civil	\$245
Tolz King Duvall Anderson & Associates, Inc. DBA TKDA	Landscape Architecture Civil Structural MEP	\$195
Design Tree Engineering, Inc.	Civil	\$200
I & S Group, Inc.	Civil	\$190

Bakke Kopp Ballou & McFarlin, Inc. (BKBM)	Structural	\$240
DLR Group, Inc.	Structural	\$235
IMEG Corp.	Structural Commissioning	\$230
Krech, O'Brien, Mueller & Associates, Inc.	Structural	\$180
Meyer, Borgman & Johnson, Inc.	Structural	\$230
Karges-Faulconbridge, Inc.	Commissioning	\$194
Nexus Solutions, LLC	Commissioning	\$195
Dunham Associates, Inc.	Commissioning Low Voltage MEP	\$235
Hallberg Associates, Inc.	Commissioning MEP	\$200
Willen, Incorporated	Commissioning	\$150
True North Consulting Group LLC	Low Voltage	\$185
The Westlund Group, Inc.	Low Voltage	\$175
Emanuelson-Podas, Inc.	MEP	\$220
Obernel Engineering	MEP	\$230
Wold Architects, Inc.	MEP	\$210

6. Proposals have been reviewed by Jamie Atkins, Purchasing Manager.
7. This is a pre-qualification process only, so **no** District funding is being committed as part of this step nor is there any guarantee of work for the selected consultants.
8. For each large project that is awarded to a firm from the Large Projects Engineer and Landscape Architects Master List, the District and the firm will enter into a separate contract that shall be reviewed and executed pursuant to Saint Paul Public Schools Procedure 713.00.1 Contract Signature Authority Matrix.
9. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is presented by Tom Parent, Director of Facilities; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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. **Cunningham**
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.

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

DATE: Tuesday, September 21, 2021

TOPIC: Lutheran Social Services Attendance Support and Family Engagement
for School Year 2021-22

A. PERTINENT FACTS:

1. This recommendation reflects a new contract with Lutheran Social Services, in which the total amount exceeds \$100,000. Lutheran Social Services (LSS) will provide support for increasing attendance and family engagement for 60-90 families during school year 2021-22. They will regularly connect with students and families to provide support to increase attendance and engagement.
2. Working in coordination with SPPS school staff and the Office of School Support, Lutheran Social Services will place agency social workers at 6 schools (Maxfield, Dayton's Bluff, John A Johnson, Benjamin E. Mays and additional are TBD). These staff will build relationships with families to increase attendance, connect to additional community resources and reduce referrals to Ramsey County Child Protection for Educational Neglect.
3. This contract is for the 2021-22 School Year.
4. Fees for services are not to exceed \$300,000 for Fiscal Year 2021-22 and will be funded by Phase 2 CARES Act funding that was approved in June.
5. This contract will meet the District strategic plan focus area of Positive School and District Culture, and Family and Community Engagement. This contract will also support necessary work identified in the American Rescue Plan (ARP) related to increasing attendance and supporting student social emotional needs on returning to full on-site learning.
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 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.

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

DATE: September 21, 2021

TOPIC: Blackboard Inc Services Renewal Confirmation Notice

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A. PERTINENT FACTS:

1. The District currently utilizes Blackboard, Inc as its resource for Connect Service for Students and Families, Web-site content, reporting and management and a custom mobile app. These systems are utilized for Communications, and throughout the District.
2. Blackboard Inc. has submitted a renewal service agreement that has been reviewed by Jamie Atkins, Purchasing Manager.
3. Funding for this renewal of service is currently planned and budgeted for in the Enterprise Resource Planning budget. The total annual cost for FY22 service agreement is \$214,663.74.
4. This item meets the District's Strategic Plan Focus Area of Program Evaluation and Resource Allocation for the District's ERP systems.
5. This item is submitted by Kevin Burns, Director of Communications and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College.
2. This agreement covers the Concurrent Enrollment Careers in Criminal Justice course at Harding and the Personal Financial Planning course at AGAPE. Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This is the second year of this partnership; this will be an annual request. Both courses align with the Career and College Paths initiative in the SPPS Achieves Strategic Plan.
4. Fees paid to Century College are at the rate of \$3000.00 per concurrent enrollment course per semester. The total cost for two sections for the 2020-21 School Year is \$6000.00.
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

TOPIC: Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Minnesota State University, Mankato.
2. This partnership supports students at Humboldt High School and Como Park High School. This agreement provides students the opportunity to earn college credits for concurrent enrollment courses in Public Speaking (Humboldt) and Spanish (Como Park). These rigorous course options help prepare students for college and career, and also save students/families tuition dollars by allowing them to take college courses while in high school. Concurrent Enrollment courses may be available at any SPPS high school; SPPS instructors must meet the required credentials as determined by postsecondary staff.
3. This is the second year of partnership with Mankato State; this will be an annual request. CMST 102 (Public Speaking) is a part of the MN Transfer Curriculum (MnTC). Upon completion of the MnTC at one of the participating colleges/universities, students can transfer to any other Minnesota public baccalaureate ("4 year") degree granting university and will have fulfilled the general education requirements.
4. The total cost for these courses for the 2021-22 school year is \$9900 (\$3300/course/mentoring relationship).
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. New Agreement is for the three-year period September 11, 2021 through April 30, 2023. 140
2. Contract changes are as follows:

Wages and benefits: Wage and benefit changes reflect prevailing wage and benefits for the industry. Employees are moving from a negotiated wage rate and independent negotiated benefit structure to a total package wage and benefit skilled trade union structure.
3. The language provisions of the new contract reflect typical language for a trade contract with the District. Regular employee's previously working under the Tri-Council agreement will continue as regular full-time employees with the District. Regular employees previously working under the Tri-Council agreement will begin receiving benefits from the Union effective September 11, 2021. District provided benefits will end September 10, 2021.
4. Employees will have new job classifications of Journeyman Laborer, Journey Laborer Foreman and Landscape Laborer. These new classifications reflect those job titles within the industry and prevailing wage agreements.
5. Management and Labor have agreed to explore the addition of Apprentice classifications prior to the spring of 2022.
6. The District has 5 regular F.T.E. in this bargaining unit. The District has 2 seasonal F.T.E. in this bargaining unit.
7. This item will meet the District's target area goal of alignment.
8. This request is submitted by Kenyatta McCarty, Interim Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Daniel Wells, Labor Relations Manager.

B. RECOMMENDATION:

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

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

DATE: September 17, 2021

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

A. PERTINENT FACTS:

1. New Agreement is for the period July 1, 2020 through September 10, 2021.

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2. Contract changes are as follows:

Wages and benefits: Employees are moving from a negotiated wage rate and negotiated district benefit structure to a total package wage and benefit structure as is typical with other trade unions in the District.

Transition of wages and benefits is being conducted through negotiated contract language and the use of several MOU's to enable the one-time transition from employer provided benefits to union provided benefits. These MOU's utilize existing structures within the collective bargaining agreements with necessary modifications of contract language to achieve transition. These MOU's will not be effective once the transition to full union benefitted status takes place.

3. The language provisions of the new contract reflect language that contains aspects of both an employer benefitted and union benefitted structure to help move forward the transition process.

4. The District has 5 regular F.T.E. in this bargaining unit. The District has 2 seasonal F.T.E. in this bargaining unit.

6. This item will meet the District's target area goal of alignment.

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

B. RECOMMENDATION:

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

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

DATE: September 9,, 2021

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

A. PERTINENT FACTS:

1. In an effort to create a broad range of activities for SPPS students, we are proposing a district wide and district supported dance cooperative. Currently, Highland Park has been the only SPPS school offering Competitive Dance for students. Highland Park would be the host school which has a dedicated dance room to hold practices. A co-op would allow us to recruit dance participants from the other SPPS schools. Without the co-op, Highland Park would not have the participation numbers to continue this activity.
2. This Cooperative Sponsorship will meet the District goals for student-athlete participation in athletics.
3. This item is submitted by Laura Ranum, Athletic Secretary, Patrick Auran, Athletic Director and Efe Agbamu, Assistant Superintendent.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. This MOU serves as an agreement detailing the partnership between SPPS and Bethel University. This agreement allows us to provide the Bethel course HAS110: Introduction to Healthcare and Health Careers to eligible Harding High School students by way of the On-Site PSEO Program. This partnership is set to expand to Como Park and Highland Park in Spring 2022.
2. The HAS110 course is a rigorous, college level course that is part of the newly created Medical Careers Pathway at Harding High School. Enrolled students will have the opportunity to earn college credit upon successful completion of the course.
3. This partnership agreement is effective for Quarters 1 and 2 in the 2021-22 school year. Bethel will provide a credentialed, Bethel instructor to teach Harding students in-person. Bethel will follow the direction of SPPS regarding COVID-19 protocols.
4. There is no cost to SPPS for student participation. Bethel University has provided an in-kind gift to pay for the fee typically associated with PSEO by Contract agreements.
5. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. Memorandum of Understanding between the above organizations for Homework Starts with Home. The purpose of this MOU is to establish the terms and conditions under which Family Supportive Housing Services, Saint Paul Promise Neighborhood, Ramsey County, Saint Paul Public Schools, and Saint Paul City School will work together to increase stability for homeless families in 17 schools where Wilder programming currently exists.
2. Homework Starts with Home will increase stability for families in schools where Wilder Programming currently exists. Saint Paul Public Schools will participate by conducting outreach and referrals for families eligible to participate in the program.
3. October 1, 2018- September 30, 2021.
4. St. Paul Public Schools will not contribute funds.
5. This project will meet the District strategic plan goal/goals of student educational stability
6. This item is submitted by Anne McInerney, Supervisor Project REACH, Sherry Carlstrom, Director of Title I Federal Programs, and Kate Wilcox-Harris Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: September 21, 2021

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

A. PERTINENT FACTS:

1. This Memorandum of Understanding (MOU) is between Ramsey County and St. Paul Public Schools. The purpose is to establish the terms and conditions under which Saint Paul Public Schools, and Ramsey County will collaborate concerning the transportation services for students in foster care placement.
2. Pursuant to the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act youth placed in a foster care placement will remain enrolled in their school of origin, unless a determination is made that it is not in the youth's best interest.
3. Pursuant to the Act, St. Paul Public Schools is required to collaborate with child welfare agencies to develop and implement procedures for how transportation to maintain youth in foster care in their schools of origin will be provided, arranged, and funded for the length of the youth's time in foster care.
4. This MOU shall commence on September 1, 2021, and terminate on August 31, 2022, unless terminated earlier in accordance with the Cancellation provision of this MOU
5. Transportation Services will be coordinated by SPPS and Ramsey County in the following manner:
 - a. If students are residing in a foster care placement within the district's geographic boundaries and attending school within the district's geographic boundaries, SPPS will arrange transportation and assume costs required for transporting the student to school.
 - b. If students are residing in a foster care placement outside of the district's geographic boundaries, but are attending a SPPS school, the district will arrange transportation and bill the Ramsey County for out-of-school district transportation at the rate of \$90 per day.
 - c. If students are placed in foster care within the district's geographic boundaries but is attending a non-SPPS school, Ramsey County and the

school district where the student attends will arrange transportation and assume costs required for transporting the student to school.

- d. St. Paul Public Schools will transport when the student is transported to an in-district route stop.
 - e. If a dispute arises between SPPS and Ramsey County regarding transportation responsibility, SPPS will transport youth in foster care while dispute resolution is in process.
6. This project will meet the District strategic plan goal/goals of student educational stability
7. This item is submitted by Heather Alden, Supervisor Project REACH, Sherry Carlstrom, Director of Title I Federal Programs, and Kate Wilcox-Harris Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: September 13, 2021

TOPIC: Request to Sign Student Teaching Agreement with Grand Canyon University.

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Grand Canyon University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2023.
5. This item is submitted by Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 13, 2021

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

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Gustavus Adolphus College. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2023.
5. This item is submitted by Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 13, 2021

TOPIC: Request to Sign Student Teaching Agreement with Western Governors University.

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Western Governors University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experience are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with a similar request in future years.
4. This agreement is a multi-year agreement and will end on June 30, 2023.
5. This item is submitted by Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 21, 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 July 1 through July 31, 2021.

(a) General Account	#738957-739743	\$65,090,551.16
	#0004158-0004199	
	#7004144-7004160	
	#0005922-0006016	
(b) Debt Service	-0-	\$10,502,190.77
(c) Construction	-0-	<u>\$3,251,876.03</u>
		<u>\$78,844,617.96</u>

Included in the above disbursements are three payrolls in the amount of \$29,751,924.35 and overtime of \$90,696.95 or 0.30% 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 February 28, 2022

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

DATE: September 21, 2021

TOPIC: Emergency Connectivity Fund Grant

A. PERTINENT FACTS:

1. The Office of Technology Services and Office of Digital & Alternative Education applied to the Emergency Connectivity Fund for additional support related to:
 - a. Purchasing an additional 3,500 iPads to help support online school, and distance learning activities of students.
 - b. Renewing the unlimited data plan for 4,639 hotspots and purchasing 3,000 additional hotspots to support students that do not have or have poor internet access at home.
2. The purchase is over \$175,000 and board approval is required.
3. The request includes all hardware, software, support, and implementation services. The purchase will be bought from Apple using State of Minnesota contract #541190, and T-Mobile using NASPO contract #MA176.
4. This purchase has been reviewed by Idrissa Davis, Executive Director, Technology Services.
5. This purchase will be reviewed by Jamie Atkins, Purchasing Manager, prior to completing the purchase.
6. Funding will be provided by general fund and then reimbursed by the Emergency Connectivity Fund grant after approval is received from the Emergency Connectivity Fund.
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 Jackie Turner, Chief Operations Officer; Idrissa Davis, Executive Director, Technology Services, Adam Kuntz, Interim Director of Digital & Alternative Education.

B. RECOMMENDATION:

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.

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

DATE: September 9, 2021

TOPIC: **Approval to Fund Alpine Skiing and a District Cooperative Danceline Team from the District Athletic Budget.**

A. PERTINENT FACTS:

1. The District Athletic Office would like to fund Alpine Skiing and a district-wide cooperative for Danceline.

ALPINE | Prior to the 2020 Alpine Ski season, the relationship between the alpine ski team and the school district was informal or unique. The school athletic offices (Central, Como, Highland, Open World Learning) funded the coaching staff while the parents/booster club funded transportation, race lane fees, lift tickets and equipment. In 2020, Afton Alps required St. Paul Public Schools to enter into a contractual agreement as a condition to allow use of their facilities. The Afton Alps contract holds SPPS, responsible for, liability insurance, site supervision, student athletes safety and personal conduct, etc.

Because of this contract and the complexity of fielding an Alpine Ski team, it seems an “informal” relationship is no longer adequate to meet the mentioned requirements and SPPS’s responsibilities.

DANCELINE | In an effort to create a broad range of diverse activities for SPPS students, we are proposing a district wide supported dance cooperative. A district cooperative would allow us to recruit dance participants from the other SPPS high schools. District athletic office financial support for coaching expenses is requested.

2. This District Athletic Office funding will meet the District goals for student-athlete participation in athletics.
3. This item is submitted by Laura Ranum, Athletic Secretary; Patrick Auran, Treacy Funk, and Koua Yang, Athletic Directors and Efe Agbamu, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: 9/14/21 (Committee of the Board Meeting)

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

A. PERTINENT FACTS:

1. The fall 2021 athletic season will be the 6th rendition of the Mayor's Cup. Taking this friendly city rivalry with the current and former mayor to the largest soccer stage in the state is a perfect opportunity to highlight the commitment Mayor Coleman made to get this stadium built and celebrate current Mayor Carter's commitment to supporting Minnesota United and our schools.

Como and Humboldt have a long and healthy rivalry of highly competitive games and both programs reflect the multicultural and diverse communities that play soccer and showcase the best of Saint Paul Public Schools. With the support of Mayor Carter's team, Minnesota United has been an exceptional partner developing a plan to welcome St. Paul City soccer into one of the premier stadiums in the country.

Understanding the unique privilege this bestows upon the Humboldt and Como programs, it is an honor to represent the city of Saint Paul in partnership with Minnesota United FC and Mayor Carter's office in the world class soccer stadium, Allianz Field in the 2021 Mayor's Cup.

2. In order to play these games at Allianz we must pay a rental fee. We are asking for approval for Bell Bank to advertise at this event because they are paying the entire fee as a sponsor. They would have their logos displayed on the scoreboard and on programs. It is the intent to create an annual event with girls and boys teams from SPPS rotating to compete at Allianz stadium. The recent communication from the club explicitly referenced future events as we've indicated a desire to continue the relationship with Minnesota United and use of Allianz.
3. At this time, we seek a single use request for sponsorship, but strongly desire to bring this opportunity to all high school communities in an annual rotation. Two different SPPS boys and girls soccer teams will play at Allianz in the 2022-2023 school year.
4. All costs associated with the event are covered by the sponsor, Bell Bank.
5. This item is submitted by:
Assistant Superintendent - Dr. Omoyefe Agbamu
Humboldt Principal - Abdirizak Abdi
Como Park Principal - Kirk Morris
Humboldt Athletic Director - Matthew Osborne
Como Park Athletic Director - Koua Yang

B. RECOMMENDATION:

The Board of Education authorize the Superintendent (designee) to allow advertising by Bell Bank at the Mayor's Cup Soccer match at Allianz Field.

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

DATE: SEPTEMBER 21, 2021

TOPIC: REQUEST TO SELL DISTRICT IPADS

A. PERTINENT FACTS:

1. Saint Paul Public Schools seeks to sell the District inventory of approximately 34,000 iPads in one lot to Cal State Electronics dba Total Technology Results by December 2021. The details of the sale via cooperative contract are as follows:
 - a. Sale price of \$3,855,000.00 is based on an estimate of 15,000 iPad 5th Gen /32GB and 19,000 iPad 5th Gen/128GB units.
 - b. The final price will be adjusted depending on actual units available at per unit price of \$105 per iPad 5th Gen/32GB and \$120 per iPad 5th Gen/128GB.
 - c. Cal State Electronics dba Total Technology Results is buying the complete fleet of iPads "as is" with no preview, rating or reduction in price based on their condition.
 - d. Cal State Electronics dba Total Technology Results will pay an advance deposit of \$1,927,500.00 (50%) upon Board approval, and will submit the balance of payment upon confirmed final device counts before removing devices from SPPS.
 - e. The sale includes iPad accessories (cases and chargers).
2. Contract for Sale will be reviewed by Jamie Atkins, Purchasing Manager, prior to final execution. This transaction is based on a cooperative contract through Cooperative Purchasing Connection (CPC) "Contract #21.11-TTR"
3. Funds will be allocated to the General Fund.
4. This project will meet the District target area goals by ensuring high academic achievement for all students, aligning resource allocation to District priorities and strengthen relationships with families. Equitable access to iPads for all SPPS students:
 - a. Enhances student engagement and access to resources that reflect student cultural and racial identities;
 - b. Provides multiple ways of learning;
 - c. Allows for learning to extend beyond the classroom;
 - d. Can be customized to student needs; and
 - e. Provides a platform for increased communication with families
5. This item is submitted by Adam Kunz, Director, Office of Digital and Alternative Education and Idrissa Davis, Executive Director, Technology Services.

B. RECOMMENDATION:

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 price of \$3,855,000.00.

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

DATE: September 21, 2021

TOPIC: VADC Construction Activities Temporary Construction Easement – Parking Lot at Hubbs Center

A. PERTINENT FACTS:

1. VADC Holdings is making certain abatement, demolition, and repairs to the building and parking lot located on the VADC parcel requiring a temporary construction easement in the parking lot of the Hubbs Center.
2. The temporary construction easement dates are upon signature of the Agreement through the earlier of (a) completion of the VADC construction activities or (b) May 1, 2022.
3. VADC Holdings shall be responsible for the reimbursement of attorneys' fees incurred in connection with the negotiation and preparation of the Agreement.
4. VADC Holdings and all contractors shall (i) take all reasonable precautions and actions to prevent damage to vehicles parking in the Hubbs Center parking lot, (ii) limit interference with the availability of parking spaces to Hubbs Center students and employees to no more than ten (10) parking spaces at any one time, and (iii) keep the Hubbs Center parking lot free of trash related to the VADC construction activities.
5. VADC Holdings and contractor shall repair any damage to the Hubbs Center parking lot caused by VADSC construction activities.
6. All material, equipment, and tools shall be stored on the VADC property and not on the Hubbs Center property.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to 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.

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

DATE: September 21, 2021

TOPIC: Creation of Restorative Practice Coordinator (District Wide) position within Saint Paul Public Schools

A. PERTINENT FACTS:

1. Currently there is a TOSA – Restorative Practice position within the Teacher contract. After review with District staff and SPFE, there is agreement that the position does not require a licensed staff and should be moved to the School and Community Service Professional (SCSP) bargaining unit. As a Restorative Practice Coordinator (District Wide), the position would be responsible for coordinating district wide Restorative Practice initiatives. The position would also support the evolving needs of the Restorative Practice programs at the school buildings and serve as a conduit with other areas of the district.
2. The Human Resources Department identified that the Restorative Practice Coordinator (District Wide) role will be classified similar to a Project Coordinator (Schedule 2). This title would be within the unit jurisdiction of the School and Community Service Professionals (SCSP) unit that represents professional unlicensed employees. This role would be responsible for coordinating the advancement of Restorative Practices within SPPS. The appropriate pay rate for this position would be equivalent to current incumbents. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2019-2021 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Division of Schools budget.
4. This position will meet the District strategic plan focus area(s) of Strategic Focus Area, 2.1 Implement culturally responsive Social Emotional Learning (SEL) district wide aligned with Positive Behavioral Intervention & Supports (PBIS).
5. This recommendation has been reviewed by Aubrey Kelly, Staffing Manager, and Kenyatta McCarty, Executive Director, Human Resources.

B. RECOMMENDATION:

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

Wide) as unclassified; and that the pay rate be schedule 2 in the School and Community Service Professionals (SCSP) standard range.

COORDINATOR/RESTORATIVE PRACTICES

General Information

The District and the Saint Paul Federation of Educators share the value of restorative culture in our schools and believe that transformational shifts that include multiple perspectives and cultural means to build and restore relationships and community holds significant promise as a means to achieving safe, culturally respectful, equitable and just places. Our desire is to hire a heart-centered leader open to helping us to continue the restoration and transformation of our scholars and humanization of our way of being.

Responsibilities and Job Duties

This position will guide and support district level Restorative Practices work. They will join the team of staff working in the Office of School Support, including the existing EIR Grant District RP Project Coordinator, to support whole school implementation at specific RP school sites, provide consultation and resources to sites and departments exploring restorative practices, and bring a restorative lens to systems and supports across the district.

- Supporting whole school implementation at RP school sites:
 - Co-develop, monitor and support RP school sites with whole staff restorative practice implementation plans, professional development and RP leadership coaching goals for each school year.
 - Provide supportive coaching and professional development for leaders at RP school sites
 - Assist in complying with requirements of relevant grants and contract agreements
 - Monitor and support the web presence of restorative practices in each RP school site, encouraging consistency and innovation across schools.
 - Work with external evaluator to tailor evaluation plans, implement data collection methods, interpret results, and ensure timely reporting back to schools sites
 - Support co-learning and sharing with local, regional, and national partners via coordination of site visits, conference presentations, trainings, etc.
- Support the work of expanding RP across the district:
 - Coach sites through an identified “readiness process” to prepare for whole school implementation of Restorative Practices.
 - Collaborate with SPFE to co-create, support and deliver planned and responsive district-wide professional development opportunities to introduce restorative practices to educators beyond RP school sites
 - Participate in and facilitate the District RP steering committee
 - Coordinate response to requests for restorative interventions while maintaining integrity to the need for strong relationships if relationships are to be restored
 - Advocate for RP as what is right for students, families, and teachers

- Bring a restorative lens to systems and supports across the district:
 - Provide restorative practice professional development updates, newsletters and communications to building leads and district publications.
 - Collaborate with the RP Steering Committee, community partners, and other leaders to develop, advocate for, and implement a long-term vision of restorative practices in SPPS
 - Be a translator and connector between the existing system of whiteness in education and a transformed system
 - Collaborate with Office of School Support colleagues, the Office of Equity and other district departments.
- Other duties may be assigned but are subject to the approval of appointed district supervisor of the Restorative Practices Program Coordinator.

Knowledge, Skills and Abilities

- Thorough knowledge of restorative practices.
- Working knowledge of Social Emotional Learning (SEL), PBIS, and trauma informed schools.
- Deep relationships with community allies who can support the work of transformation and can connect or develop resources as needed.
- Demonstrated skills to navigate the systems of whiteness that are embedded in education
- Knowledge of the techniques for providing good customer service, including the ability to interact effectively with persons representing diverse cultural and ethnic backgrounds.
- Knowledge of formal program evaluation.
- Highly proficient interpersonal communication skills, including written and verbal skills.
- Strong organizational and problem solving skills.
- Demonstrated capacity for interrupting systems of marginalization across race, gender, sexual orientation, culture, language, abilities, and nationality.
- Ability and belief in the capacity of adults to learn and transform
- Embodied restorative impulse/ mindset, consistent practices of equity and anti-racism, and a passion to lead the work from a lens of transformation
- Human/heart centered, with connections to healing practices to maintain resilience in the face of institutional harm
- Belief in the power of education for all to be a liberating force for children
- Leadership skills.
- Ability to build and sustain partnerships.
- Ability to seek out and/or develop resources as needed.
- Ability to identify, share, conduct and apply seminal professional research.

Minimum Qualifications

Bachelor's degree and two years of professional level educational administrative support, training, project coordination or related work experience. (Equivalent combinations of education and experience will be considered.) Experience in the role of coach, program coordination or leader of professional development.

Essential Values

- Successful work in or with schools.
- Successful work in or with restorative practices or restorative justice across age levels (including with adults), settings, and purpose; or commensurate training and mentoring by local elders.

Preferred Qualifications

- Experience in implementing restorative practices at the school level in ways that create a safe and welcoming school community for all;

- Experience with building relationships, and the skill to access, build trust, and collaborate with key stakeholders in a school district and with community partners.
- Specific training on Problem Solving Circles, Repair of Harm Circles, Restorative Practices in Schools, Restorative Chats and Language, Content Circles, Family Group Conferencing and Implementation Science
- Experience with protocol for Courageous Conversations About Race; ability to provide support and accountability for upholding SPPS Racial Equity, Gender Inclusion, and Harassment, Violence, and Other Offensive Behavior policies.
- Experience and training in culturally relevant teaching practices
- Enrollment in or completion of Delivering Effective Professional Development for Adult Learners or comparable coursework.
- Experience developing professional development content in restorative practices
- Experience working with students preK-12 with specialized support potentially inclusive of ELL, SPED and racially diverse settings.
- Experience working in or with St. Paul Public Schools.



Saint Paul
PUBLIC SCHOOLS

2nd 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

September 21, 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) 164
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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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



BELWIN CONSERVANCY



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