

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

August 17, 2021
6:05 PM

A G E N D A

- I. **CALL TO ORDER**
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- IV. **RECOGNITIONS**
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#BoldSubject#

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

DATE: August 17, 2021

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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

2. This item is submitted by Cedrick Baker⁴, Chief of Staff

B. RECOMMENDATION:

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

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

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

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

**July 20, 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; S. Dahlke, Assistant Clerk

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda one change - to move New Business to precede the Superintendent's Report. The motion was seconded by Director Ellis and Director Brodrick.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32445 Acknowledgement of Good Work by Students

On Saturday, June 19, National History Day® (NHD) presented the awards for the 2021 NHD National Contest in a live streamed ceremony. More than a half-million middle and high schoolers entered the competition in late 2020. Just over 2,600 students successfully advanced through the local and state affiliate rounds during another challenging school year disrupted by the coronavirus pandemic. Those

students earned a place in the NHD National Contest, which took place virtually for the second year in a row. Through documentaries, exhibits, papers, performances and websites, students presented research projects addressing topics related to the 2021 NHD theme, "Communication in History: The Key to Understanding." Three projects from SPPS placed in the top six for their respective categories. One of these projects was awarded the Women's History special prize sponsored by the National Women's History Museum and another was chosen to be part of the National Museum of African American History's Learning Lab. Additionally, another NHD qualifying project by an SPPS student was chosen to be part of the National Museum of American History Virtual Exhibit Showcase and was displayed on the Smithsonian website from June 15-29. **Sam Kellar-Long, Helena Squires Mosher and Mae Wrigley** from Open World Learning Community (OWL) took first place for their senior group performance "Reagan's Martin Luther King Day: Miscommunicating a Legacy."

<https://drive.google.com/file/d/1AAKDpjW3sgcSMJtTh-jJ4LLqWKQttkve/view>

Elsa Carlson and Zoe Campion from OWL won sixth place for their senior group documentary, "The First Lady of the Black Press: Ethyl Payne and Communication in Journalism." This project was also chosen to be part of the National Museum of African American History's Learning Lab.

<https://learninglab.si.edu/collections/national-history-day-at-nmaahc-student-documentary-showcase-2021/2iW7kPG0EqjOcT3Q#/r/1126843>

Sixth-grader **Ayla Bornzstein** of Murray Middle School won fifth place for Junior Individual Website and received the Women's History prize sponsored by the National Women's History Museum for her junior individual website, "We Can [ALL] Do IT! Communicating Women's Empowerment from World War II to Today." <https://00-68972487.nhdwebcentral.org/> Taylor Fairbanks from Como Park Senior High School is a NHD qualifier. Her project "White Earth Land Settlement Agreement in 1985" was chosen by the Smithsonian to be on display at the 2021 National Museum of American History Virtual Exhibit Showcase.

<https://learninglab.si.edu/collections/2021-national-history-day-exhibit-showcase-region-c/AuFcDUTwoBKGLVQC#/r/>

Samuel Skinner, a student at Como Park Senior High School, has been a decorated participant in History Day programming since he was a sixth-grader at Murray Middle School. For the past year and a half, Skinner and his mentor, **Ms. Courtney Major**, a teacher at Murray, have collaborated with 15 other student-teacher teams from across the country in the "Sacrifice for Freedom: World War II in the Pacific Student and Teacher Institute." Skinner documented and published a biography of the life and service of Signalman Third Class Arthur Barnard Engebretson Jr. (Murray High School, Class of 1941), killed in action on March 28, 1945. Last month, Skinner and Major's investigative efforts took them to Oahu, where they conducted research, consulted local historians, and paid their respects at Engebretson Jr. 's grave at the National Memorial Cemetery of the Pacific. The program was coordinated through NHD and sponsored by the Pearl Harbor Aviation Museum, the Pacific Fleet Submarine Museum, the USS Missouri Memorial Association and Pacific Historic Parks.

<https://nhdsilenthheroes.org/arthur-barnard-engebretson>

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items D3 - Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College; D4 - Request to Sign the Financial Accounting PSEO by Contract Agreement with Saint Paul College; E4 - Post Age-65 Retiree Health Insurance with United Health Care Group (UHC); and E6 - FY2023 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE) pulled for separate consideration. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of June 22, 2021

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of June 22, 2021. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

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

VII. SUPERINTENDENT'S REPORT

Superintendent Gothard began the Superintendent's Report with a few announcements. The first, is having received feedback and perspectives on COVID-19 related to reopening the school year and questions on masks. We are currently gathering information and following guidance from the CDC, State of Minnesota Department of Health, and our local partners, including Ramsey County Public Health. We also want to ensure there is adequate time for new developments and additional guidance to be taken into consideration. We have identified the Committee of the Board meeting on August 10th as the potential night to present recommendations to the Board, and for questions and discussions for ultimate approval on the plan.

Superintendent Gothard also noted it is the special Muslim holiday of Eid, and noted the importance of this holiday to our community members, and wished the community an Eid Mubarak.

A. SPPS Achieves Strategic Plan Update

Superintendent Gothard then welcomed staff to present the SPPS Achieve Strategic Plan Update. The long-term outcomes, established in December 2018 were reviewed, including:

- Decrease disparities in achievement based on race, ethnicity, culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

The impact of COVID-19 on the strategic plan was reviewed, as well as focus areas. The SPPS Achieves Framework was presented. Details on the additions of the development, and implementation of the system-wide Equity Plan were discussed. The implementation of Social Emotional Learning aligned with PBIS was reviewed. Implementation of Culturally Responsive Instruction was detailed. Addressing the impact of COVID-19 was also discussed. The implementation of the district-wide middle school model was also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board requested further information on the work of culturally responsive instruction, and of the 70% of schools who stated they can do the work on their own, how much of that is passive resistance? Response: We are encouraging staff to combat that and encourage them to engage staff and encourage that growth.
- Questions also focused on the materials for culturally responsive instruction, and some that may be outdated and need to be challenged.
- The plans within the School Continuous Improvement Plans were also noted, which the assistant superintendents help to monitor and assist the instructional leader and administrative staff in implementing the work.
- The middle school model and Foundations class were also noted, as opportunities for career pathways for students to start to think about the future.
- Questions also focused on the impact of COVID-19 and the delay on the plan. Response: While our long-term student outcomes have not changed, COVID did affect MCA score data. We did extend the timeframe to coincide with the changes and implementation, and added certain items to give enough time to show those changes. In our ARP conversations with families and stakeholder groups, they are looking at what our students need now and how to support them, instead of digging into the learning loss.
- Questions also focused on the revised focus areas, and the understanding for the focus areas. Response: With the six focus areas, the only addition is in systemic equity, and the others were approved by the Board initially. This is a focus area and inherent to the overall plan, and is embedded within our work. We are also trying to coincide with the ARP timeline and funds
- Director Vue also requested further information on the specific goals within each focus area. Response: Each of the initiatives does have a report posted online for details with work accomplished and projected going forward. There are also action plans, and we are working on the new framework for the logic model driving inputs, outputs, and models to monitor and report in the

future years. It was noted that the purple and green boxes within the presentation are the foundational focus areas, and will continue to make changes with COVID and ARP opportunities, and will be changed and modified for students. The focus areas have stayed the same, with the only addition of systemic equity. Also posted on the website is a 4-year summary report for each focus areas, and highlights and projects for the next year.

- Director Brodrick noted the identified long-term outcomes, but he feels he has not seen a progress report on those outcomes. He noted his recent time with the Council of the Great City Schools and they talked about that many times school board focus on the inputs and outputs, but need reports on the progress of the outcomes. He is disappointed that this progress report did not focus on the outcomes. Response: Our outcomes were interrupted by COVID, and there is not a full slate of data to use. We will adjust strategies and measure the effects and impact, and work to get back on track for relevant data on the implementation.
- Director Brodrick understands the effects of COVID and distance learning of our students, but also requested a progress update, and concrete examples of work the past 2.5 years during this terrible time to show the strategic plan is successful. Response: Some of that work will be highlighted in the Fall, and presentation around World's Best Workforce also. Director Brodrick went on to noted that as a lifelong educator, he understands that work takes time, and as Administration is asking for more time, he also asks the question "are we there yet?" Chief Baker noted the degree of information provided, to ensure it is relevant and examples of work within classrooms, to ensure the information is meeting the needs of the Board.
- Director Ellis noted she is happy to see systemic equity as a part of the strategic plan, but also that equity means different things to different folks, and to be clear in this district on our definition of equity, and how we are talking about systemic and transformational change in this district.
- The 30/70 statistic discussed within the culturally responsive instruction portion was also noted, and the passive resistance previously mentioned. It was noted that while it's great to be discussing the book and information on culturally relevant teaching, it also needs to lead to action. We need to connect the dots with systemic equity and actions to support students and teachers. Even without the MCA scores, students have been working and learning, and we need to know where we build from and what our students need right now.
- With the K-2 class small groups, is that a teacher for each building? Response: There are specific learning steps, and the learning needs to happen before the practice to follow, and the book study is an action step across the district. Some sites did the book study five years ago, and there is data to show the changes from those sites. The different quadrants of culturally responsive teaching were also reviewed, including awareness of teacher and cultural impacts on the classrooms; the learning partnership; community of learners; and information processing and to be excited about learning and school. Examples and process were also shared.
- It was noted that 100% of sites are implementing the book study, but it is how sites go about it with the resources available and with their leadership administration team.
- Within systemic equity, the intersectionality and integral areas of our work are core to working on systemic inequities, and pieces to build equity evaluation plan, and to define what equity means in SPPS, and define it as a whole. The next step in the transformational and system work is a clearly developed approach that has clear, defined metrics, systems of accountability on multiple levels, and how we define that work.
- To the question of the requests by the Equity department, many are in partnership with collaboration with other areas, including Restorative Practices, culturally relevant teaching, and they are all intersectional to equity. It is critical to unpack our own experiences first and the team helps to support a plan, while doing the work to lean into courageous conversations and unpacking for self first in

order to move forward. There were also requests for concerns about distance learning and navigating that process and system, and challenges.

- The WINN teachers were also noted, which are formula-based on sections and classrooms for K-2, and every school has at least 1, and some have 2.
- The Board also noted the correlation of the 70/30 in culturally relevant instruction support and the disparity in teacher diversity in the district. It is the responsibility of the Board to ensure our students receive the best education, and need to know the outcomes, in talking about start, stop, sustain, and what items are effective or ineffective, and being proud of the process in developing the strategic plan. In thinking about the learning that needs to happen first, and how that filters down. In talking about cross-training, and happy to hear that 40 EAs and TAs are part of the training, and that needs to happen more often. We are all accountable in this and have a role to play. We want strong outcomes for our students, and all need to be held accountable from the ground up to the top down.

B. Envision SPPS

Superintendent Gothard then welcomed Chief Turner to provide more details on Envision SPPS: Our plan for well-rounded programs. The agenda for the presentation was reviewed, including a detailed description of the plan, collaborative workgroups status update, data with factors impacting enrollment trends, solutions and options, engaging school communities, and next steps.

A review of the plan was provided, and it's alignment with SPPS Achieves' objective 5.3: Align school facilities with well-rounded programs. Collaborative workgroups were reviewed, including the leader of each. Information also focused on preparing for greater equity and access to new learning opportunities and expectations. Data around factors impacting enrollment trends were shared, including changing demographics, enrollment options for families, and learning styles for our youngest learners, as well as birth rates. Our plan for a well-rounded education was shared, including categories and definitions, as well as solutions and options.

Engagement and next steps were shared, including the IAP2 public participation spectrum, and engagement model for Envision SPPS.

Next steps and timeline were also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted that when decisions need to be made, it will impact families and students, and will not be easy, but may be traumatic events for that school community. How will there be transparency for the formula for the decision and recommendation that is presented. Response: There will not be any secrets in this plan, and the great thing is that the entire plan is online. Regarding the working groups, each will look at the essential questions and the facilities utilization document of every building in the district and utilization assessment and rubric to determine capacity and how we are using that capacity, which will be part of the formula and information shared.
- The alignment on informational overall, and historical enrollment and to show that buildings may have space was also noted. There is also an opportunity to provide an actual capacity tool that the team is using to assess in real time whether a program will fit and makes sense in a building.
- Director Allen noted that families choose schools based on programs, and when a school is closed, we need to be mindful of how to provide the same service in another building to ensure families are

not going outside SPPS, while also ensuring that we are not overpopulating a particular building. More resources doesn't mean more room. Response: School choice practices and policies when closing or merging schools were reviewed to ensure the system is built to build bridges and serve families and support them through the process. The facilities utilization for adequate space and capacity was also reviewed and the use of that tool for decision making and alignment with the fiscal environment. The correlation between enrollment and well-rounded education were also reviewed, including specialists in schools and opportunities and experiences for all students.

- The Board also requested information on well-rounded education and changes and differences that will be seen and felt in buildings. Also, if there is a recommendation to close a site, and the changes for staff at that site.
- How will learners be different and if there is a need to repurpose a school, what opportunities does that mean going forward? Response: The articles in the presentation were noted. With the decline in birth rates, and articles looking at family structures and around early childhood care, as well as the cost of childcare, and looking at early childhood angle from facilities and building structure for our youngest learners, for infants up to K-age. If we do this right, we will attract families from across the metro because we are doing it right. The event for PreK at Rondo was noted, and the facilities structure for our youngest learners at that site - some buildings are not equipped or ready to welcome our youngest learners in the same way. Students enrolled in specialized services has been steady and when we think about adding programs for 3-4 year olds, and the continuum of specialized services for Birth to 5, and how we are supporting all students and spaces. If there is a family in need, and they intentionally choose SPPS, we are a leader in this work and have the incredible ability to move forward.
- Clarification was also requested on engagement with existing stakeholders at buildings, as well as those who may be stakeholder in the aftermath of repurposing a building - to hear from those in the building now, and those who may be using the building going forward.
- Director Kopp noted her passion for Envision SPPS, and her personal experience in contact with the district and effects of enrollment on her family's school. She doesn't want to have families "get by", but wants them to be excited about schools and the work done to increase enrollment and the effects of that for our students. She wants every student to be able to try things in elementary school and pursue their dreams based on that experience. This is exciting work and is grateful for the group groups and folks leading this work. It is emotional and important to be clear in this work, and it is aligned with SPPS Builds and SPPS Achieves, and this plan knits it all together. Difficult decisions will need to be made, and people will have feelings about them. It is important to be as transparent and clear as possible as we build this all together.
- Details and clarification on terms such as "co-locate," "merge," and "combine" for sites was requested. To co-locate, an example may be the Rondo Education site, which features the PreK program, as well as two schools, and ECSE and Community Education. To combine a site may take two elementary programs and physically combine them together at one site. To merge, would mean to combine the programs and merge the staff as well. To relocate may mean to take a successful program and high choice but does not have enough physical space and relocate to a larger facility. To repurpose may be for a different use.
- Director Kopp also noted that the timeline and visuals for steps moving forward will be helpful, and descriptions for those changes and recommendations for communication. Each recommendation will have its own set of unique steps, and when, how long, and planning, engagement, and to have that information visually will be helpful.
- Director Foster requested information on how the community will be able to access and view this plan, and points for families to be able to ask questions in this process. Response: There will be information shared with staff and families after this meeting. As we move further throughout the

process, for the schools that are impacted, those sites will be participating differently on the IAP2 spectrum. The goal is to continue to update, inform, and consult with families and community members and staff, and to also publicise the overall timeline and anticipate needs, while sharing information broadly. The website will also continue to share information and updated in real time, as well as an Envision SPPS email that is regularly monitored. We will also work with administrators as well because we know families will consult with their principals and school staff for answers.

- Board members also noted the potential of enrollment impacts due to the decline in birth rate, and the lack of influx of new families, as well as competition from private and parochial schools, adjacent public school districts, and charter schools. As we do outreach, can we find out what families are exactly looking for for their children, and why some families may be choosing other options? It is heartening to hear from families that SPPS is the best place for their child, but on the flipside, some families are choosing other options and we should be aware of those reasons. Response: Yes, and there was a reminder that families are telling us those reasons, including with the search for the superintendent in 2017. They stated what they wanted to see in a superintendent, but also to see in their schools. Another example was engagement around school start times. Families have been telling is, and in the most recent ESSER family assessment, they stated what they wanted to see with resources rom the federal government, and to ensure children have access to equitable access in arts, enrichment, family supports, and student supports. We will continue to ask, and that is also part of the work group around enrollment in Montessori programs, and the sustainability of those programs throughout all grades.
- Director Brodrick also noted that this is a team initiative, and the need to frame things differently - we want to build schools and communities that are strong and can sustain. We need to create the kind of energy and excitement and real experiences for excitement. This is a movement for us, and may be difficult and painful, but we have the opportunity to build and create stronger learning opportunities for our community.

C. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period June 1 through June 30, 2021. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items D3 - Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College; D4 - Request to Sign the Financial Accounting PSEO by Contract Agreement with Saint Paul College; E4 - Post Age-65 Retiree Health Insurance with United Health Care Group (UHC); and E6 - FY2023 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to

Minnesota Department of Education (MDE), which were pulled for separate consideration. Director Vue seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32446 South Robert Street Business Donation

That the Board of Education authorize the Superintendent (designee) to accept the \$5,000 from the South Robert Street Business and provide a letter expressing appreciation for the gift.

B. Grants

BF 32447 Request for Permission to Accept Grant from the Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Agriculture to support Farm to School programming at Harding High; and to implement the project as specified in the award documents.

BF 32448 Request for Permission to Accept a Grant from the Minnesota Department of Education - Fresh Fruit and Vegetable Program

That the Board of Education authorize the Superintendent or designee to accept a grant from the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; and to implement the project as specified in the award documents.

BF 32449 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness program at Freedom Schools; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32450 Contract for Legislative Services

That the Board of Education enter into a contract with Mary Dougherty Gilbert to provide legislative services to the District for a period of twenty-four (24) months beginning July 1, 2021 and ending June 30, 2023.

BF 32451 K-10 FASTBridge Reading and Math Screener Renewal

The Board of Education authorizes the Superintendent to enter into a contract with FastBridge/Illuminate. The total cost for services will not exceed \$200,000.

BF 32452 Service Contract with Learning A-Z to purchase RazKids Plus

That the Board of Education authorize the Superintendent to enter into a contract with Learning A-Z-RazKids. The total cost for services not to exceed \$130,000.

D. Agreements

BF 32453 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 Bus Drivers, Nutrition Services Employees, and 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 bus drivers, nutrition services employees and teaching assistants in this school district; duration of said Agreement is for the period of July 1, 2021 through August 30, 2021.

BF 32454 Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2021-2022

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 United Association of Plumbers, Local Union No. 34 is the exclusive representative; duration of said Agreement is for the period of May 1, 2021 through April 30, 2024.

BF 32455 Request to Sign the Memorandum of Understanding between 3M and Saint Paul Public Schools Pertaining to the 3M STEP Program

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY22.

BF 32456 Request to Sign the Memorandum of Understanding between the City of Saint Paul Parks and Recreation (Right Track) and SPPS Pertaining to 3M STEP Program

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding with the City of Saint Paul Parks and Recreation (Right Track) for FY22.

BF 32457 Request to Sign School Counseling Internship Agreement with Adler Graduate School

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and Adler Graduate School.

BF 32458 Request to Sign Memorandum of Agreement with Saint Paul College for Fundamentals of Writing 2 Course

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

BF 32459 Request to Sign School Counseling Internship Agreement with Minnesota State University, Mankato

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and Minnesota State University, Mankato.

BF 32460 Request to Sign the Perkins Comprehensive Local Needs Assessment (CLNA) Support Services Agreement between RealTime Talent, Saint Paul Public Schools (SPPS) and Saint Paul College (SPC)

That the Board of Education authorize the Superintendent (designee) to sign the Support Services Agreement between RealTime Talent, SPPS and SPC for FY22.

BF 32461 Request to Sign School Counseling Internship Agreement with St. Cloud State University

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and St. Cloud State University.

BF 32462 Request to Sign School Counseling Internship Agreement with University of Minnesota – Twin Cities

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

BF 32463 Request to Sign School Counseling Internship Agreement with University of Wisconsin – River Falls

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and University of Wisconsin – River Falls

BF 32464 Request to Sign School Counseling Internship Agreement with University of North Dakota

That the Board of Education authorize the Superintendent (designee) to sign the School Counseling Internship Agreement between Saint Paul Public Schools and University of North Dakota.

BF 32465 Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and Head Start at AGAPE, located at 1037 University Avenue West.

BF 32466 Lease Agreement with the City of Saint Paul

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and the City of Saint Paul at Highwood Hills Recreation Center, located at 2188 Londin Lane.

BF 32467 Request to Sign Agreement with the Amherst H. Wilder Foundation to Continue Achievement Plus Programming at Three (3) SPPS Schools

That the Board of Education authorize the Superintendent (designee) to enter into an agreement with the Amherst H. Wilder Foundation for the purpose of continuing the provision of Achievement Plus education reform initiatives and activities for the period of July 1, 2021 through June 30, 2022 at a cost not to exceed \$250,000 for the year.

E. Administrative Items

BF 32468 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period May 1, 2021 through May 31, 2021.

(a)	General Account	#736663-737647	\$58,079,245.17
		#0004099-0004127	
		#7004073-7004098	
		#0005695-0005796	
(b)	Debt Service	-0-	\$29,925.00
(c)	Construction	-0-	<u>\$4,669,958.86</u>
			\$62,779,129.03

Included in the above disbursements are two payrolls in the amount of \$40,691,090.43 and overtime of \$144,895.96 or 0.36% 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 December 31, 2021.

BF 32469 Additional Adult Basic Education Funding

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for one-time additional funding to support ABE services during the 2021-2022 year.

BF 32470 Approval of Renewal of Membership in the Minnesota State High School League

That the Board of Education adopt the attached resolution to renew the School District's membership in the Minnesota State High School League.

BF 32471 Underground Storage Tank Removal at Phalen Lake Hmong Studies Magnet

That the Board of Education authorize award of underground storage tank removal and regrading at Phalen Lake Hmong Studies Magnet to RAK Construction for the lump sum base bid plus Alternate #1 for \$201,053.

BF 32472 SPPS Title I Funded Supplemental Literacy Support

The Board of Education will approve Title I funding to support this literacy initiative.

F. Bids

BF 32473 Phase Gate Approval of FY22 Fire Safety Systems Program (Project # 0652-22-01):
Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of FY22 Fire Safety System to Nasseff for the lump sum base bid for \$255,550 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32474 Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

BF 32475 Request to Sign the Financial Accounting PSEO by Contract Agreement with Saint Paul College

Director Vue noted that he pulled these items to highlight the partnership with Saint Paul College, and to request information on these PSEO programs, their evaluation, and plans to grow these programs.

Chief Wilcox-Harris introduced Kathy Kittel, Supervisor of Career and Technical Education to provide more details on these partnerships with Saint Paul College and others. She provided details on the many different programs and opportunities available to students, including concurrent enrollment, PSEO, career pathways classes, and Gateway to College. She provided the benefits to students for these programs including cost savings on tuition dollars, experience, credit transfer, and skills gained to take into the workforce. More information was also provided about the education pathways available to students in each high school.

Director Allen noted opportunities for students who may be identified as receiving special education with high intellect, and general education students who may have behavioral issues, and skills they can receive to interrupt the school to prison pipeline, and able to gain skills to earn living wages in order to not operate in survival mode, and to gain confidence in themselves and close the achievement gap.

Director Foster noted it will be important to highlight data of students who are graduating with 2-year degrees from high school, certifications, and trades, and to highlight our partnerships in the community to emphasize the opportunities available to our students.

MOTION: Director Foster, seconded by Director Vue, moved that the Board of Education approve the following items, respectively:

- That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY22.
- That the Board of Education authorize the Superintendent (designee) to sign the Financial Accounting PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY22.

The motion was approved by roll call vote:

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

BF 32476 Post Age-65 Retiree Health Insurance with United Health Care Group (UHC)

The Board asked to pull this item for separate consideration to be transparent with the changes. Staff provided details on the changes, and the value of our nearly 3,400 retired staff members at 65 years and older. It is the goal of the Benefits team to provide not only the best available benefits to current employees, but also to our retirees, while ensuring stability. Staff provided more details, including the changes in the Medicare market and the significant benefits that UHC is able to provide, especially now in the Minnesota market, with their extensive network across the nation. The cost savings were also reviewed. Questions centered around future decisions for this and the RFP done every 5 years. A board member requested information on how the District is looking out for its retirees and the negotiations and deal for retirees. The benefits of this plan were reviewed. Questions also involved the work of the consultant in this process, and the Labor Management Committee and their role in this decision, including

the make-up of the committee, and their role in the evaluation. Questions also included clarification on the naming of the current 2 plans - Journeys and National Choice, which were HealthPartners terms.

MOTION: Director Foster moved that the Board of Education approve a contract for retiree employee health insurance coverage with United Healthcare Group, effective January 1, 2022, at the proposed rates. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

BF 32477 FY2023 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

Board members requested further information on this item, and its connection to the New Business item, Resolution Establishing Procedures Relating To Compliance With Reimbursement Bond Regulations Under The Internal Revenue Code And Stating The Intention Of The School Board To Issue General Obligation Bonds To Finance Projects Included In The District's Approved Ten-year Facility Plan; Covenanting And Obligating The District To Be Bound By And To Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds. Chief Schrul notes this is an annual process that happens each year prior to the end of July. It sets the stage for the Pay22 levy for FY23. Included with the consent agenda item, there is also an expenditure listing, revenue spreadsheet, and noted the resolution passed for the intent to sell bonds in the future. It is a 10-year plan, and Administration will come to the Board at times to revise the current year budget and expenditures for LTFM depending on the category throughout the year.

Director Brodrick also thanked those involved in this process. He wanted to highlight this item for the public and the work by Facilities, Operations, and Finance to put this application together, and to highlight that the Board is closely monitoring the the items related to this.

MOTION: Director Foster moved that the Board of Education approve the FY2023 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

IX. OLD BUSINESS

A. Policy Update

1. THIRD READING: Policy 812.00 School Emergency Management

BF 32478 THIRD READING: Policy 812.00 School Emergency Management

The rationale for the updates were shared, as well as the proposed updates to the current policy, and links to the current policy and proposed policy were also provided.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved to approve the third reading of Policy 812.00 School Emergency Management. Director Carrillo seconded the motion.

The motion was approved by roll call vote:

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

2. SECOND READING: Policy 619.00 Student Fundraising

The rationale for this proposal of this new policy were reviewed, as well as a thorough review of the eight sections of the policy. A draft of the proposed policy was also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

X. NEW BUSINESS

A. Resolution Establishing Procedures Relating To Compliance With Reimbursement Bond Regulations Under The Internal Revenue Code And Stating The Intention Of The School Board To Issue General Obligation Bonds To Finance Projects Included In The District's Approved Ten-year Facility Plan; Covenanting And Obligating The District To Be Bound By And To Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds

BF 32479 Resolution Establishing Procedures Relating To Compliance With Reimbursement Bond Regulations Under The Internal Revenue Code And Stating The Intention Of The School Board To Issue General Obligation Bonds To Finance Projects Included In The District's

Approved Ten-year Facility Plan; Covenanting And Obligating The District To Be Bound
By And To Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee
The Payment Of The Principal And Interest On The Bonds

Superintendent Gothard introduced Chief Schrul and Arleen Schilling, Controller, to provide more information on this item. Details on this resolution were provided, including that with the LTFM application within the consent agenda, there is a funding application for bonding, in order to put forth to the Minnesota Department of Education, and the intent to sell bonds. The resolution's intent is in the future to sell bonds for LTFM and Health and Safety. It does not commit to the bonds, and Administration will come before the Board with a proposal for the actual bond sale. At this time, the intention is to sell bonds, with the dollar amount to be determined, potentially in January 2022. This is a part of the application process.

Board members requested further information on the 10-year plan and the application that is required each year. The LTFM application is required every year, and it drives the levy put forth in September, and with action in December. This is the first step in the process for the FY23 long-term facilities maintenance program which crosses two fiscal years. Every year, we must apply to MDE for the commissioner's approval. Members also requested clarification that this is a request for an intent to sell, and the commissioner requests this as part of the LTFM application, with details provided that MDE and the commissioner wants to ensure the school board is aware of the application, with secondary approval for the Board to know what is included in the application.

MOTION: Director Foster moved to approve the Resolution Establishing Procedures Relating To Compliance With Reimbursement Bond Regulations Under The Internal Revenue Code And Stating The Intention Of The School Board To Issue General Obligation Bonds To Finance Projects Included In The District's Approved Ten-year Facility Plan; Covenanting And Obligating The District To Be Bound By And To Use The Provisions Of Minnesota Statutes, Section 126C.55 To Guarantee The Payment Of The Principal And Interest On The Bonds. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

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

XI. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Director Allen requested information on outcomes for Freedom Schools, which will be included in the S-Term Report at an upcoming meeting.
- Director Foster requested information on guidance on masks, and distance learning options for PreK-8 for next school year. More information to be provided at the August Committee of the Board meeting.

C. Board of Education Reports/Communications

- Director Kopp noted that she is looking forward to reading at Freedom Schools, and other events in August.
- Director Allen noted she had the privilege of attending Harambee at Freedom Schools and the amazing environment and excitement of the students and staff. She is also working on school supply and back-to-school events.
- Director Vue noted his attendance at the Leaders in Sports event at Humboldt, and he learned a lot about students in summer activities. He also thanked the volunteers and staff involved in this event, as well as the credit recovery options available to students within this event.
- Director Foster attended the recognition ceremony at the Leaders in Sports event and it was wonderful to listen to the young scholars and leaders, and thanked students and staff for their dedication, and the power in the confidence of the students speaking. She also thanked our families for their role in this event. She also looks forward to attending Freedom Schools.
- Director Ellis noted her time at Freedom Schools and provided details on the program.
- Board members thanked our partners, volunteers, staff, and organizations for their work in Freedom Schools, and encouraged the recognition of other District partners in our work.

XI. FUTURE MEETING SCHEDULE

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

- July 20
- August 24
- 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)

- There is no Committee of the Board Meeting in July
- August 10
- September 7
- 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 and Director Allen seconded the motion.

The motion was approved by roll call vote:

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

The meeting adjourned at 10:23 p.m.

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

Prepared and submitted by:

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 3, 2021
4:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:05 p.m. by Chair Foster.

II. ROLL CALL

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

Administration: Superintendent Gothard, C. Long, J. Jonassen, M. Doud, J. Krueger, K.
Thao, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Foster and seconded by Director Ellis that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss attorney-client privileged information regarding litigation strategy in the matter of an appeal of a Minnesota Department of Education complaint decision, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b). It passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed attorney-client privileged information regarding litigation strategy in the matter of an appeal of a Minnesota Department of Education complaint decision, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b).

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 4:41 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 3, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:47 p.m. by Chair Foster.

II. ROLL CALL

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

Administration: Superintendent Gothard, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Foster and seconded by Director Ellis and Director Allen that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the annual performance evaluation of the Superintendent, Joe Gothard, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a). It passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the annual performance evaluation of the Superintendent, Joe Gothard, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a).

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 8:50 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**August 17, 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, C. Allen, Y. Carrillo, Z. Ellis, J. Kopp, J. Brodrick

Staff: Superintendent Gothard; C. Long, K. Burns, K. McCarty, K. Thao, C. Baker, S. Grey Akyea, H. Kilgore, M. Doud, A. Collins, J. Turner, M. Schrul, M. Karels, S. Carlstrom, C. Anderson, E. Agbamu, Y. Vang, M. Langworthy, L. Corey, E. Wacker, J. Vollmer, W. Forbes

Public: T. Lonetree, U. Ward

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 Foster. It passed by acclaim.

IV. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard began the meeting with a brief update on the work of the expansion of an SPPS online school program for K-8. At next week's Regular Meeting, further information will be brought forward, including to the resolution approved in January to include those grades in the eligibility for the online experience.

At the August 17th Regular Meeting, more information will also be provided regarding the proposed mask mandate brought forth at this Committee of the Board meeting, as well as other information about COVID-19 precautions in place with guidance from the Minnesota Department of Health and the CDC.

VI. RESOLUTION ADOPTING A SAINT PAUL PUBLIC SCHOOLS RESOLUTION MANDATING THE USE OF MASKS IN ALL SAINT PAUL PUBLIC SCHOOL BUILDINGS

Superintendent Gothard then noted the draft resolution of the mandate of masks for students, staff, and visitors. With the recent surge in cases, we want to provide a safe environment for our learners. He also

noted the other safety measures, including handwashing, assigned seating, ventilation, and masks that are critical preventative measures in preventing the spread of COVID-19. He noted he is introducing this resolution based on keeping our school buildings open for all students.

The full draft of the resolution can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Board members requested information on the pros and cons of having staff provide proof of vaccination. Response: Clarification that vaccination requirements and testing are outside of the resolution. We are working to gather as much information as possible for vaccine requirements, including the how, why, and how to enforce it and work with stakeholders. There are many details to consider, and to have the Board to consider the support for it, along with work from General Counsel. To make testing required or available are different - testing was popular, but with vaccines, the testing decreased. It will be important to not discipline or put in place corrective actions, but for education for all involved.
- Another board member requested further information on mask requirements for students with identified special needs. Response: We have built into the resolution exceptions, which have been in place since last spring, for students with an IEP or ISP. Some students do have success with the face shield, which is also an option. In order to protect staff, those in direct care do have access to medical grade PPE.
- More information was requested on the concerns from staff about masks in order to control the potential threat in classrooms or facilities. There are not additional recommendations on the type of mask, but medical grade PPE for staff working with students with specialized services or in health settings, which are provided to those staff members.
- Another board member requested further information and clarification on the dates of review for the resolution, which is mentioned as the start of each academic quarter - those dates will be helpful. It was noted that we will follow the posting statutes for any meeting, including special meetings at which the resolution may be reviewed. It will be reviewed every three months.
- The Board raised questions on the consequences for students who choose not to wear a mask. Response: The importance of education around this issues was reiterated, as well as the importance of relationships with students. Staff in Restorative Practices are encouraged to lean in and encourage students to wear a mask, and to care for one another and make the right decision.
- Clarification was also requested on the date that the resolution would be effective, which would be at 8:00 a.m. the following day after action on the resolution.
- Clarification was also requested that the Board will not be voting on the resolution at this meeting, but at the Regular Meeting on August 17th.
- Engagement on the process was also noted, including the communication to staff and families, and that feedback overall has been supportive. This is our opportunity to communicate the proposed resolution and why, with the opportunities for stakeholders to provide feedback and share public comments.

VII. AMERICAN RESCUE PLAN NEEDS ASSESSMENT RESULTS

Superintendent Gothard then introduced staff to present the American Rescue Plan Needs Assessment Results, in which we engaged with a wide range of stakeholders during the 2020-21 school year to collection information and research with over 11,000 responses. He also noted the full report on www.spps.org/arp.

Within the presentation, an overview was provided, as well as SPPS ARP goals. Details on assessment of needs were shared, methodology, and needs assessment results. For students, high-quality instruction was noted as a key area; strong feeling of welcome, safety, support as an individual and as a member of an ethnic/cultural/racial group and the school community; strong voice in their teaching and learning; schools have different needs. For schools, the focus areas included focus and flexibility. For staff, key areas included time; professional expectation for culturally relevant teaching and instructional practice; community building. For families, issues such as consistent safety procedures at school; high-quality, engaging teaching and learning focused on moving forward; racial/ethnic/linguistic representation; acknowledgment of the challenges facing families with school-aged children were listed as needs. ARP priorities and categories to fund were also reviewed, as well as the SPPS ARP planning timeline. Details were shared about the next steps for engagement.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Questions on extra efforts to allow for remedial work were discussed. Response: We are looking at it as taking students from where they are now to where they need to go. WINN teachers were also discussed, as building relationships with students for “What I Need Now.”
- Clarification was also requested on the needs assessment and relation to the SPPS online school, and other options for flexibility and funding for that program. Response: ARP funding is important to keep our district running. Superintendent Gothard also provided the historical background to the plans for the online school, which began in October 2019 - prior to the start of the pandemic.
- Details were also requested on the timeline for data collection, which was early spring and January 2021 to July 2021. Clarification was also requested on the methodology of the information, including surveys and questionnaires, as well as other means of information, including family forums and focus groups. Details were also requested on the WINN strategy, as well as to see how this data will be translated to the classroom.
- Questions were also raised about staffing and capacity for teachers, including those who may be teaching in the SPPS online school.
- Another board member noted that this is not new information, but what is different is how we move forward in this work with more accessible resources and engagement with families around this work. As we move forward, this Board will continue to inquire about the impacts and outcomes for students. We now have the resources to do this work, and are excited to learn from the needs assessment.
- More information on the process of the work group was requested, including staff involved, models from other districts, charter, and an action plan with timeline to assess the needs. Then there was criteria for selection and infrastructure for funding to be accounted for and spent. Then there was a determination of alignment with the strategic plan and to move forward together. The partnerships of MDE and Council of the Great City Schools were also noted.
- Details on the pace or cadence of spending were also requested.
- More information was requested on the quotes included within the presentation, which were a summary of overall thoughts and symbolic of the summary of the focus group.
- Concerns about how this high-level data will translate into actions within the classroom were also noted.
- Another board member noted a possible missed opportunity of qualitative information on families was noted, including how many students are in each family and to target those groups or students for responses.

VII. POLICY UPDATE

Superintendent Gothard then welcomed staff to present the Policy Update, including updates to Policy 610.00: Field Trips.

The rationale for the updates to this policy were reviewed, and included that 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, and address potential legal concerns. The five categories of field trips were then reviewed, which is also clearly stated within the policy. Links to the current policy, and proposed policy were also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Clarification was requested on the process of this policy, and that it is in its initial review by the Board. The Policy Work Group has reviewed this policy and there were questions on non-sanctioned and extended field trips, and breaking them into categories and understanding the differences of each.
- Details were requested on defining non-sanctioned field trips with community partners or contractors. More information was also provided on international travel and working with pre-selected vendors and questions around liability and students in foreign countries. Clarification was also requisition on the non-sanctioned nature of international trips.
- Questions were also raised on the opportunities for students in non-sanctioned field trips that are approved in advance, and questions around excused or unexcused absences in those cases, as well as language referring to that within the policy in cross-references or legal references.
- Overall, the Board approved moving this policy update to the three-reading process.

VII. SUMMARY OF THE ANNUAL PERFORMANCE EVALUATION OF THE SUPERINTENDENT

Vice Chair Vue then provided the 2021 Evaluation Summary for Superintendent Joe Gothard.

The Saint Paul School Board has completed an evaluation summary of the last twelve months for Superintendent Joe Gothard. 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. The ratings of participating board members have been averaged meaning individual Board members' ratings may be higher or lower than the stated rating. The Board once again included a special standard of Leadership in Challenging Times, presented as a narrative summary. The Board also asked the Superintendent to provide reflections on the implementation of the district's strategic plan, SPPS Achieves.

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

Considering the superintendent's reflection on implementation of the district's strategic plan, the Board members note with appreciation the inclusion of a systemic equity initiative in SPPS Achieves within the last year and recognize that some parts of the strategic plan were paused as we oriented ourselves to a new educational landscape. With that said, the Board expects Superintendent Gothard to revisit paused initiatives to discover how they may continue in SPPS Achieves. The Board is encouraged by the alignment of SPPS Achieves with SPPS Builds and Envision SPPS and expects to hear more about how it aligns with Priority-Based Budgeting. The Board is also looking forward to continued communication regarding how these frameworks are connected to one another and district decision-making.

Considering the standard focused on Communication and Community Relationships, the Board rates Superintendent Gothard as effective. Board members appreciate the many ways the Superintendent communicated with the SPPS community and beyond including written and verbal messages to the SPPS community, Staff and Family Forums, Community Townhalls, local and national news media engagements, and more. Superintendent Gothard was visible and reliable during times of great uncertainty and honest about the difficult realities we faced. The Board notes that the superintendent displays great skill in his personal communication. The Board urges the continued expansion of the superintendent's clear and compassionate voice into broader district communications, both in proactive and responsive ways. Moreover, the Board encourages the superintendent to continue to explore ways to add cultural relevance to community engagement by proactively attracting more talent in translation services, establishing relationships with communities that do not rely heavily on prominent media outlets, are not always vocal communities, or are still developing as stakeholders.

Considering the standard on Operations which includes Facilities, Transportation, Food Service, Technology, Maintenance, and Personnel, the Board rates Superintendent Gothard as effective. The Board acknowledges the introduction of SPPS Builds as a vital part of the strategic plan and appreciates the efforts to bring greater clarity and access to information and decisionmaking related to facilities. Board members are grateful for the leadership that encouraged operations departments to be innovative and collaborative. Among many examples was the adaptability and skill of the technology department which resulted in making the difficult task transitioning between in-person and remote learning easier. In addition, the creative use of personnel kept staff members employed and available to serve and support our students. Going forward, the Board expects the Superintendent to continue to be innovative and proactive in operations, including addressing anticipated bus driver shortages, fostering cross-departmental collaboration, and ensuring the work of the senior leadership team is more visible to our community.

Considering the standard focused on Teaching and Learning, the Board rates Superintendent Gothard as effective. The Board is appreciative and supportive of the professional development related to Zaretta Hammonds' work as described in Culturally Responsive Teaching and the Brain. The Board expects Superintendent Gothard to demonstrate progress towards the implementation of new practices and an evaluation of their effectiveness. The Board notes the commitment of time and talent in development of the Ethnic Studies course and looks forward to updates as the "pilot" course gets underway this coming school year, including feedback from staff and students. The Board urges the superintendent to align resources to provide teachers the tools for culturally responsive instruction, continue to foster opportunities for shared learning and collaboration between educators,

and reflect on practices that build a culture of trust with the teaching corps. Considering the standard focused on Ethical Leadership and Equity, the Board rates Superintendent Gothard as effective. The Board recognizes and appreciates his skilled, visible, and inclusive leadership. Superintendent Gothard is a highly respected leader in our community, our state, and across the country - earning praise and recognition through awards and holding seats on many committees and boards that are at the forefront of developing and implementing education policy and practice. Echoing sentiments from last year, the Board acknowledges the commitment of the Superintendent in the area of equity, but that progress still feels slow. The Board deeply appreciates hearing that Superintendent Gothard believes equity work should not be confined to one department or team, but rather is the work of each of us in the district with a systemic approach. The Board urges the superintendent to think about and create a vision for how leadership in equity flows from the superintendent's office to his team and into our schools. The Board expects Superintendent Gothard to devise a plan for accountability, alignment, and consistency of equity work in our schools, as a core foundation of the Systemic Equity Initiative in SPPS Achieves.

Considering the special standard focus on Leadership in Challenging Times, the Board once again expresses their deep gratitude for the strong, steady, and skillful leadership of Superintendent Gothard. The Board notes the successful partnerships including Ramsey County, 3M, and many others, as well as his care and support of his team through the many ups and downs of the last year. Over the course of this year, the Board's membership has changed more than once, and the Board appreciates the superintendent's ongoing attention to building relationships and being a constant during times of change. The Board is also grateful for the comprehensive materials Superintendent Gothard provided as both evidence and reflection of this last year in a highly visible leadership role. Overall, the Board concludes that Superintendent Gothard is effective in his role and expects continued growth in his leadership with the opportunities that lie ahead for Saint Paul Public Schools.

Key Areas for Growth

- 1. Demonstrate progress towards the implementation of culturally relevant instructional practices and provide an evaluation of their effectiveness and create opportunities for school staff input in implementation and evaluation*
- 2. Development of a communication framework that serves the complex demographics of our district, through messages that speak with a clear, compassionate voice*
- 3. Development of accessible framework for students, families, and staff to provide constructive feedback to district administration*
- 4. Demonstrate equity in community engagement through innovation and culturally responsive practices*

QUESTIONS/DISCUSSION:

- Director Carrillo noted that because his tenure began in April 2021, he was not involved in the evaluation nor the writing of the summary, and neither approves or disapproves.
- Superintendent Gothard thanked the Board for the review and the comments. He is humbled and honored to lead SPPS, and will continue to meet and exceed the high standards set forth by the Board. It is a huge job and he pledged his commitment to advance SPPS Achieves and the

unwavering focus on student outcomes with strong leaderships, accountability, and staff leadership, with the focus on students, and thanked the Board and community for their support.

X. ADJOURNMENT

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

The meeting adjourned at 6:56 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education



Saint Paul
PUBLIC SCHOOLS

Back to School 2021-22

Readiness Report

Part 1: School Readiness

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We are Ready

Preparing

Provide an overview for the Board of Education on the state of readiness for the first day of school, Thursday, September 9, 2021.

- Human Resources
- Finance
- Professional Development
- New Technology
- Facilities
- School Safety
- Nutrition Services
- Transportation
- Enrollment/recruitment
- Family Engagement
- Communications
- Community Education
- Safe Learning Plan Update

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Human Resources

Staffing Update

Job Category	FTE
Clerical	32.00 FTE
Educational Assistants	29.50 FTE
Teaching Assistants	108.00 FTE
School and Community Service Professionals	13.50 FTE
Counselors	2.00 FTE
Social Workers	4.00 FTE
Teachers (to include Classroom, Specialists, TOSA's)	103.2 FTE

Updated 8.12.2021

Personalized Learning & Technology Services

New iPad Deployment:

- iPads are being shipped, asset tagged, cased, and updated to latest iOS.
- Pre-enrolled so they are ready for students. iPads are delivered to schools as they arrive to SPPS.

Data Security

- Cybersecurity best practices added to the employee handbook and administrators handbook.



Logitech Rugged Combo (6-12)



STM Dux Duo (Pre K-5)

Online School (OLS)



- **OLS Expanded** for K-12 students
 - **9-12 students** currently enrolling
 - **K-8 enrollment** begins August 18
- **OLS High School staff** are hired and are in the process of completing professional development
 - K-8 scheduling, staffing, and student support structures are being finalized.
- **K-12 OLS Virtual Open House** is on September 2
- Detailed information will be available in multiple languages on the OLS website to help families make an informed decision about enrollment

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Professional Development

- **Administrators Academy - August 11**
- **August PD for School Administrators Aug. 12 - 20**
- **Opening Week August 30 - Sept 3rd (PreK-12) Teachers Return**
- **Building Level Professional Learning - Sept. 7- 8 Teachers, E/A's, ECSP's, and T/A's.**

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Finance

- **Budget**
 - Reviewing allocations with administrators, including FTEs, ESSER funding
 - Continuing to monitor enrollment for fall adjustment
- **Procurement**
 - Requisitions & contracts for new school year
- **Grant Award implementation (recent)**
 - NAL@ED: Dakhóta Unkiyapi kte. - We Will Speak Dakota; Library Services Technology; 3M: Creating Greater Access to Skilled Trades Careers in St. Paul & Open SciEd Teacher Prof Development
- **System Access for Staff (HR & Finance systems)**
 - Peoplesoft 9.2 Upgrade implementation in design phase (Go Live set for 2/14/22)
- **MARSS Student Reporting**
 - Final end of year data due in early Oct, FY22 reporting begins at end of August
- **Training Staff on Procedures**

Facilities



59 active projects

- Historic challenges for material availability and delivery; the impacts are⁴⁵ being managed
- Our costs are locked in at time of bid, so current projects not subject to market cost fluctuations

Facilities

Cleaning/Disinfection and PPE

Task #6 - Prepare for Covid Cleaning Procedures

Date Completed	Resource	Recommendation
	Custodial Supervisor, Marissa Shepherd	WHO, CGCS

- ☐ 6.1. Update cleaning coverage areas and responsibilities to accommodate updated Covid cleaning and staffing changes.
- ☐ 6.2. Thoroughly rinse out and thoroughly dry the disinfecting wipes containers. Refill the containers less than 1 week prior to students and staff returning. Date the bucket to track when filling occurred.
- ☐ 6.3. Stock classrooms with one disinfecting wipes bucket, Screen Kleen or 75% isopropyl wipes (for tech screens), box of appropriately sized disposable masks for students, and 16 oz hand sanitizer.
- ☐ 6.4. Stock all soap and paper towel dispensers and have extra stock on hand.
- ☐ 6.5. Check that all hand dryers are de-energized and paper towel dispensers have been installed, notify Custodial Supervisors if needed.
- ☐ 6.6. Check that all sinks, hydration stations, and soap dispensers are operational, enter work orders as needed.
- ☐ 6.7. Check stock of PPE, order more through Custodial webpage as needed. Allow for 1 week lead time.
- ☐ 6.8. Clean hydrostatic sprayer nozzle.

Signage

Task #7 - Post Covid Signage

Date Completed	Resource	Recommendation
	Chelsea Moody	WHO, CGCS

- ☐ 7.1. Read updated signage instructions posted on the Custodial Covid-19 Resources webpage. Check that all signs that need to stay posted are in the correct location and in good condition. Remove any signs that are no longer needed per instructions.
- ☐ 7.2. Assist Nutrition Services staff with posting signage and floor decals in the cafeteria to encourage 6 ft physical distancing when possible.

Pandemic Response Readiness

- Updated building readiness checklists to reflect current CDC and MDH recommendations.
- Most protections from last year will remain in place:
 - increased filtration and ventilation
 - signage and physical distancing reminders
 - increased cleaning and disinfection
 - well-stocked inventory of PPE
 - front desk acrylic dividers
 - isolation rooms
- Custodial staff and service augmentation underway

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Facilities



General cleaning and repair

- Almost all non-summer school sites are cleaned and ready. Summer school and Freedom School locations on pace to be ready on time.
- Close monitoring and support of sites where construction is occurring

Nutrition Services

School Meals

- All students will receive breakfast and lunch at no cost under temporary USDA flexibility (until June 30, 2022).
- School meals available for cafeteria, classroom, and other dining spaces.
- New 4-week menu starts 9/23/21
- New menu features a red curry chicken bowl, turkey sliders, Ponzu chicken noodle bowl, Mongolian beef, Chicken Peri-Peri, BBQ meatball Mac & Cheese, and more!

Curbside Pick Up

- Weekly meal boxes available for pick up at EOS.
- Families pre-register through NS website starting September 1.
- Each meal box contains 5 breakfasts and 5 lunches.

Food Shortages

- Supply chain disruptions and driver shortages are impacting food and supplies across the U.S.
- NS will make every attempt to substitute items that are not delivered, but this may not always pair well with the menu.
- Shortages are expected through spring 2022.



Safely Getting to School

- **School bus transportation information postcards** will begin arriving to families on or around August 30
- Continues to use [MySPPSBus app](#) to display **up-to-date information**
- Bus Driver shortage
 - Nationally, regionally & locally
 - Need 40 - 60 more drivers



Safely Getting to School

- Diversify type of transportation service
 - Vans
 - Metro Transit
- Strategically streamline bus stops
 - Primarily secondary
- Modify bus arrival & departure times
 - Temporary
- Adhere to transportation guidelines
 - Closely monitor exceptions

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Community Education

Adult Basic Education

- Classes will be in-person, online, hybrid, and coached
- Offering College Prep, GED, Job Training, ELL, Math, and Computer

Community Programs

- In-person and online options for Youth, Adults, and Adults w/Disabilities
- Locations include 40 SPPS and non-SPPS locations serving 23,500 youth and adults

Discovery Club

- 9 locations serving all elementary schools with before/after school care
- Actively hiring to fill open positions and increase capacities

Early Childhood Family Education

- In-person classes at 10 locations
- Online classes and virtual home visits

Communications

- [Back to School website](#) live
- [Safe Learning Plan website](#) updated with latest COVID-19 Health and Safety Guidelines
- **Department support**
 - iUpdate Communications
 - Rights and Responsibilities Handbook
 - COVID-19 Communications Protocol
- **Media and community outreach**
 - Planning back to school media outreach



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Part 2: Safe Learning Plan Update

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Safe Learning Plan

- **Prevention, Screening and Mitigation Strategies**
 - Vaccination
 - COVID testing
 - Mask guidelines
 - Social distancing
 - Reporting, contact tracing and quarantining
 - Air quality
 - Cleaning routines and supplies

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We are Ready

Thank You!

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Beck, D.	Assistant Principal	07/31/2021	\$48.80	Global Arts Plus LWR
Vales, J.	Assistant Principal	07/31/2021	\$48.80	L Etoile du Nord UPR
Becker, C.	Classroom Teacher	08/14/2021	\$52.60	Four Seasons A+
Burgess, K. S.	Classroom Teacher	08/14/2021	\$29.13	Battle Creek Elementary
Carter, B.	Classroom Teacher	08/14/2021	\$55.99	The Heights Community
Corcoran, E. R.	Classroom Teacher	08/14/2021	\$31.34	Battle Creek Middle School
Croft, M. Y.	Classroom Teacher	08/14/2021	\$51.81	Four Seasons A+
Himmerich, K. M.	Classroom Teacher	08/14/2021	\$31.08	Four Seasons A+
Hovelsrud, K.	Classroom Teacher	08/14/2021	\$29.83	Battle Creek Elementary
Kristensen, B.	Classroom Teacher	08/14/2021	\$35.30	Mississippi Creative Arts
Larson, C.	Classroom Teacher	08/14/2021	\$41.79	Hazel Park Preparatory
Meyer, T. G.	Classroom Teacher	08/14/2021	\$30.52	Four Seasons A+
Miskelly, N. F.	Classroom Teacher	08/14/2021	\$31.34	Johnson Achievement Plus
Nowak, A. G.	Classroom Teacher	08/14/2021	\$28.14	Mississippi Creative Arts
Olson, K. D.	Classroom Teacher	08/14/2021	\$29.83	Battle Creek Middle School
Perrotta, K. A.	Classroom Teacher	08/14/2021	\$39.57	Frost Lake Elementary
Schultz, M. E.	Classroom Teacher	08/14/2021	\$32.69	Johnson Achievement Plus
Schwinghammer, A.M.	Classroom Teacher	08/14/2021	\$31.34	Battle Creek Elementary
Sheppard, C.	Classroom Teacher	08/14/2021	\$42.88	Johnson Senior High
Spear, K. S.	Classroom Teacher	08/14/2021	\$45.55	Four Seasons A+
Steger, J. A.	Classroom Teacher	08/14/2021	\$31.34	The Heights Community
Warner, K. A.	Classroom Teacher	08/14/2021	\$34.08	Gordon Parks High School
Welke, J. E.	Classroom Teacher	08/14/2021	\$48.68	The Heights Community
Wigdahl, E. R.	Classroom Teacher	08/14/2021	\$31.34	Mississippi Creative Arts
Wozniak, A. L.	Classroom Teacher	08/14/2021	\$32.56	Washington Tech Sec
Maier, K. A.	Classroom Teacher	08/14/2021	\$32.69	Washington Tech Sec
Sandvig, M. M.	Classroom Teacher	08/14/2021	\$33.16	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sell, R. A.	Classroom Teacher	08/14/2021	\$28.14	Johnson Achievement Plus
Roper, S. L.	Classroom Teacher	08/14/2021	\$39.08	Washington Tech Sec
Ruddy, D. P.	Classroom Teacher	08/14/2021	\$40.58	Eastern Heights Elementary
Hilliard, L. J.	Classroom Teacher	08/14/2021	\$31.73	Washington Tech Sec
Retka, C. M.	Classroom Teacher	08/14/2021	\$36.95	American Indian Magnet
Schlaefel, A. R.	Classroom Teacher	08/14/2021	\$32.38	Johnson Achievement Plus
Eustaquio, M. A.	Superintendency	07/21/2021	\$58.41	Colborne Admin Offices
Hausman, R. K.	School/Community Professional	08/28/2021	\$26.87	Farnsworth Aerospace UPR
Young, J. L.	Education Assistant	08/14/2021	\$26.29	Eastern Heights Elementary
Pliego, V.	Teaching Assistant	09/07/2021	\$15.53	Battle Creek Elementary
Ferrick Cooper, I. D.	Custodian	07/10/2021	\$17.30	Groveland Park Elementary
Greer, B. T.	Custodian	07/10/2021	\$17.30	Como Service Center
Lockett, D. D.	Custodian	07/31/2021	\$17.30	Crossroads Science
Magnuson, C. O.	Custodian	08/02/2021	\$17.30	Four Seasons A+
Yang, K.	Custodian	07/19/2021	\$17.30	Johnson Senior High
Elling, J.	Supervisory	07/08/2021	\$58.56	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Benson, S. D.	Assistant Principal From: Classroom Teacher	07/17/2021	\$50.26	Washington Tech Sec
Brown Ton, M. R.	Assistant Principal From: Classroom Teacher	07/01/2021	\$51.73	Phalen Lake Hmong Studies
Brown, D. S.	Assistant Principal From: Classroom Teacher	07/17/2021	\$55.14	Como Park Senior High
Chamberlin Reyes, B.L	Central Administrator From: Classroom Teacher	07/01/2021	\$49.85	Como Service Center
Fell, R. J.	Central Administrator Career Progression	07/01/2021	\$54.24	Como Service Center
Kruger, J. J.	Central Administrator From: Classroom Teacher	07/01/2021	\$52.19	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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August 17, 2021

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ly, S. M.	Central Administrator From: Classroom Teacher	07/31/2021	\$41.34	Colborne Admin Offices
Mommaerts, K.	Central Administrator From: Supervisory	07/17/2021	\$48.22	1780 W. 7th Street
Schmidt de Carranza, S. L.	Central Administrator Career Progression	07/17/2021	\$62.22	Colborne Admin Offices
Armitz, C.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Johnson Senior High
Garrido Hernandez, V. M.	Classroom Teacher From: Education Assistant	08/14/2021	\$28.14	E-STEM Middle School
Hinschberger, C. J.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Mississippi Creative Arts
Hudson, S. M.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Frost Lake Elementary
Monson, S. A.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.05	Battle Creek Middle School
Schmidt, A. E.	Classroom Teacher From: Education Assistant	08/14/2021	\$28.14	American Indian Magnet
Smith, O. J.	Classroom Teacher From: Temporary Employee	08/14/2021	\$29.05	Washington Tech Sec
Moo, L.	Classroom Teacher From: Education Assistant	08/14/2021	\$31.34	Washington Tech Sec
Dockendorf, S. P.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Johnson Senior High
Smith, E. T.	Classroom Teacher From: Temporary Employee	08/14/2021	\$28.14	Hazel Park Preparatory
Hitchens, L.	Principal From: Central Administrator	07/17/2021	\$64.90	Maxfield Elementary
Longway, K. A.	Principal From: Assistant Principal	07/17/2021	\$59.05	Battle Creek Elementary
Collins, A. J.	Superintendency Career Progression	07/03/2021	\$82.13	Colborne Admin Offices
Binford, L. L.	School/Community Professional From: Teaching Assistant	08/28/2021	\$25.23	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hang, J. C.	School/Community Professional From: Clerical	07/03/2021	\$26.59	Como Service Center
Sullivan, M. L.	School/Community Professional From: Teaching Assistant	08/14/2021	\$25.39	Eastern Heights Elementary
Johnson, E. D.	Education Assistant From: Teaching Assistant	08/28/2021	\$22.27	Hazel Park Preparatory
Padamsee, S.	Education Assistant From: Teaching Assistant	08/14/2021	\$24.53	Battle Creek Elementary
Palmer, M.	Education Assistant From: Teaching Assistant	08/14/2021	\$22.76	Eastern Heights Elementary
Vang, X. C.	Clerical Career Progression	08/07/2021	\$23.11	Eastern Heights Elementary
Ware, S. E.	Clerical From: Teaching Assistant	08/07/2021	\$21.08	Four Seasons A+
Bohland, R. J.	Maintenance Supervisor From: Custodian	07/17/2021	\$31.55	Como Service Center
Larson, L. M.	Maintenance Supervisor From: Custodian	07/17/2021	\$31.55	Como Service Center
Hartman, K. J.	Nutrition Services Supervisor From: Custodian	07/01/2021	\$33.78	Como Service Center
Martinson, K. J.	Nutrition Services Supervisor Career Progression	07/01/2021	\$33.78	Como Service Center
Lynch, S. M.	Professional Employee From: Clerical	07/03/2021	\$34.05	Colborne Admin Offices
Coker, B. S.	Supervisory From: Professional Employee	07/05/2021	\$45.55	Como Service Center
Myles, S. E.	Supervisory From: School/Community Professional	07/17/2021	\$36.91	Colborne Admin Offices
Zubulake, F. A.	Supervisory From: Clerical	07/17/2021	\$37.18	Colborne Admin Offices

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Whittaker, A. L.	Classroom Teacher	09/07/2021	Murray Middle School
Baker, J. M.	Professional Employee	06/15/2021	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Leaf, A. P.	Teaching Assistant	09/07/2021	\$20.37	Obama Service Learning

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sylva, M. M.	Central Administrator	07/26/2021	\$48.04	Como Service Center
Auguston, M. J.	Classroom Teacher	08/14/2021	\$32.69	Highland Park Middle
Erlandsen, R. M.	Classroom Teacher	08/14/2021	\$30.04	Four Seasons A+
Hackett, N. C.	Classroom Teacher	08/14/2021	\$29.65	Eastern Heights Elementary
Heller, A. M.	Classroom Teacher	08/14/2021	\$34.08	Four Seasons A+
Osterkamp, A. L.	Classroom Teacher	08/14/2021	\$52.41	JJ Hill Montessori Magnet
Tirado, B. E.	Classroom Teacher	08/14/2021	\$28.14	Frost Lake Elementary
Vadnais, K. M.	Classroom Teacher	08/14/2021	\$51.81	Battle Creek Middle School
Wagner, G. L.	Classroom Teacher	08/14/2021	\$38.39	Frost Lake Elementary
Yankton, L. J.	Classroom Teacher	08/14/2021	\$30.04	American Indian Magnet
Seeling, C. M.	Classroom Teacher	08/14/2021	\$50.08	Highwood Hills Elementary
Young, A. F.	Classroom Teacher	08/14/2021	\$34.51	Global Arts Plus UPR
Olson, K. E.	School/Community Professional	08/14/2021	\$32.18	Highwood Hills Elementary
Andre, C. C.	Teaching Assistant	09/07/2021	\$15.53	Daytons Bluff Achievement
Black, M. S.	Teaching Assistant	09/07/2021	\$15.49	Battle Creek Elementary
Jenkins, B. A.	Teaching Assistant	09/07/2021	\$15.61	Farnsworth Aerospace UPR
Lee, C.	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>
Levenhagen, B.	Classroom Teacher	08/14/2021	Groveland Park Elementary
Sheikh, K. S.	Classroom Teacher	07/01/2021	271 Belvidere Bldg
Vang, L.	Clerical	08/23/2021	Obama Service Learning
Alexander, J. B.	Custodian	07/21/2021	Highland Park Senior
McFadden, K. M.	Nutrition Services	06/23/2021	Farnsworth Aerospace UPR

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Quintana, M. J.	Classroom Teacher	07/01/2021	\$55.99	Riverview School of Excel

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Richardson, P. T.	Central Administrator From: Assistant Principal	07/01/2021	\$52.97	1780 W. 7th Street

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hathaway Castelan, E.	Central Administrator	07/01/2021	E-STEM Middle School
Gardner, P.	Classroom Teacher	06/19/2021	Hamline Elementary
Grobe, R. L.	Classroom Teacher	06/30/2021	Hazel Park Preparatory
Chapman, D.	School/Community Professional	08/18/2021	Highland Park Senior
Dufresne, L. E.	Teaching Assistant	09/11/2021	Eastern Heights Elementary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sylva, M. M.	Central Administrator	07/24/2021	Como Service Center
Abdikarani, K. M.	Classroom Teacher	06/22/2021	Hamline Elementary
Adler, G. J.	Classroom Teacher	06/19/2021	Harding Senior High
Alcakovic, J.	Classroom Teacher	07/10/2021	Capitol Hill Magnet
Berryhill, H. B.	Classroom Teacher	07/17/2021	Battle Creek Middle School
Cozzolino, T. J.	Classroom Teacher	07/17/2021	Hamline Elementary
Edlund, M.	Classroom Teacher	07/15/2021	Four Seasons A+
Fassbinder, M. L.	Classroom Teacher	06/19/2021	Frost Lake Elementary
Gottschalk, B. E.	Classroom Teacher	06/19/2021	Maxfield Elementary
Hinton, K.	Classroom Teacher	07/31/2021	E-STEM Middle School
Jacobsen, H. R.	Classroom Teacher	06/19/2021	Maxfield Elementary
Kubousek, M. S.	Classroom Teacher	06/30/2021	E-STEM Middle School
Lynn, K. C.	Classroom Teacher	06/15/2021	Bridge View
Lyons, M. R.	Classroom Teacher	07/30/2021	Wellstone Elementary
Maher, R. A.	Classroom Teacher	06/19/2021	Obama Service Learning
Roth, M. S.	Classroom Teacher	06/19/2021	The Heights Community

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Russell, B. J.	Classroom Teacher	06/19/2021	Highland Park Senior
Sha, H.	Classroom Teacher	06/19/2021	Jie Ming Mandarin Immr
Skruzacek, C. R.	Classroom Teacher	06/19/2021	Battle Creek Middle School
Stokes, J. L.	Classroom Teacher	08/14/2021	271 Belvidere Bldg
Weatherspoon, T. L.	Classroom Teacher	06/19/2021	Obama Service Learning
Yang, P.	Classroom Teacher	06/19/2021	Jackson Preparatory Elem
Dougherty, M.	Classroom Teacher	06/19/2021	Washington Tech Sec
Wilson, R. J.	Classroom Teacher	06/19/2021	Washington Tech Sec
Nitti, N. N.	Classroom Teacher	06/19/2021	Harding Senior High
Tinetti, E. R.	Classroom Teacher	06/19/2021	Galtier Elementary
Hicks, D. T.	School/Community Professional	06/15/2021	Riverview School of Excel
Dyce, B. C.	Education Assistant	06/30/2021	Four Seasons A+
Galaviz, D.	Education Assistant	07/23/2021	Riverview School of Excel
Miller, N. L.	Education Assistant	07/24/2021	Four Seasons A+
Potes Mangra, S. I.	Education Assistant	08/21/2021	Cherokee Heights Elem
Hodges, A. J.	Principal	07/01/2021	Capitol Hill Magnet
Thao, L.	Principal	07/31/2021	Battle Creek Elementary
Vernosh, R. M.	Principal	07/01/2021	Maxfield Elementary
Ahmed, H. M.	Teaching Assistant	06/12/2021	Johnson Achievement Plus
Hager, D. K.	Teaching Assistant	07/24/2021	Global Arts Plus UPR
Johnson, D. A.	Teaching Assistant	07/24/2021	Hazel Park Preparatory
Krohn, A. K.	Teaching Assistant	07/01/2021	Como Service Center
Malaske, H.	Teaching Assistant	06/12/2021	Battle Creek Elementary
Peters, N. E.	Teaching Assistant	06/12/2021	Four Seasons A+
Schwartz, K. E.	Teaching Assistant	04/13/2021	1780 West 7th St
Varela, Z.	Teaching Assistant	06/11/2021	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
July 1, 2021 – July 31, 2021
August 17, 2021

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Yang, G.	Teaching Assistant	07/30/2021	Eastern Heights Elementary
Bachhuber, M. E.	School Bus Driver	07/17/2021	Transportation Services
Ticknor, M. J.	Clerical	08/14/2021	Colborne Admin Offices
Gibson, R. W.	Custodian	07/31/2021	St. Paul Music Academy
Wright, D. L.	Custodian	07/03/2021	Central Senior High
Brewster, T.	Nutrition Services	06/26/2021	Cherokee Heights Elem
Cavazos, E. M.	Nutrition Services	08/19/2021	Eastern Heights Elementary
Cornejo, L. A.	Nutrition Services	06/24/2021	Galtier Elementary
Emmanuel, H. K.	Nutrition Services	09/01/2021	Global Arts Plus LWR
Johnson, D. E.	Nutrition Services	07/10/2021	E-STEM Middle School
Karschnik, P. J.	Nutrition Services	07/31/2021	Rondo Education Center
Molde, S.	Nutrition Services	09/12/2021	Global Arts Plus UPR
Parry, J. M.	Nutrition Services	07/31/2021	Obama Service Learning
Colvin, C. A.	Professional Employee	07/16/2021	Como Service Center
Quinn, J. M.	Professional Employee	07/24/2021	Colborne Admin Offices
Loye, J. N.	Supervisory	08/03/2021	Nokomis Montessori South

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
C., A. E.	Teaching Assistant	06/11/2021	The Heights Community
A., T. A.	Nutrition Services	07/14/2021	Adams Spanish Immersion
L., T. A.	Nutrition Services	06/26/2021	Maxfield Elementary

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
K., B. G.	Painter	06/22/2021	

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

DATE: August 17, 2021

TOPIC: Acceptance of Gift from United Healthcare

A. PERTINENT FACTS:

1. The Team8 Tour is a national campaign aimed at building healthy communities. UnitedHealthcare “Do Good. Live Well.” Volunteer initiative joins the Cal Ripken, Sr. Foundation on a journey to impact young people across the country in the areas of health and fitness. Since 2016, the Team8 Tour incited thousands of volunteers in support of high schools and local community centers across the country, impacting more than 30,000 young people through a variety of service projects.
2. Washington Technology Magnet School was chosen for this project to support the school in their efforts to be a safe haven, and fitness space resource for their students, staff and community.
3. This request is for a one time gift.
4. The Team8 Tour and UnitedHealthCare volunteers will be making improvements to Washington Technology Magnet School by renovation the fitness spaces of the weight room, cardio cage, replacement and new sports equipment, front entrance garden, equipment storage space, school store and concession area.

The value of this gift is \$70,000.00

- Equipment: \$55,000
- Administrative costs: \$15,000.00

5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture; Program Evaluation and Resource Allocation and Family and Community Engagement.
4. This item is submitted by Aquanetta Anderson, Community Partnership Coordinator Office of Family Engagement and Community Partnerships; Heather Kilgore, Director of Office of Family Engagement and Community Partnerships; Stacie Bonnick, Washington Technology Magnet School Principal; Cedrick Baker, Chief of Staff; Jackie Turner, Chief Operations Officer, and Andrew Collins, Chief of Schools.

B. RECOMMENDATION:

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.

**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 Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. Central High School and Humboldt High School received a grant to implement the PLTW curriculum. PLTW curriculum will engage students in hands-on activities in computer science, engineering, and biomedical science to develop design-thinking mindsets and inspire continued education in the STEM field.
3. Saint Paul Public Schools will act as fiscal agent for this grant. Each grant is for approximately \$30,000.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing courses that are hands-on, engaging, relevant, real and rigorous.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Abdirizak Abdi, Humboldt High Principal; Christine Vang, Central High Principal; Dr. Efe Agbamu, Assistant Superintendent; Dr. Yeu Vang, 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 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.

**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: Tuesday, August 17, 2021

TOPIC: Change Inc. Services in SPPS

A. PERTINENT FACTS:

1. This recommendation reflects a contract with Change, Inc. (formerly known as Guadalupe Alternative Programs or GAP) in which the total amount exceeds \$100,000. Change, Inc. will provide site-based mental health services at 12 Saint Paul Public Schools' sites: Adams Spanish Immersion, American Indian Magnet School, Battle Creek Elementary, E-STEM Middle School, Four Seasons Elementary, Galtier Elementary, Gateway to College, Hamline Elementary, Journeys, Murray Middle School, Ramsey Middle School, and River East.

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

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

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

4. Fees for services are not to exceed \$150,000 for Fiscal Year 2020-21 and will be funded by General Education funds, Special Education funds, and Gateway to College funds. This amount supports site-based mental health services at 12 SPPS sites, provided by 10 FTE of therapists, and is equivalent to the amount expended in previous school years

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

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

B. RECOMMENDATION:

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

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

DATE: Tuesday, August 17, 2021

TOPIC: Change Inc. Navigators in SPPS for School Year 2021-22

A. PERTINENT FACTS:

1. This recommendation reflects a new contract with Change Inc. in which the total amount exceeds \$100,000. Change Inc. will provide 5 full time Navigators to be placed at 5 SPPS schools (American Indian Magnet School Highland Park Senior High, Como Senior High, Humboldt Secondary School, and Johnson Senior High). The Navigators will regularly connect with students and families to provide support to increased engagement and increased school attendance. Navigators will prioritize services for students that were disengaged during Distance Learning.

2. Working in coordination with school attendance staff and the SPPS School Attendance Matters (SAM) team, Change Inc. Navigators will build relationships with students to increase attendance and refer to additional resources, as necessary to provide support for students at-risk of failing classes. The attached Logic Model illustrates the activities and outcomes expected.

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

4. Fees for services are not to exceed \$350,000 for Fiscal Year 2021-22 and will be funded by ESSER funds.

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 supporting student social emotional needs on returning to full on-site learning.

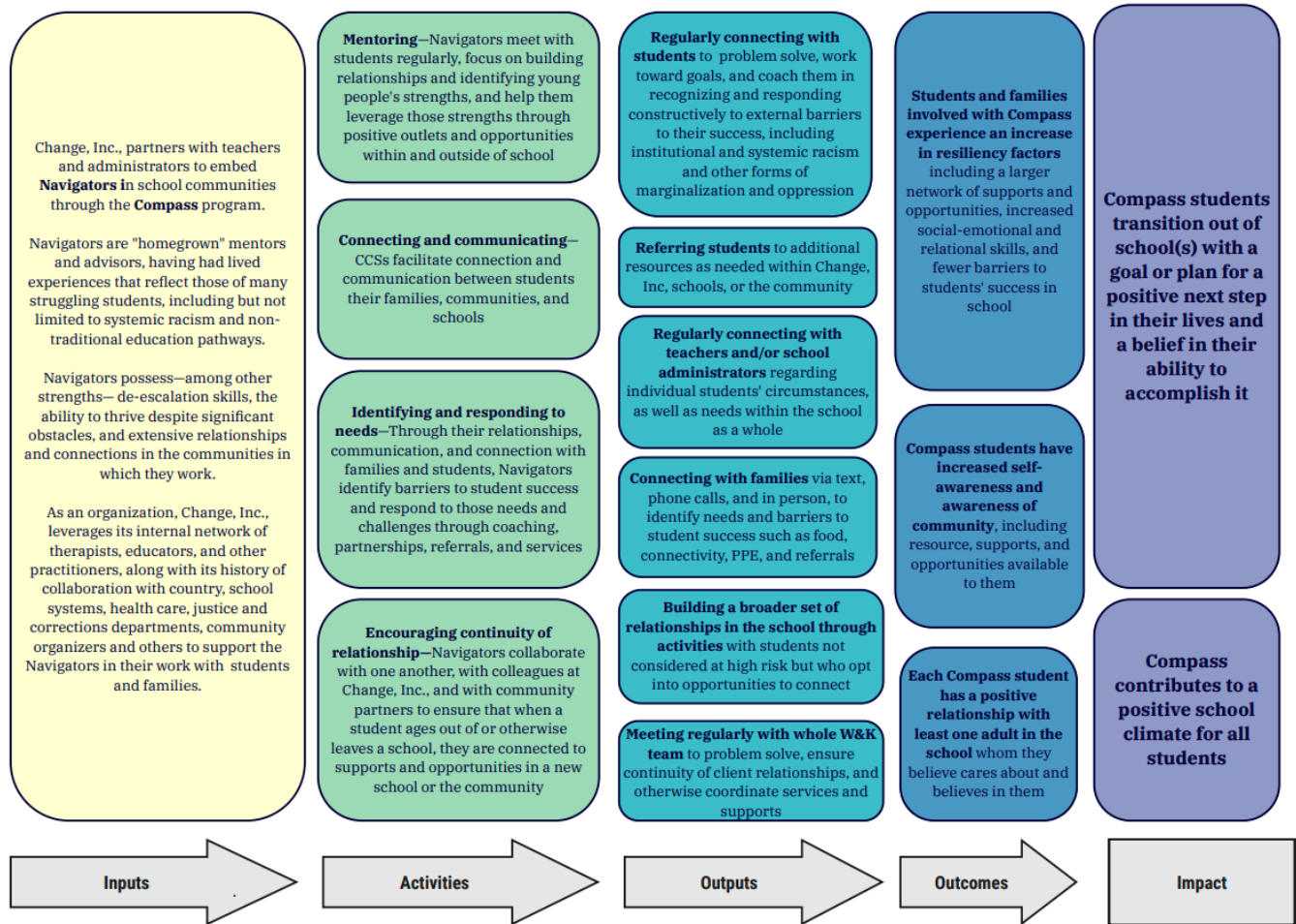
6. This item is submitted by Kathy Lombardi Kimani, Director, Office of School Support.

B. RECOMMENDATION:

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

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

The Compass Program® is a school-based mentoring and community-building model **focused on supporting students at risk of school failure due to academic or behavioral circumstances.** Students are referred by teachers, parents (via the school), school-based mental health care providers, or district-level staff.



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

DATE: August 17, 2021

TOPIC: Contract Extension No. #A-214622-A Type 3 (van) Services for 2021-2022 School Year.

A. PERTINENT FACTS:

1. This contract extension establishes the rates for Type 3 (van) Services for school year 2021-2022. The period of the contract extension is from August 1, 2021 through July 31, 2022. The contract originated August 1, 2018.
2. Total Type 3 expenditures for FY20 was \$3.86 million – mid-March through year end reduced due to pandemic.
3. Total Type 3 expenditures for FY21 was \$2.69 million – reduced expenditures due to mid-year return to in-person learning and reduced service requests.
4. Total Type 3 expenditures for FY22 is estimated at \$4.3 million – Halo Trans. \$252K, Oromiya Trans. \$1.092 million, Rift Valley Trans. \$1.89 million, United Trans. \$252K and Universal Transit \$714K.
5. Estimated cost increase is averaged at approximately 10%.
6. The following factors contributed to the cost increases: labor, equipment and increased service.
7. This supports the District Strategic Goal of aligning resources to district priorities through a safe and efficient student transportation system.
8. Submitted by Robert Falk, Coordinator, Transportation; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: Tuesday, August 17, 2021

TOPIC: Contract between SPPS and Achieve!Minneapolis (AchieveMpls)

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to continue our collaboration with AchieveMpls for the operation of Career Pathway Centers. This contract is for year three of an agreement previously approved in SY 19-20 and SY 20-21.
2. The new contract also contains a Memorandum of Agreement which includes, but is not limited to, an overview of the fund development partnership between SPPS and AchieveMpls. AchieveMpls has agreed to fundraise for the Career Pathway Centers which will decrease the cost to SPPS in future years.
3. SPPS is committed to increasing academic achievement for all students and to ensuring that every student who graduates from SPPS is college and career ready. AchieveMpls will partner in this work by providing a Career Pathway Center staff who will:
 - a. support students and families through planning for post-secondary options, including completing applications, the financial aid process, and post-secondary testing
 - b. support college access partners to identify and serve prospective students
 - c. coordinate opportunities for students and families to connect with representatives, including but not limited to 2-year college, 4-year college/university, certificate, apprenticeship, employment, and military options.
 - d. promote and support students to visit post-secondary education/training opportunities
 - e. coordinate career and college exposure opportunities
4. This contract will expire on July 31, 2022.
5. The Career Pathway Centers initiative will expand in SY21-22. Career Pathway Centers will be available at eight SPPS high schools: Central, Como Park, Creative Arts, Harding, Highland Park, Humboldt, Johnson and Washington. Expenses shall not exceed \$767,271.87.
6. This collaborative project will meet the District strategic goal of preparing all students for college, career and life.
7. This item is submitted by Darren Ginther, Director of College and Career Readiness.

B. RECOMMENDATION:

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

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

DATE: August 17, 2021

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

A. PERTINENT FACTS:

1. New Agreement is for a three-year period, May 1, 2021, through April 30, 2024.

2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. The first year total increase is \$2.50 for Journeyman, \$2.66 for Lead Electrician and \$2.74 for the General Lead Electrician. Year two and three total increase is \$2.55 for Journeyman. The increase for Lead and General Lead Electrician will be determined at a later date based on the allocation distribution.

The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).

3. The District has 11 regular FTE in this bargaining unit.

4. Wage and benefit changes reflect prevailing wage for the industry.

5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:

- in the 2020-2021 budget year (May 1, 2021 – June 30, 2021): \$7,509
- in the 2021-2022 budget year (July 1, 2021 – June 30, 2022): \$49,166
- in the 2022-2023 budget year (July 1, 2022 – June 30, 2023): \$69,504
- in the 2023-2024 budget year (July 1, 2023 – April 30, 2024): \$57,040

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

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

B. RECOMMENDATION:

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.

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

DATE: August 17, 2021

TOPIC: 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.

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from July 1, 2021 through June 30, 2023
2. Terms are as follows:

Teamsters Local 320 and Saint Paul Public Schools Teaching Assistants agree to the following with regard to Teamsters Local 320 Teaching Assistants Professional Development Training:

Whereas, The parties have entered into a Collective bargaining agreement effective 7/1/2021;

NOW, THEREFORE, the parties agree to the following when it comes to Professional Development Training for teaching assistants:

To encourage all Teaching Assistants within Saint Paul Public Schools. to seek professional development opportunities, Teaching Assistants shall be given the opportunity to attend a minimum of one (1) professional development day as duty days. The professional development day shall be a part of their work year.

On days where there is no school due to teacher professional development days, Teaching Assistants shall be allowed to attend professional development training to earn the training class hours as "clock hours" towards a lane change. If buildings or departments have a specialized funding stream to support hourly wage payment, Teaching Assistants can choose to earn either their hourly rate of pay for all hours attending a training class or Teaching Assistants may choose to earn the training class hours as "clock hours" towards a lane change.

This MOU will expire June 30, 2023.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for 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.

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

DATE: August 17, 2021

TOPIC: Community Action Partnership Head Start and St. Paul Public Schools
Memorandum of Understanding

A. PERTINENT FACTS:

1. Community Action Partnership Head Start and the St. Paul Public Schools will enter into a partnership that spans across student enrollment, early childhood screening, early childhood special education and kindergarten transition.
2. Community Action Partnership Head Start and the St. Paul Public Schools have a long history of partnership. The Memorandum of Understanding will facilitate ongoing partnership.
3. The Memorandum of Understanding will be in effect for two years.
4. See attached Executive Summary.
5. This project will meet the District strategic plan long term outcome of improving kindergarten readiness.
6. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

Memorandum of Understanding Between Community Action Head Start (HS) and Saint Paul Public Schools (SPPS) August 2021-August 2023

This agreement establishes the collaboration between Community Action Partnership Head Start and Saint Paul Public Schools. The agreement outlines the responsibilities and commitments of each party. It is not meant to be all-inclusive and can be altered with agreement of both parties at any time. This agreement is intended to include children ages Birth-5 participating in the Head Start or Early Head Start Program and Saint Paul Public Schools Early Childhood Programs.

Saint Paul Public Schools Early Childhood Screening:

Early Childhood Screening (ECS) is a program that helps to identify health and developmental needs of young children before they enter Kindergarten. The screening includes vision, hearing, height, weight, development, speech, and review of health and immunization information. The screening is required by law <https://www.revisor.mn.gov/statutes/cite/121A.16> for entrance into Kindergarten in Minnesota Public Schools.

Saint Paul Public Schools Early Childhood Family Education:

The mission of Early Childhood Family Education (ECFE) is to strengthen families through education and support of all parents in providing the best possible environment for the healthy growth and development of their children. ECFE provides parent education and early childhood education. Saint Paul families can attend ECFE weekly classes, Family Literacy programs or receive home visiting services. The Minnesota Statute that guides Early Childhood Family Education is Minnesota Statute §124D.13.

Saint Paul Public Schools Pre-Kindergarten Program:

The Pre-Kindergarten Program provides education for children the year before kindergarten to prepare them for school success. Classes focus on teaching children to see themselves as capable learners, develop reading, writing and math skills, and work well with other children and adults.

Saint Paul Public Schools Early Childhood Special Education:

Early Childhood Special Education (ECSE) in the St. Paul Public Schools provides special education services to children from ages birth to kindergarten in home, community and school-based early childhood programs, and ECSE classrooms located in elementary schools. Children are eligible for services based on a special education evaluation. Early Childhood Special Education Services are provided in

accordance with the Federal Law IDEA 2004, Part B and Part C,
<https://www2.ed.gov/about/offices/list/oseo/oseo-idea.html> , Minnesota Rule
3525.1350 Infant and Toddler Intervention Services
<https://www.revisor.mn.gov/rules/?id=3525.1350> and Minnesota Rule 3525.1351
Intervention Services: Ages Three Through Six Years.
<https://www.revisor.mn.gov/rules/?id=3525.1351>

Title I Homeless: The Title I Homeless Program is a shelter and street based program that promotes school stability and academic success of homeless children. The program identifies children and provides direct enrollment assistance to early childhood programs to families experiencing homelessness. The staff in this program can provide families with information and application assistance for all early childhood prekindergarten programs in Ramsey County and Saint Paul Public Schools, and/or refer to neighborhood ECCE programming sites. Programming and parent education support are provided for families at two transitional housing locations serving families experiencing homelessness. Families experiencing homelessness can also receive assistance with school supplies which include books, backpacks, crayons, and early childhood activity sheets. We also provide referrals to community resources that include medical, food, housing, mental health and others.

Community Action Head Start and Early Head Start

Head Start and Early Head Start offer comprehensive early care and education programming to help prepare children for school as well as services to support parenting skills, self-sufficiency and leadership skills for parents/guardians. Head Start also has a strong nutrition and health component requiring all children to be up to date on immunizations, working towards having a medical home, and maintaining Minnesota State Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Well Child and Teen Check-up requirements.

Early Head Start serves pregnant women and children birth - age three. Children are age eligible for Head Start on the third birthday. Families must meet the income requirements per the Head Start Performance Standards. Foster children, families experiencing homelessness and families receiving public assistance (MFIP and SSI) are categorically eligible.

Head Start provides a variety of program options to meet the needs of families in the community. Program options are outlined below.

Early Head Start (Home Based):

Ages served: pregnant women and children birth-age 3

Schedule: September- August, weekly home visits 1.5 hours, 2 group socializations are offered monthly

Community Action Center-Based Head Start (Part Day Part Year) option:

Ages served: children ages 3-5

Schedule: September- May, Monday- Thursday, 8:00- 11:30 or 1:00- 4:30.

Community Action Center-Based Head Start (Extended Day) option:

Ages served: children ages 3-5

Schedule: September- June, Monday- Thursday, 8:00 a.m.- 3:30 p.m.

Community Action Center-Based Head Start and Early Head Start Full Day Full Year option:

Ages served: children ages 6 weeks- 5 years

Schedule: September- August, Monday- Friday, 7:30 a.m.-5:30 p.m.

Note: This program option requires that families qualify for additional funding from a supplementary source (such as CCAP or Pathway I Scholarships). This option provides working families or those in school or in search of employment with the benefits of high-quality care and education for their child as well as comprehensive Head Start services.

Community Action Center-Based Child Care Partners:

Community Action Head Start partners with three community child care providers to offer additional Head Start services in community based sites. Partner sites include Wilder Child Development Center, American Indian Montessori and Community Child Care Center.

Ages served: children ages 3- 5 years

Schedule: September- August, Monday- Friday

Note: This program option requires that families qualify for additional funding from a supplementary source (such as CCAP or Pathway I Scholarships). This option provides working families or those in school or in search of employment with the benefits of high-quality care and education for their child as well as comprehensive Head Start services.

Note: Community Action Head Start also partners with Fraser to offer therapeutic preschool services for children who have a mental health diagnosis.

Elements of Program	Head Start Will	The District Will
1. Coordinate educational activities	Initiate and host meetings with school district personnel to include decision- makers from Head Start and ECSE, ECFE, The Office of Early Learning (Pre-Kindergarten and Kindergarten) representatives for the purpose of coordinating elements contained within this agreement to the maximum extent possible in an effort to ensure all children are afforded a high quality early childhood education that meets their individual needs and facilitates a smooth transition into kindergarten.	Saint Paul Public Schools will send representatives from the appropriate departments and fully participate in joint meetings and work cooperatively with appropriate Management from various departments in Head Start (depending on the coordination of activity or process), to fulfill the intent of this agreement.
2. Share information about preschool programs (Head Start and the LEA's) with the public.	Families residing within the boundaries of the St. Paul Public Schools (SPPS) who apply for Head will receive information about early	In an effort to maximize placement of preschool children In educational opportunities, SPPS will

	childhood education programs offered through SPPS. The Head Start Enrollment Department will refer all over income families to SPPS. MS§21A.126	share with families living within the boundaries of the Saint Paul Public Schools (SPPS), information about the early childhood education programs offered by Head Start.
3.Selection priorities (service target groups) to maximize the number of children who receive early education opportunities.	Head Start will review its approved enrollment selection criteria with the identified SPPS departments. Head Start services are offered to families with incomes that are at or below 100% of the federal poverty guidelines. Head Start will encourage the school district departments to refer income eligible children to Head Start	In an effort to maximize the number of preschool children participating in educational opportunities, SPPS will share with family's information about the early childhood education programs. offered by Early Head Start and Head Start:
4.Collaboration with Child Find	Head Start and SPPS will work together to conduct early childhood screenings, and to identify children with special education needs. Head Start will refer children who are over income to the Early Childhood Screening program of the SPPS district. Head Start and SPPS are committed to early identification and intervention to assume the best possible outcomes for children. Early Head Start and SPPS will work together to identify as early as possible infants and toddlers with special	The school district and Head Start will work together to conduct early childhood screenings and identify as early as possible children with special educational needs. The school district provides, as mandated by the state (MSI 2JA,16), the Early Childhood Screening program for all children ages 3-5 who reside within the school district boundaries.

	educational needs.	screening provided by Head Start meets the requirement for all children to be screened one time prior to kindergarten entrance. Head Start and the school district are committed to early identification and intervention to assure the best possible outcome for children ages 0-5.
5. Establishing service area	Head Start offers services to 0 to 5 year olds from income eligible families living within Ramsey County. Priority goes to families with the greatest need as outlined in the program's enrollment selection criteria .	Saint Paul schools provide services to children living within the Saint Paul Public Schools boundaries. Students eligible for ECSE services who live outside of St. Paul can open enroll and receive services at St. Paul Head Start locations.
6. Offering joint training for staff and parents	Whenever possible, Head Start will make training opportunities available to SPPS Early Childhood staff, as appropriate. The agenda of the annual meeting(s) will include alignment of Head Start and SPPS initiatives, including training and planning for the following school year (See Element I above).	Whenever possible, SPPS will make training opportunities available to Head Start, as appropriate. SPPS Early Childhood Special Education (ECSE) will provide training to Head Start on the referral and assessment process for IFSP and IEP for

		children with special educational needs.
7. Coordinating Technical Assistance	Head Start and the school district will work collaboratively, sharing resources and expertise as needed. The agenda of the meeting will include alignment of Head Start and SPPS initiatives in planning for the following school year (See Element 1 above). Head Start and the school district will work collaboratively and proactively on problem solving for student success through regular meetings with program leaders.	Head Start and the school district will work collaboratively, sharing resources and expertise as needed. The agenda of the meeting will include alignment of Head Start and SPPS initiatives in planning for the following school year. Head Start and the school district will work collaboratively and proactively on problem solving for student success through regular meetings with program leaders.
8. Procedures for the following:		
A. Referral for Special Education evaluations	Head Start will facilitate the evaluation of all Community Action Head Start children with suspected special education needs by referring them in a timely manner to the SPPS Early Childhood Special Education team. Early Head Start will refer children ages birth to 3 years to Help Me Grow or through a mutually agreeable process. Written parent permission will be obtained by Early Head Start staff when staff are referring children for	SPPS ECSE will conduct timely evaluations of Early Head Start/Head Start children who are referred to Help Me Grow or directly to SPPS due to suspected disability. SPPS ECSE will secure parental consent to release of information with Early Head Start/Head Start staff for EHS/HS children who are being evaluated by SPPS for special education eligibility.

	evaluation for Special Education.	
B. IEP/IFSP Meetings and Placement Decisions	Early Head Start/Head Start will fully participate in the IEP/IFSP process with parental consent. Head Start and Early Head Start will also support the parent participation in the IEP/IFSP process.	With parental consent to release information, SPPS will invite and inform Early Head Start/Head Start staff of IEP/IFSP planning meetings, and collaborate on an ongoing basis in an effort to provide the least restrictive environment for children with special needs.
C. Ongoing Collaboration Efforts for Children With Special Needs	Early Intervention Specialists, Head Start and Early Head Start classroom teachers, and Early Head Start Home Visitors, under the supervision of the Head Start Early Intervention Services Manager, are responsible for incorporating the IEP/IFSP goals into weekly lesson plans, and for conducting on-going child assessments and monitoring the progress of each child in the program. Head Start and Early Head Start will implement the IFSP/IEP in the regular education classroom and support families in the implementation in home settings. Head Start and Early Head Start will ensure there is frequent and ongoing collaboration between Head Start staff and SPPS ECSE staff.	SPPS will provide support to Head Start and Early Head Start teachers and Early Head Start Home Visitors in implementing educational strategies to meet goals in Head Start and Early Head Start classrooms for those children who have an IEP/IFSP and receive center based services and home based services. SPPS special education staff will be responsible for providing IEP services within the Head Start/Early Head Start classroom or home to meet the IEP/IFSP goals. SPPS will ensure there is frequent and ongoing collaboration between Head Start/Early Head Start staff and SPPS ECSE staff including regular consultations between staff for the purposes of monitoring progress and planning

		appropriate classroom interventions.
9. Collaboration on Transition plans (including children with special needs)		
A A written Transition Plan has been developed in collaboration with SPPS that outlines comprehensive transition policies and procedures that support children transitioning.	Head Start staff has worked with SPPS staff in developing a written Transition Plan that addresses collaborative activities that will offer support to children transitioning from Head Start to Kindergarten. This plan is reviewed annually.	SPPS staff from Placement, ECSE, and Early Childhood Screening have participated in the development of a transition plan for Head Start children who are transitioning to Kindergarten. This plan is reviewed annually.
B. Systematic Procedures for transferring Head Start program records to appropriate SPPS location (with parent consent) The Head Start application includes parental consent to share information with the school district.	Head Start has developed an effective process for transferring HS program records for each child scheduled to attend SPPS. These records are released with parental consent. Head Start staff send "End of Year Home Visit Forms" and Teaching Strategies Gold assessment data to SPPS Student Placement at the end of the school year (June) for Head Start children who will be attending Kindergarten within SPPS in the fall. Head Start has written permission from parents to release this information. Head Start staff send early childhood screening reports	SPPS Staff from Placement, ECSE, and Early Childhood Screening have collaborated with HS in establishing an effective process for receiving HS records for each child scheduled to attend SPPS for Kindergarten. SPPS Student Placement receives Head Start "End of Year Home Visit Forms" and Teaching Strategies Gold Assessment data on Head Start children who will be attending Kindergarten in SPPS. This information is forwarded on to each child's school of kindergarten enrollment. If the child is not enrolled

	for children who will be transitioning to an SPPS kindergarten in the fall to SPPS Early Childhood Screening. Head Start has written permission from parents to release this information.	in SPPS for kindergarten, the record is returned to Head Start. SPPS Early Childhood Screening receives early childhood screening reports for Head Start children transitioning into an SPPS Kindergarten.
C. Outreach to LEA kindergarten teachers and parents for the purpose of discussing the educational, developmental and other needs of individual children.	Head Start staff will transfer "End of Year Home Visit Forms" and TS Gold assessment data to SPPS for children. This information can be used by the LEA Kindergarten teachers to help them get to know and prepare for Head Start children transitioning into their classrooms. Head Start staff are also available to LEA Kindergarten teachers to discuss the needs of individual Head Start children with parent permission.	Student Placement will receive "End of Year Home Visit Forms" from Head Start along with Teaching Strategies Gold assessment data for Kindergarten bound children within SPPS. Head Start parents are asked to indicate on the Home Visit Form which school their child will be attending in the fall. Student Placement reviews these forms to make sure they are consistent with what parents have indicated on their SPPS school choice applications. Student Placement contacts families when the school indicated on the Head Start Home Visit Form is different from that on their SPPS application.
D. Collaboration of supporting parents with limited English speaking skills in understanding the instructional program that the LEA will be offering their child, as well as their rights to an equal	Transition related materials will be translated into the dominant languages of transitioning children and their families. Interpreters are made available to speak to the family about the transition to Kindergarten in	SPPS will make District resources available to support parents with limited English speaking skills in understanding the programs available to their child.

education for their child, if appropriate.	their home language.	
E. Transitioning children with special education needs	Early Head Start/Head Start staff will participate in transition planning for EHS/HS children receiving SPPS Special Education services. Head Start will collaborate on an ongoing basis in an effort to provide the least restrictive environment for children with special education needs.	With parental consent to release information, SPPS will invite and inform Early Head Start/Head Start staff in IEP/IFSP planning meetings and collaborate on an ongoing basis in an effort to provide the least restrictive environment for children with special needs.
F. Establishing regular communication with the McKinney Vento Homeless Liaison	.	SPPS will identify staff who are responsible for coordinating services and referral to Head Start for children ages 0-5 who are eligible for the McKinney-Vento Homeless Act
G. Alignment between Head Start and SPPS regarding Head Start Child outcomes and their alignment with MN Early Learning Standards for the purpose of developing shared expectations entering kindergarten	Head Start Child Outcomes and the MN Early Learning Standards will be reviewed on an annual basis at the spring meeting of the Community Action Partnership Head Start Education Advisory Council. Each LEA will be invited to participate on this Council and give input into the process of review.	SPPS will send a delegate to the Community Action Head Start Education Advisory Council meetings and be prepared to give input into the Head Start child outcomes and how they align with the Minnesota Early Learning Standards and Kindergarten readiness for SPPS.
The following outlines the terms of inclusive programming being offered for children with an IEP through SPPS in Head Start classrooms located in St. Paul:		
<i>Overall Programming:</i> The Head Start program will'	Children enrolled in Early Head Start/Head Start will	Parents with children who are eligible for special

operate under the Head Start Performance Standards, MN Department of Human Services Child Care Centers Rule 3 Licensing and State Statutes, Head Start Education Philosophy, Family & Community Partnership Philosophy and Health Related Services Philosophy.	receive the full complement of Early Head Start/Head Start services at no cost to the family and the School District. Head Start staff will support the implementation of the IEP/IFSP goals for children with special educational needs with the support of SPPS Special Education teachers and staff. IEP/IFSP goals will be addressed and incorporated into the weekly lesson by individualizing each child's learning needs. Any services related to the IEP/IFSP over and above typical Head Start comprehensive services will be provided by the school district.	education services will be encouraged to fully participate in the parent involvement component of the Head Start program. The school district is responsible for developing and providing services on IFSP/IEPs. IFSP/IEP goals will be addressed and incorporated into classroom lesson planning through regular collaboration with Head Start and ECSE staff.
School District and Community Action Head Start will work collaboratively to enhance the services provided by both programs. Through this collaboration, the following services will be provided:	Early Head Start/Head Start Children who are receiving SPPS ECSE services will be required to follow Head Start enrollment and health requirements. Head Start staff will assure that parents/legal guardians have signed the Consent for Release of Information form for Early Head Start/Head Start children who are participating in SPPS ECSE programming prior to releasing or exchanging information about such children with SPPS staff.	Early Head Start/Head Start children who are referred to SPPS ECSE for evaluation will be assigned a MARSS number by SPPS if not already created. The school district staff will support Early Head Start/Head Start children who are receiving SPPS ECSE services in accessing the general education curriculum. SPPS staff will ensure that parents/legal guardians have signed the Consent for Release of Information form for Early Head

		Start/Head Start children who are participating-in SPPS ECSE programming prior to releasing/exchanging information about such children with Head Start staff.
<i>Administration:</i> Both the school district and Head Start will be responsible to supervise their program components and coordinate efforts and communication between the two programs.	Head Start Center Education Coordinators will support the SPPS staff who provide services to children at the Head Start center. The Early Intervention Services Manager will provide administrative support. The Center Education Coordinators will work in conjunction with the School District ECSE Supervisor and assigned ECSE Program Manager to coordinate schedules to foster Head Start/ECSE staff collaboration, and to address any concerns.	The appropriate ECSE Supervisor and Program Manager will provide supervision to the assigned school district staff and will collaborate with the Head Start Center Education Coordinator to ensure special education services are delivered. The placement of an SPPS paraprofessional in a Head Start site is based upon students IEP needs and data. Teams will complete an SPPS Paraprofessional Agreement form to guide the instructional responsibilities of each staff member and for a specified length of time and is not a guarantee for the entire school year. District administration allocates staffing within budgetary guidelines and follows labor agreements. A paraprofessional agreement form will be provided to the Early Intervention Specialist

		and the Early Intervention Services Manager.
<i>Facility:</i> The classrooms (indoors and outdoors) will be maintained in a safe and clean manner that complies with the <i>MN</i> Department of Human Services Child Care Centers Rule 3 Licensing regulations and State Statutes Head Start Performance Standards.	Head Start Staff will complete regular health and daily safety checklists at the classrooms for the period of time that facility is in use. Center Education Coordinator will ensure that routine cleaning duties and facility maintenance occurs.	Classrooms with school district staff assigned will perform classroom duties along with the Head Start staff maintaining a clean and safe environment for all the children in the classroom.

Education Program: Head Start/Early Head Start classrooms use the Creative Curriculum and Teaching Strategies Gold (TS Gold). Head Start will screen children using the Minneapolis Preschool Instrument (MPSI) and the Devereux Early Childhood Assessment (DECA) screening tool. Early Head Start uses the Ages and Stages Questionnaire (ASQ). Children who do not pass the screenings and/or are suspected to have a delay or disability will be referred to Help Me Grow or directly to the district. Individual programming according to the IEP/IFSP for children who are eligible, will occur for children with special learning needs through adapting the curriculum to address their IEP/IFSP goals.	Head start staff will implement the educational program, in conjunction with school district staff, as outlined in the Education Philosophy and Early Childhood Manual, according to Performance Standards and MN Rule 3 Licensing. All children enrolled in Head Start will receive an on-going assessment by Head Start teaching staff with checkpoints three or four times per year (depending upon program option) using Teaching Strategies Gold. Head Start will make the Teaching Strategies Gold assessment data for children in referral or receiving ECSE services available to SPPS Special Education staff.	SPPS ECSE staff providing services in Head Start classrooms will support the implementation of the Head Start educational program. School District staff will be responsible for developing and implementing an IEP/IFSP in collaboration with Head Start staff, that includes accommodations and modifications to allow students to fully participate in the Head Start program. ECSE licensed staff may assist in gathering Teaching Strategies Gold assessment data for students with IEPs. ECSE licensed staff direct the work of ECSE paraprofessionals. Evaluation and IEP progress monitoring data gathered by SPPS ECSE staff will be shared with the relevant Head Start staff if parental consent to exchange information is obtained.
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Program Eligibility: Children eligible for Head Start services are living within Ramsey County and meet the program's age and income eligibility guidelines. Transportation may be offered according to the Head Start transportation guidelines depending upon service area. The staff to child ratio will be guided by the Minnesota Care Centers Rule 3 licensing regulations and State Statutes, and Head Start Performance Standards.	Head Start will be responsible for recruiting and enrolling Head Start eligible children. Head Start will assist parents in completing the program application. Head Start staff will be responsible for keeping the Head Start seats full. Head Start will make appropriate referrals for special education services if a delay or disability is suspected. Head Start may enroll children with an identified disability who are over income.	School District staff will support the recruitment and enrollment of Head Start eligible children. School District staff will be responsible for responding to referrals of children suspected of having a delay or disability in a timely manner.
Calendar: The program will follow the calendar for Head Start.	Head Start program and services will follow the regular Head Start calendar. Head Start will consider the SPPS calendar when developing their calendar. Head Start will share their calendar with SPPS.	Children receiving Special Education services at Head Start will follow the regular Head Start calendar. IEP/IFSP services cannot be offered at the center when Head Start is not open. SPPS staff follow the SPPS calendar days for Pre-K.
Meal Service: The Head Start nutrition program will be followed and family style meals will be served in the classroom. The Head Start menu for breakfast, lunch and snack will be used in all classrooms. The CACFP program will be used to support this aspect of the program for those children qualifying.	Head Start will assume the financial responsibility for providing meals and snacks for all Head Start children.	SPPS ECSE staff will provide interventions, accommodations and modifications as determined by student needs to promote student success in participating in family style meals.
Transportation: Head Start	Whenever possible, Head	For children with

will transport Head Start enrolled children who live within the Head Start bus route and dually enrolled children who live on the Head Start bus route.	Start will offer transportation to children who reside or attend Head Start in Ramsey County. Due to budget constraints and limited transportation workforce issues, transportation is not guaranteed and families must live within the bus route, which changes from year to year due to changing enrollment.	disabilities, specialized equipment for transportation will be provided by SPPS if not available from Head Start. If transportation is not available from Head Start, SPPS will consider the need for special transportation for ECSE students in order to meet FAPE.
Supplies/Resources: Head Start will provide the daily supplies for general classroom operation and will work with the school district in acquiring supplies that address the individual needs of a child with an IEP.	Head Start will be responsible for ordering all classroom/center supplies. The teaching teams will determine what supplies are needed and will make their requests to the program through the Center Education Coordinator.	SPPS teaching staff, in conjunction with Head Start staff, will determine additional specialized equipment or instructional materials needed to meet the individualized needs of children with IFSPS/IEPs. Specialized equipment or materials for children with special needs (example adapted seating) will be supplied by SPPS ECSE. Specialized equipment will be returned to SPPS at the end of the year or when a student leaves the program.
Record Keeping: Records on all children will be kept according to the requirements outlined in the Head Start Education Philosophy as required by the school district.	Head Start staff will keep required records on all children enrolled in Head Start and will support school district staff in tracking IEP goals for children with special needs. Head Start staff will assist in the collection of ECSE assessment data for all children in their classrooms.	SPPS ECSE licensed staff will maintain up to date student special education records and will take the lead on data collection for progress monitoring of IEP goals. SPPS ECSE paraprofessionals will collect student data as directed by licensed staff.
Student Insurance:	Head Start carries liability	SPPS carries liability

	insurance which covers the building, Head Start students and volunteers while they are engaged in Head Start sponsored activities.	insurance. SPPS staff are covered by SPPS insurance while engaged in the course and scope of their employment.
Substitutes: Whenever deemed necessary and in accordance with the Head Start Performance Standards and MN Department of Human Services Child Care Rule 3 Licensing regulations and State Statutes, a substitute will cover absences.	Head Start will provide substitutes when a Head Start staff person is absent.	The school district will provide a substitute ECSE licensed educator or paraprofessional when deemed necessary for an individual child who receives special education services in a Head Start classroom. SPPS will provide substitutes to the extent possible.

Signatures:

Clarence Hightower
Community Action Partnership of Ramsey and Washington County Executive Director

Nicolee Mensing
Head Start and Early Head Start Senior Director

Lori Erickson
Office of Early Learning Assistant Director

Brenda Natala
Early Childhood Special Education Supervisor

EXECUTIVE SUMMARY

Bottom Line Up Front

The St. Paul Public Schools and Community Action Partnership Head Start have defined a two year partnership that clarifies the roles of the collaboration.

Background Information

The St. Paul Public Schools and Community Action Partnership have a strong, collaborative relationship. The partnership is intended to include children ages Birth-5 participating in the Head Start or Early Head Start Program and the St. Paul Public Schools Early Childhood Programs.

The partnership spans across key multiple St. Paul Public School departments.

Highlights include:

Early Childhood Screening:

St. Paul Public Schools Early Childhood Screening (ECS) staff collaborate with Head Start when students enroll in the district. Head Start staff complete early childhood screening required within 90 days of Pre-K enrollment and share the results with SPPS in an electronic format. ECS provides Head Start information and applications to families as an early education opportunity.

Early Childhood Family Education:

Early Childhood Family Education will collaborate with Head Start to provide parent education and hold events for educational purposes, such as literacy nights. ECFE will share information on openings in 3 year old classes for students that are unable to attend Head Start. The Head Start Supervisor will also serve as the District representative on the Head Start Policy Council.

Early Childhood Special Education:

Early Childhood Special Education (ECSE) provides services to students ages 3 to kindergarten entrance who have Individual Education Program plans and are enrolled in Head Start. For children ages Birth to 3rd birthday, ECSE collaborates with Early Head

Start to coordinate home based services. ECSE staff provide inclusive services in Head Start sites located within district boundaries. ECSE and Head Start leaders collaborate on offering professional development, problem solving and coordination of services. An ECSE representative serves on the Head Start Mental Health team to assist with referrals to special education. ECSE staff encourages and supports families in applying for Head Start before the child's 3rd birthday to promote timely transition to an early learning classroom. ECSE students must meet Head Start eligibility criteria to enroll. SPPS provides transportation for ECSE students when Head Start is unable to transport.

Title One/Homeless:

Project REACH staff will refer families to Head Start programs when appropriate. We collaborate and communicate with the Head Start staff to problem solve transportation, enrollment, and scholarship application issues for families experiencing homelessness and housing insecurity.

Student Placement:

Student Placement Center (SPC) staff provide annual language specific school choice presentations to nine groups of parents highlighting the enrollment process and timelines. Additionally, SPC coordinates dissemination of the Head Start EOY kindergarten reports to accepted sites for each student.

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

DATE: August 17, 2021

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

A. PERTINENT FACTS:

1. Request to sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College.
2. This partnership supports students from the following high schools: AGAPE, Como Park, Gateway, Harding, Humboldt, Johnson, and Washington. This agreement provides students the opportunity to earn Saint Paul College credits per semester course. 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 Saint Paul College staff.
3. This has been an ongoing partnership with a similar request approved last year; this will be an annual request.
4. Fees paid to Saint Paul College are at the rate of \$3,000 per concurrent enrollment course. The projected cost for all courses for the 2021-22 school year is \$57,000.00.
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 Saint Paul College for FY22.

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

DATE: August 17, 2021

TOPIC: Memorandum of Understanding between Minnesota Alliance with Youth and Saint Paul Public Schools

A. PERTINENT FACTS:

1. This MOU details the expansion of the partnership between Minnesota Alliance with Youth and SPPS pertaining to AmeriCorps Promise Fellows.
2. AmeriCorps Promise Fellows directly serve youth in schools and community-based organizations to provide integrated youth support that create a positive climate, increase academic engagement, and prevent school dropout/pushout in communities across Minnesota.
3. Promise Fellows will support a small group of up to 15 12th grade students at the following high schools: Central, Como Park, Highland, Humboldt, Johnson and Washington.
4. In collaboration with SPPS staff, Promise Fellows will support 12th grade students with the following:
 - Engagement and school attendance
 - Persistence to graduation
 - Support and encouragement with credit attainment, including credit recovery
5. Total fees paid to Minnesota Alliance with Youth for the 2021-22 school year will not exceed \$54,000. OCCR will also cover additional fees such as Google Voice if needed.
6. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
7. This item is submitted by Darren Ginther, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: Tuesday, August 17, 2021

TOPIC: Request to sign MOU between SPPS and UW Precollege Pipeline Program

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to enter into a partnership with the University of Wisconsin (UW) Precollege Pipeline Program.
2. The Precollege Pipeline Program would primarily serve students in grades 11 and 12 at Open World Learning. Some services would be available to students in grades 9 and 10.
3. The Precollege Pipeline Program coach will provide career and post-secondary educational services for prospective students. The coach will provide comprehensive college information to students regarding programs and admissions processes/requirements at UW System schools, financial aid, campus visits, and other services and make referrals when appropriate.
4. This contract will expire on June 30, 2022.
5. There is no fee to students, families, or SPPS for participation in this program.
6. This collaborative project will meet the District strategic goal of preparing all students for college, career and life.
7. This item is submitted by Darren Ginther, Director of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: August 17, 2021

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

A. PERTINENT FACTS:

1. Social, Emotional, Learning Behavior Intervention (SELBI) provides behavior support to schools by empowering youth and teaching them how to gauge their emotions, express them effectively, and develop positive relationships with peers and staff. SELBI staff work with students on social emotional learning (SEL), implement positive behavioral interventions and supports (PBIS), and participate in restorative circles. In alignment with schools' PBIS structures, staff recognize students and occasionally provide celebrations to encourage them to continue being model students for their peers. During distance learning, the work is off site and requires phone calls, and digital communications with families. SELBI is being much more flexible to with the support for SPPS students and families. SELBI is offering more than just the SEL behavior support, but will also offer supports in the area of academics to ensure students success as much as possible during this pandemic.
2. SPPS and SELBI agree to partner, providing five (5) behavior support staff supporting two (2) SPPS sites for the 2020-21 school year.
3. The two sites are: Washington Technology Magnet School (4) and Humboldt High School (1). The SELBI Behavioral Support staff will enhance and increase early intervention strategies throughout the district. The contract amount is \$265,000.00, to be paid by school budgets.
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Abdirizak Abdi, Principal, Humboldt; Stacie Bonnicksen, Principal, Washington; Andrew Collins, Chief of Schools

B. RECOMMENDATION:

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.

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

DATE: August 17, 2021

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

A. PERTINENT FACTS:

1. SPPS hosts an annual employee giving campaign where SPPS employees can donate to charities in the community. The annual campaign is governed by SPPS Board Policy 422.00 Solicitation of Staff.
2. SPPS and GTCUW agree to partner, providing the platform Philanthropy Cloud as the tool SPPS employees will use to designate their donations.
3. The agreement is for three years, at no cost to the district
4. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Program Evaluation and Resource Allocation
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Cedrick Baker, Chief of Schools.

B. RECOMMENDATION:

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.

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

DATE: August 17, 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 June 1, 2021 through June 30, 2021.

(a) General Account	#737648-738956 #0004128-0004157 #7004099-7004143 #0005797-0005921	\$61,317,026.57
(b) Debt Service	-0-	\$168,534.50
(c) Construction	-0-	<u>\$3,835,301.11</u>
		<u>\$65,320,862.18</u>

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.

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

DATE: August 17, 2021

TOPIC: Active Employee and Early Retiree Health Insurance with HealthPartners

A. PERTINENT FACTS:

1. The District entered into a 1-year contract with HealthPartners effective January 1, 2021, with the option to renew for subsequent years in 1-year increments.
2. The School District provides health insurance coverage through HealthPartners for approximately 1001 active employees and 124 early retirees in the following bargaining groups: AFSCME, ASAP, Bus Drivers, CCEA, Custodians, Machinists, Manual Maintenance Supervisors, Nutrition Services, Principals, PEA, SPSO, Superintendency, and Tri-Council. The District's estimated 2022 total premium cost is approximately \$15,202,000 for active employees and \$1,792,000 for early retirees.
3. The District currently offers active employees and early retirees, who are not yet Medicare eligible, six HealthPartners plan options. The plan offerings and monthly premiums for 2022 are shown below:

Open Access*	Single	Single Plus One	Family
CoPay Plan	\$914.88	\$2,052.92	\$2,380.68
HRA Deductible Plan	\$785.30	\$1,724.16	\$2,009.40
HSA High Deductible Plan	\$669.34	\$1,499.84	\$1,739.02

SmartCare*	Single	Single Plus One	Family
Co-Pay Plan	\$823.84	\$1,848.08	\$2,143.06
HRA Deductible Plan	\$711.86	\$1,558.92	\$1,817.72
HSA High Deductible Plan	\$602.90	\$1,350.36	\$1,565.62

4. All rates include the insurance premium, administrative load for Jellyvision, and consultant compensation.
5. HRA rates include HRA account fee and HRA fund.
6. HSA rates includes HSA account fee.
7. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
8. This agreement supports the District's goal of aligning resource allocation to District priorities.
9. This item is submitted by Patty Norwig, Assistant Director, Total Rewards; Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: August 24, 2021

TOPIC: Increase Adult Meal Prices

A. PERTINENT FACTS:

1. Per the United States Department of Agriculture's FNS Instruction 782-5 Rev 1, breakfasts and lunches served to adults, including staff members, must be priced so that the adult payment is sufficient to cover the overall cost of the meal.
2. Adult meal prices for breakfast and lunch were raised \$0.10 for the 2020-21 school year to \$2.65 and \$4.30 respectively. We propose the following increases in adult meals for the 2021-22 school year:
 - a. Adult breakfast price from \$2.65 to \$2.75, a \$0.10 increase.
 - b. Adult lunch price from \$4.30 to \$4.40, a \$0.10 increase.
3. This action aligns with the District Strategic Plan focus areas of Program Evaluation and Resource Allocation.
4. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: August 12, 2021

TOPIC: Increase to Substitute Teacher Rates

A. PERTINENT FACTS:

1. Saint Paul Public Schools partners with Teachers on Call for its substitute teacher needs. In the last 3-5 years we've experienced an increased need for substitute teachers. A challenge to our recruitment efforts has been the rate of pay. In an effort to be competitive with neighboring districts and districts comparable in size and scope, we are recommending an increase to the rates of our substitute teachers.
2. The last rate increase for substitute teachers was in 2018.
3. The District is recommending the following increases:

Sub Type	Current Rates	Proposed New Rates
Daily Rate	\$130/day	\$155/day
Long-Term Sub	\$150/day	\$200/day
Building/Traveling Sub	\$145/day	\$170/day
Retirees	\$160/day	\$185/day

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 Debbie Hopple, Client Manager, Teachers on Call; Aubrey Kelly, Staffing Manager, Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: August 17, 2021

TOPIC: On-Call Interpreter Pay Rate Increase

A. PERTINENT FACTS:

1. SPPS employs about 150 casual hourly employees to work as on-call oral language interpreters to support families' engagement with their children's schools. These colleagues supplement the language support that is provided by regular SPPS multilingual staff members and the Language Line. On-call interpreters are scheduled by schools and programs for events, meetings, and parent teacher conferences.
2. In order to recruit and retain skilled oral language interpreters, SPPS must pay a competitive hourly wage for their specialized language skills. SPPS current hourly pay rates for on-call oral language interpreters are \$22/hour for more common languages and \$27/hour for rarer languages. Our peer districts pay a higher hourly rate, and use the same rate for all languages.
3. SPPS will increase the hourly rate for all on-call oral language interpreters to \$30 per hour for all languages, effective immediately.
4. In a typical year, on-call interpreters work about 6500 hours districtwide. The increased pay rate is estimated to cost \$50,000 and is budgeted in the Office of Family Engagement and Community Partnerships.
3. This project will meet the District's strategic plan focus area(s) of Positive School and District Culture and Family and Community Engagement
4. This item is submitted by Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Kenyatta McCarty, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION



Board File No.

Date

**ADOPTING A SAINT PAUL PUBLIC SCHOOLS RESOLUTION MANDATING THE
USE OF MASKS IN ALL SAINT PAUL PUBLIC SCHOOL BUILDINGS**

WHEREAS, the COVID-19 infection rate has risen during the summer of 2021 on a national, statewide, and local basis; and

WHEREAS, according to the Minnesota Department of Health, “because children under 12 years of age are not yet eligible to be vaccinated and because children age 12 to 15 are only recently eligible, there is an increased risk of COVID-19 transmission in school settings”; and

WHEREAS, all individuals currently are required to wear masks while in public transportation hubs and on all public transportation (airplanes, public buses, etc.), including school buses (both public and private); and

WHEREAS, the Minnesota Department of Health (MDH), following guidance from the Centers for Disease Control and Prevention (CDC), recommends “universal indoor masking...for all people in a school setting (ages 2 and older), including teachers, staff, students, and visitors to schools, regardless of vaccination status; and

WHEREAS, it is difficult to monitor and enforce mask requirements that are not universal.

BE IT RESOLVED, that the Board of Education, Independent School District No. 625, Saint Paul Public Schools:

1. Mandates and requires universal indoor masking for all people in a school setting (ages 2 and older), including all teachers, staff, students, and visitors, regardless of vaccination status. For purposes of this Resolution:

a. the term “school setting” means all buildings and properties owned or leased by the School District and is not limited to only those places where students are present. It includes all administrative and operational buildings

and sites as well. It also includes all school sponsored activities, regardless of location (i.e., field trips, job sites);

b. “masks” are manufactured or homemade cloth face coverings that, when properly worn, fit snugly and fully cover an individual’s nose and mouth. Scarves, ski masks, and bandannas do not constitute masks for purposes of this Resolution and are not substitutes for wearing a proper mask;

c. For infection prevention and control practices, staff delivering direct student support services (e.g., personal care that could expose staff to a student’s bodily fluids, direct care with ill students and staff, or health care procedures involving respiratory or aerosol-generating procedures) are required to wear both a cloth mask as described above and a medical/surgical grade disposable mask.

2. Consistent with CDC and MDH guidance, this mandate does not apply to:

a. Individuals who cannot wear a mask or cannot safely wear a mask because of a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12101 et seq.;

b. Individuals for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations;

c. Individuals who are actively struggling to breathe, are unconscious, or are unable to remove a mask without help;

d. Individuals in certain situations (e.g., swimming or other activities that will soak or submerge a face covering in water) where masks are unsafe.

3. Consistent with prior directives from the State of Minnesota:

a. Staff may remove masks when working alone, including when alone in an office, classroom, vehicle, cubicle with walls at least face level when social distancing is maintained, or other enclosed work area;

b. Staff, students, and other persons present indoors in a school setting may temporarily remove masks in the following situations:

i. When actively engaged in an athletic game, scrimmage, or competition subject to any rules, regulations, requirements, or guidance issued by the Minnesota State High School League for activities under its administration;

ii. When eating or drinking;

iii. During performances involving singing, acting, public speaking, or playing musical instruments that make wearing a mask difficult or impracticable;

iv. In response to requests to verify an identity for lawful purposes;

v. When communicating with an individual who is deaf or hard of hearing or has a disability, medical condition, or mental health condition that makes communication with that individual while wearing a face covering difficult;

vi. While receiving a service—including nursing, medical, or personal care services—that cannot be performed or would be difficult to perform when the individual receiving the service is wearing a mask.

4. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies and handbooks, and any relevant collective bargaining agreements.

5. The Board of Education will review this resolution as necessary in light of changes to case rates, guidance from the CDC, guidance from the MDH and/or MDE, and any other applicable authorities and, minimally, prior to the start of each academic quarter (November 13, January 31, April 11).

6. This Resolution becomes effective as of 8:00am, Wednesday, August 18, 2021.

Adopted_____

CHAIR Board of Education

CLERK Board of Education

Chair _____
Vice Chair _____
Clerk _____
Treasurer _____
Director _____
Director _____
Director _____



New Policy: Policy 619.00 Student Fundraising

3rd Reading

Cedrick Baker, Chief of Staff

August 17, 2021

619.00: Student Fundraising

We are proposing to create a new policy around student fundraising.

Why are we proposing this policy?

- To establish parameters for student fundraisers sponsored by the School District, a school, school staff, or student activity groups.
- Currently, we only have a policy around charitable giving and campaigning, but no policy that addresses fundraising for students at the building level.¹¹²
- Because of no policy, we have had issues on oversight, inconsistencies across buildings, compliance issues on how funds are handled.
- We have to account for every dollar raised.

This policy would allow us to put in checks and balances for fundraising at the school building level.

619.00: Student Fundraising

Policy is broken down into eight sections:

- I. Purpose
- II. General Statement of Policy
 - Key takeaway from this section: Student fundraising activities must: be compatible with the best interests of students, staff, and community; not detract from curricular activities; and, comply with all federal and state laws governing the holding and use of funds raised.
- I. Definitions
- II. General Requirements for General All Fundraising
 - Key takeaways from this section:
 - The Sponsor is responsible for obtaining permission from the Principal or Site Administrator, instructing students regarding fundraising activity conduct, and reporting the results of the activity to the Principal or Site Administrator.
 - All Student fundraising must be for the benefit of a school-sponsored activity. Student fundraising may not inure to the benefit of an identifiable student or employee.
 - No student will be denied the opportunity to participate fully in any school sponsored activity because the student or the student's family did not participate in student fundraising.

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619.00: Student Fundraising

Sections continued...

V. Fundraising for Curricular Activities

- Key takeaway from this section: No fundraising activities may commence prior to approval by principal, site administrator and/or assistant superintendent

VI. Fundraising for Co-Curricular and Extracurricular Activities

- Key takeaway from this section: No fundraising activities may commence prior to approval by principal or site administrator

VII. Exceptions

- Exceptions can be applied to school stores, charitable giving campaigns and concessions

VII. Responsibility

- Policy applies to all employees and students of the district
- Principals/Site administrators are to inform/report all fundraising activities to Assistant Superintendents; Assistant Superintendents are to inform Superintendent; Superintendent is to inform the Board

619.00: Student Fundraising

See proposed policy [here](#).

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Vote to Approve Policy 619.00 Student Fundraising

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Saint Paul
PUBLIC SCHOOLS

1st 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

August 17, 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)
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

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610.00 Field Trips

See [here](#) for current policy.

See [here](#) for proposed policy.

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**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Policy 619.00 Student Fundraising

Proposed Policy Revision:

First Reading June 22, 2021

Second Reading July 20, 2021

Third Reading August 17, 2021

COMMENTS:

619.00 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to establish the parameters for student fundraisers sponsored by the School District, a school, school staff, or student activity groups. This policy does not apply to non-school organizations that may choose to fundraise for the District, specific schools, programs, or activities.

II. GENERAL STATEMENT OF POLICY

The Board of Education recognizes that generating additional revenue in support of School District programs is often necessary and can enhance educational services for students. The Board of Education also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the public. Student fundraising activities must: be compatible with the best interests of students, staff, and community; not detract from curricular activities; and, comply with all federal and state laws governing the holding and use of funds raised.

III. DEFINITIONS

- A. "Curricular activities" are activities conducted by a school, school department, or class directly relating to the educational instruction, curriculum, and courses of study as prescribed by the Board of Education.
- B. "Co-curricular activities" are activities sponsored and directed by the school district and approved by the school district designed to provide opportunities for students to participate, on an individual or group basis, in school and public events for the improvement of skills.
- C. "Extra-curricular activities" are direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member. The board has charge of and control over all extracurricular activities.
- D. "Non-school organization" means any organization that is not under the management or control of the school. Such organizations include, but are not limited to, Parent Teacher Organizations (PTOs) and Booster Clubs.
- E. "Approved fund raising activity" shall mean a fund raising activity that is supervised by a Sponsor and approved by the appropriate school Principal or Site Administrator. It includes approved fund raising to support curricular, co-curricular, and extra-curricular activities. It does not include fund raising activities by parent groups, booster clubs, non-sanctioned student interest groups or activities, or other third parties.
- F. "Sponsor" shall mean the following person(s):

- a. The principal or site administrator for all-school curricular activities;
- b. The teacher or identified member of a team of teachers for classroom curricular activities;
- c. The coach or faculty advisor for the extra-curricular activity, co-curricular activity; and/or an adult person approved for this purpose by the Principal or site administrator for activities that lack a permanent coach or faculty advisor.

IV. GENERAL REQUIREMENTS FOR ALL FUNDRAISING

- A. All Sponsors, including teachers, student activity advisors, and coaches are responsible for following the appropriate financial accounting requirements for funds raised through curricular, co-curricular, and/or extra-curricular fundraising activities. The Sponsor is responsible for obtaining permission from the Principal or Site Administrator, instructing students regarding fundraising activity conduct, and reporting the results of the activity to the Principal or Site Administrator. The Sponsor is also responsible for informing the School District Business Office of the fundraising activity.
- B. The Superintendent may provide coordination of fundraising activities throughout the school district as deemed appropriate for the orderly operation of schools and meeting district academic guidelines.
- C. All Student fundraising must be for the benefit of a school-sponsored activity. Student fundraising may not inure to the benefit of an identifiable student or employee.
- D. Contracts for fundraising purposes must be executed by the Board of Education or under delegation of authority from the Board of Education.
- E. Participation in fundraising activities must be voluntary.
- F. No student will be denied the opportunity to participate fully in any school sponsored activity because the student or the student's family did not participate in student fundraising.
- G. Fundraising activities should primarily be done outside of school hours.
- H. Door-to-door fundraising activities shall be of a limited nature.
- I. Any fundraising activities permitted during the school day should be limited in number and must not be in conflict with federal or state regulations.
- J. Fundraising activities must be conducted in a manner that will not result in embarrassment or harassment of individual students, employees, the school or the District.
- K. All students participating in approved fundraising activities are expected to represent the School District, their school, and their community in a responsible manner. All district policies regarding student conduct and student discipline apply to fundraising activities.

- L. All employees who plan, supervise, coordinate, or participate in approved fundraising activities are expected to act in the best interests of the students and to represent the School District, school, and the community in a responsible manner.
- M. Participation in non-approved fundraising activities shall be considered a violation of district policy.

V. FUNDRAISING FOR CURRICULAR ACTIVITIES

- A. All-school fundraising for curricular activities must be sponsored by the School Principal or Site Administrator and approved by the appropriate Assistant Superintendent prior to commencement.
- B. Fundraising for curricular activities that do not involve the entire school shall be proposed to the Principal or Site Administrator by the teacher or teachers whose classes, student activity, or group will participate. The Principal or Site Administrator may approve or deny the proposal based on the following factors:
 - a. The scope of the fundraising project; including length of time, items sold, or method of solicitation;
 - b. The number of fundraising activities entered into by classes, groups or others that affect the school and its students during the school year; an
 - c. The appropriate nature of the fundraising activity given the age and understanding of the students involved.
- C. No fundraising activities may commence prior to approval.
- D. The sale or advertising of merchandise in the school buildings or upon the school grounds or as a school project for money-raising purposes may be limited by the Principal or Site Administrator as to number and time of year.

VI. FUNDRAISING FOR CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

- A. Student groups may raise funds to support co-curricular and extra-curricular activities. These activities and projects should never be in conflict with the instructional program.
- B. Fundraising for co-curricular and/or extra-curricular activities must be requested by the coach, faculty advisor, or adult supervisor for the activity and forwarded to the Principal or Site Administrator.
- C. The Principal or Site Administrator shall approve or deny the proposal of any student group whether co-curricular or extra-curricular, including athletics, for any fundraising activity taking place on school grounds or in the school name using the same factors as for curricular fundraising.
- D. No fundraising activities may commence prior to approval.

VII. EXCEPTIONS

- A. School stores. Schools may operate school stores that offer for sale to students or employees simple school supplies and items emblematic of the school under the permission and supervision of the Principal or Site Administrator. Such stores shall not be considered a fundraising project under this Policy.
- B. Charitable Giving Campaigns. Principals may authorize charitable giving campaigns that solicit contributions from students in response to natural disasters or other charitable purposes so long as the campaign does not inure to the benefit of an identifiable student or employee. It is preferred that such charitable giving campaigns concentrate on non-monetary contributions, such as food, used or new toys and clothing. Monetary contributions should be limited to small-value coin collection. Prior parent notification is required for any charitable solicitation from students. Participation must be completely voluntary and not tied to any extrinsic reward system.
- C. Concessions. Concession sales connected to a student activity or student performance may be conducted with the permission and under the supervision of the Principal or Site Administrator.

VIII. RESPONSIBILITY

- A. This policy applies to all employees and students of the district.
- B. The Superintendent or designee may promulgate procedures for the implementation of this policy.
- C. The Principal or Site Administrator shall review fundraising requests with the Assistant Superintendent for input on the number of fundraisers to be conducted throughout the school year.
- D. The Principal or Site Administrator is responsible for reporting to the appropriate Assistant Superintendent of all fundraising activities approved on an annual basis, or as directed by the appropriate Assistant Superintendent.
- E. Assistant Superintendents are responsible to report to the Superintendent on fundraising activities conducted in the schools under their supervision.
- F. The Superintendent shall make fundraising information available to the Board of Education upon request of the Board.

LEGAL REFERENCES:

Minn.Stat. § 123B.34 to § 123B.36 (Minnesota Public School Fee Law)
Minn.Stat. § 123B.49 (Extracurricular Activities; Insurance)

CROSS REFERENCES:

SPPS Policy 422.00 (Solicitation of Staff)

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Policy 610.00 Field Trips

Proposed Policy Revision:

First Reading

August 17, 2021

Second Reading

Third Reading

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

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)

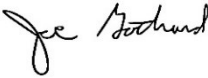
Cross References: 414.00 Tobacco-Free Environment
415.00 Discrimination, Harassment, Violence, and Retaliation Policy
501.00 Hazing Prohibition
504.00 Drug-Free Schools
505.00 Bullying Prohibition
506.00 Student Discipline
506.02 Student Discipline: Expulsion & Exclusion
506.03 Student Discipline: Suspension
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



Date: June 11, 2021

To: American Indian Parent Committee Members

From: Joe Gothard, Superintendent 

Subject: Saint Paul Public Schools Administrative Response to the American Indian Parent Committee 2021 Title VI Resolutions

Thank you for providing the 2021 American Indian Parent Committee, Title VI Resolution on April 22, 2021. Below is the response from my administration concerning the items presented. I look forward to sharing these responses in greater detail with each of you on Wednesday, June 16, 2021.

- 1. A recruitment/orientation meeting for any parent of American Indian Students on Title VI or American Indian Education Act "AIPAC" committee groups. This event will go over parent roles and responsibilities and also be a recruitment tool. This event will occur annually and in the early part of the year before spring elections.**

Saint Paul Public Schools values and understands the importance that parent input has in the operations of our schools and programs. We support the Parent Committee's request to host a recruitment/orientation meeting. The Indian Education Program and the Office of Family Engagement and Community Partnerships will be responsible for organizing this meeting on an annual basis before the Title VI Spring elections.

This work will be supported by the Director of Family Engagement and Community Partnerships, Heather Kilgore, and the Supervisor for Indian Education Programs, John Bobolink.

- 2. In April, the parent committee and Indian Education staff will meet and plan and decide together the services for the upcoming school year using student data, parent and student surveys and other facts that pertain to the American Indian student. To be done annually.**

Saint Paul Public Schools welcomes and appreciates the input of the Title VI Parent Committee in the creation of the Title VI Program Plan. We support the Parent Committee's request to meet with Indian Education staff to plan and decide Indian Education services for the upcoming school year. Staff with the Indian Education Program will be responsible for scheduling this meeting on an annual basis.

This work will be supported by the Family Engagement and Community Partnerships Cultural Specialist, Dominic GoodBuffalo, and Chief Academic Officer, Kate Wilcox-Harris.

- 3. Dakota and Ojibwe classes are offered virtually District wide for high school students and receive credit.**

Saint Paul Public Schools recognizes the vital importance of revitalizing Native American languages. We are proud of the PreK-12 Native language track in Ojibwe and Dakota that we have developed and are urgently offering our students. We also recognize the valuable opportunity to increase student access district-wide by providing our Native language courses in a virtual learning format. The district will offer at least one Native Language as a supplemental on-line asynchronous secondary courses for the 2021-2022 school year. Our goal is to offer both Ojibwe and Dakota next school year. We will accomplish this by utilizing the existing language coursework and language instructors on staff in Saint Paul Public Schools. Indian Education Program staff will collaborate with the Office of Teaching & Learning's Indigenous & World Languages Department, the Office of Digital and Alternative Education, and the Office of College and Career Readiness to build this course, recruit students and ensure students are enrolled in this course over the summer of 2021. We will also incorporate on-line Dakota language learning into the newly awarded three-year Federal Native American Language (NAL) grant, and continue seeking out and securing grant funding to supplement and further support our district's Native American Language efforts.

This work will be supported by Innovation Specialist, John Iverson and Director Office of Digital and Alternative Education, Adam Kunz.

- 4. An audit of Indian Education supplemental services provided District wide. Using measurable data: attendance, grades in English, math, science and social studies, graduation requirements, MCA scores, and ACT scores.**

Saint Paul Public Schools recognizes the importance of evaluation. We support the Parent Committee's request for an audit of the Indian Education supplemental services. The Office of Research, Evaluation, and Assessment will provide measurable data requested by the Parent Committee as well as any additional data needed. The Indian Education Program will contract with Sigma Associates Incorporated, an external evaluator, to provide an audit and outcome data to determine successful and unsuccessful Indian Education Supplemental services. We look forward to meeting with the Parent Committee to define specific measures of success for our Indian Education supplemental services.

This work will be supported by the Director of Research, Evaluation and Assessment, Stacey Akyea and the Supervisor for Indian Education Programs, John Bobolink.

- 5. A portion of Title VI funding, \$25,000, be used for student requests to meet their unique individual educational needs. Including Community Education.**

Saint Paul Public Schools recognizes that American Indian students have unique, individualized educational needs. We also understand the Federal Title VI funding exists to address those unique individual educational needs. In consultation with the Federal Office of Indian Education, we have been advised that Title VI federal funding may not be utilized for individual student requests. Despite this, the district provides cultural offerings and programming utilizing funding outside of Title VI. SPPS Community Education offers a wide range of cultural offerings and programs after school, and throughout the summer. Focus areas include; Enrichment, health & wellness, academics, college and career exploration and weekly activity kits this year during the pandemic. Programs like Flipside and Freedom School are free for all students to register and participate. Community Education also offers camps and other programs throughout the school year and summer based on student's interests and needs. With additional resources, Community Education will seek to provide scholarships for students to existing programming, build out summer programming to serve indigenous youth in culturally affirming classes and continue to work with Indian Education Programs to staff and support the programming.

This work will be supported by the Chief Academic Officer, Kate Wilcox-Harris and the Director of Community Education, Tony Walker.

- 6. Parents serving on the parent committee receive a yearly incentive.**

Saint Paul Public Schools has multiple Parent Advisory Committees representing multiple groups and stakeholders. Each of these Parent Groups are composed of members serving on a volunteer basis. We greatly appreciate the service the members of the Title VI Parent Committee provides to our district and our students, but we are unable to provide a yearly incentive for servicing on the Title VI parent Committee as this would create an inequity among all of the district Advisory Committees. We would invite the Title VI Parent Committee to consider a revision of the Title VI By-Laws.

This work will be supported by the Director of Family Engagement, Heather Kilgore, and the Family Engagement and Community Partnerships Cultural Specialist, Dominic GoodBuffalo.

- 7. 11th and 12th graders are identified each school year and a “credit check” is done with them and parents. If behind, a plan is put in place at that time to catch them up.**

Saint Paul Public Schools continues to implement enhanced methods to support students and families in understanding students’ “on-track” for graduation status. OCCR will work

with school counselors to ensure there is communication and meetings where families, students and counselors review “credit checks” and graduation plans. This will start in 9th grade; we understand the need to support students early on not just with credit recovery but to pass courses the first time so credit recovery is not needed. In particular, there will be additional, ongoing communication with students, families and counselors when a student is off-track. These conversations go a step further to plan beyond HS, supporting the student on their journey to post-secondary education and into their future careers.

This work will be supported by the Director for College and Career Partnerships, Darren Ginther.

- 8. 10th, 11th, and 12th grade students are provided with ACT prep courses and support.**

Saint Paul Public Schools currently develops ACT preparation opportunities for students. OCCR works with Indian Education staff as well as all counselors to provide students with ACT preparation courses in grade 11. These courses are offered through, The Princeton Review, as well as the Alpha Phi Alpha fraternity. Additionally, virtual ACT support is provided in grades 9, 10, 11 and 12 through Xello's ACT Prep tool. Xello is our new College and Career Readiness tool that supports students with their college and career goals throughout their high school years.

This work will be supported by the Director for College and Career Partnerships, Darren Ginther.

- 9. We support the name change of Ramsey Middle School.**

Saint Paul Public Schools appreciates the support of the Title VI Parent Committee as we proceed through the action steps necessary to change a school's name. We also welcome any suggestions for a new name from the Title VI Parent Committee. Please see the following updates on the Ramsey School website regarding the name change.

This work will be supported by the Chief of Staff, Cedrick Baker and Family Engagement and Community Partnerships Cultural Specialist, Dominic GoodBuffalo.

- 10. The District takes an active effort in the Social Studies Standards now being considered this school year, American Indian history and contributions.**

Saint Paul Public Schools is actively involved in the review underway by the state to incorporate American Indian history and their contributions into the social studies standards. This includes participation of three committee members from the Minnesota Tribal Nations, and staff from the SPPS Social Studies Department. SPPS PreK-12 Social Studies staff have ensured that American Indian history is incorporated in all American

history courses including the creation of a K-5 Elementary Social Studies Repository and specific lessons for all grades through high quality children's literature. For example, in Grade 2, Dakota and Ojibwe culture and history are incorporated and the text Bowwow Powwow and associated lessons are used. Additionally, North America Studies in Grade 4 includes lessons on sovereignty and Minnesota tribal nations. In Grade 5 the Early Americas History is included as well as instruction on Bdote. In Grade 6, Minnesota Studies, the U.S. Dakota War is a unit of study and the Mni Sota Makoce curriculum from Dakota Wicohan is embedded throughout the course. Finally, American Indian history is included throughout the American Studies course in Grade 7, and in our high school courses, it is included in United States History. Specific efforts are also underway to embed the heritage and history month standards and objectives within the school day. We are pleased to report that the Lead Teacher with Indian Education Programs has agreed to participate in the advisory group.

This work will be supported by the Supervisor of Social Studies, Rebecca Beil and the Supervisor of Indian Education Programs, John Bobolink.

Copy: Board of Education

American Indian Resolution Presentation for August 17, 2021 BOE meeting

The Title VI American Indian Parent Committee will present their vote of non-concurrent into official Board of Education meeting minutes as a requirement of the State Department of Education.

The 20-21 Annual Resolution was presented to attending SPPS Board of Education members during a Title VI American Indian Parent Committee meeting on April 22, 2021.

The American Indian Parent Committee met again and voted non-concurrent on April 26, 2021.

SPPS Board members representatives and SPPS Leadership met again with the Title VI American Indian Parent Committee to provide the district's Administrative Response on June 16, 2021.

The announcement of the Title VI American Indian Parent Committee vote of non-concurrent into official SPPS BOE minutes on August 17, 2021 will fulfill all state requirements regarding the Indian Education Annual Resolution and Compliance. This process and compliance is required of school districts for the continuation of the State American Indian Education Program funding.

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



Board File No.

Date

**RESOLUTION AUTHORIZING ON-LINE LEARNING SCHOOL
FOR GRADES K THROUGH 12**

WHEREAS, the mission of Saint Paul Public Schools (SPPS) is to inspire students to think critically, pursue their dreams, and change the world; and

WHEREAS, Saint Paul Public Schools Board of Education adopted the District strategic plan, SPPS Achieves, which sets goals for student achievement, guides decision-making and focuses efforts on long-term outcome; and

WHEREAS, the Saint Paul Public Schools wishes to offer a variety of educational program options to meet the many and varied learning needs of its students; and

WHEREAS, pursuant to the State of Minnesota's Online Learning Options Act, Minnesota Statute § 124D.095, Saint Paul Public Schools submitted an application for and was approved by the Minnesota Department of Education to provide online learning courses as an "online learning provider"; and

WHEREAS, the Board of Education passed a resolution on January 25, 2021 authorizing the establishment of an on-line high school beginning with the 2021-2022 school year for students in grades 9 through 11, and grades 9 through 12 in 2022-2023 as well as supplemental program for students in Kindergarten through grade 12; and

WHEREAS, the interest in and demand for on-line learning options has increased and the Board of Education wishes to expand the range of on-line options available to its students.

BE IT RESOLVED, that the Board of Education amends its January 25, 2021 Resolution and authorizes the establishment of a full time on-line school for students in grades K through 12 beginning with the 2021-2022 school year.

Adopted_____

CHAIR Board of Education

CLERK Board of Education

Chair _____
Vice Chair _____
Clerk _____
Treasurer _____
Director _____
Director _____
Director _____

BOARD OF EDUCATION | 2019-2021 MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm

2019-2020SY		
SEPT	9/10/2019	9/17/2019
OCT	10/15/2019	10/22/2019
NOV	11/12/2019	11/19/2019
DEC	12/3/2019	12/17/2019
JAN	1/7/2020 4:30 pm	1/7/2020 6:45 pm Annual Meeting
		1/21/2020
FEB	2/11/2020	2/18/2020
MAR	~~3/10/2020~~ 3/17/2020	3/24/2020
APR	4/7/2020	4/14/2020
MAY	5/5/2020	5/19/2020
JUNE	6/9/2020	6/9/2020 Special Non-Renewals 4:00 pm
		6/23/2020
JULY		7/21/2020
AUG	Wed. 8/5/2020 Wed. – National Night Out	8/18/2020

2020-2021SY		
SEPT	9/8/2020	9/22/2020

OCT	10/6/2020	10/20/2020
NOV	11/10/2020	11/17/2020

DEC	12/8/2020	12/15/2020
JAN	1/5/2021 4:30 pm	1/5/2021 6:05 pm Annual Meeting
		1/19/2021
FEB	2/9/2021	2/23/2021
MAR	3/9/2021	3/23/2021
APR	4/6/2021	4/20/2021
MAY	5/4/2021	5/18/2021
JUNE	~~6/8/2021~~ 6/15/2021	~~6/8/2021 Special Non-Renewals 4:00 pm~~ 6/15/2021 Special Non-Renewals 4:00 pm
		6/22/2021
JULY		7/20/2021
AUG	8/10/2021	~~8/24/2021~~ 8/17/2021

2021-2022SY

SEPT	~~9/7/2021~~ 9/14/2021	9/21/2021
OCT	10/5/2021	10/19/2021
NOV	11/9/2021	11/16/2021
DEC	12/7/2021	12/14/2021
JAN	1/4/2022	1/4/2022 6:05pm Annual Meeting 1/18/2022

FEB	2/8/2022	2/22/2022
MARCH	3/8/2022	3/22/2022
APRIL	4/5/2022	4/19/2022
MAY	5/10/2022	5/24/2022
JUNE	6/7/2022	6/7/2022 4:00pm Non-Renewals 6/21/2022
JULY	-----	7/19/2022
AUG	Wed. 8/10/2022	8/23/2022