



Saint Paul Public Schools

Regular Meeting

Tuesday, July 21, 2020 6:05 PM

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625**

BOARD OF EDUCATION



Marny Xiong
Chair



Jeanelle Foster
Vice Chair



Zuki Ellis
Clerk



John Brodrick
Treasurer



Chauntyll Allen
Director



Jessica Kopp
Director



Steve Marchese
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Jeanelle Foster, Vice Chair

Mission of Saint Paul Public Schools

Inspire students to think critically, pursue their dreams and change the world.

Guiding Values

Achievement | Communication | Continuous Improvement

Collaboration | Accountability | Inclusive Culture

SPPS Achieves

Each student. One community. Endless Opportunities.

Strategic Focus Areas

Positive School and District Culture | Effective and Culturally Relevant Instruction

Program Evaluation and Resource Allocation | College and Career Paths

Family and Community Engagement

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Available via Live Stream on www.spps.org/boe or on Saint Paul Cable Channel 16

July 21, 2020
6:05 PM

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

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

XIII. ADJOURNMENT

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

DATE: July 21, 2020

TOPIC: Acknowledgement of Appreciation of Community Partners

A. PERTINENT FACTS:

1. We would like to acknowledge and highlight the many district partners who went “above and beyond” during our 2019-20 shift to distance learning due to the COVID-19 pandemic. Our partners provided invaluable services to SPPS students, staff and families in the areas of mental and physical health services, distance learning, gifts, grants and other donations, and summer programming. We would like to extend our gratitude and appreciation to our valued partners.
2. This item is submitted by Cedrick Baker, Chief of Staff, Heather Kilgore, Director, Family Engagement and Community Partnerships.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes district partners for their generous contributions, thoughtful support, and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

June 23, 2020
6:05 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:12 p.m. by Jeanelle Foster, Vice Chair.

II. ROLL CALL

Board of Education: J. Foster, J. Brodrick, C. Allen, J. Kopp, S. Marchese, Z. Ellis

SEAB: K. Ali

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; Dave Watkins, Chief of Schools; Jackie Turner, Chief Operations Officer, Kate Wilcox-Harris, Chief Academic Officer; Stacey Gray Akyea, Director, Office of Research, Evaluation and Assessment; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

III. RECOGNITIONS

BF 32100 Acknowledgement of Good Work by Students

The following Central Senior High School students have been selected through a competitive audition to the 2020-2021 All-State Music Ensembles:

MIXED CHOIR

Bridget Lee, Alto I

Akshay Nambudiripad, Tenor II

SOPRANO-ALTO CHOIR

Lydia Bearss, Alto I

TENOR-BASS CHOIR

Riley Eddins, Bass I

ORCHESTRA

Margaret Durant, Violin

Aaron Harrelson, Violin

Lillian Vargo, Violin

Caden Horan-Kimsal, Cello

CONCERT BAND

Kristian Stordalen, Trumpet

Three Central students were also named alternates:

JAZZ BAND - ALTERNATES

Jonathan Cordano, Trombone

Erik McCready, Drum Set

CHOIR - ALTERNATE

Kevin Kereakos-Fairbanks, Tenor II

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items E2 - 2020-21 Rights & Responsibilities Student Handbook Revisions, E4 - Designation of an Identified Official with Authority for Education Identity Access Management, E12 - Facilities Department FY20 Purchases Over \$175,000, and F1 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation pulled for separate consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of May 19, 2020
- B. Minutes of the Special Meeting of the Board of Education of June 16, 2020
- C. Minutes of the Special (Closed) Meeting of the Board of Education of June 17, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of May 19, 2020; Minutes of the Special Meeting of the Board of Education of June 16, 2020; and the Minutes of the Special (Closed) Meeting of the Board of Education of June 17, 2020. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of June 16, 2020

At the Committee of the Board Meeting on June 16th, Superintendent Gothard began with a tribute to Marny Xiong. He read the statement provided by the Xiong Family, and asked for a moment of silence in remembrance. Board members then shared their thoughts, and included Marny's leadership and the loss of her leadership to not only the school district, but also the community, the city, the county, and the country; her positive energy in this work as "the powerhouse" of the Board; admiration of Marny's leadership skills and navigation of change; Marny's passion for education and structure for change including processes and continuing the seeds of change that were planted; connection and trust that board members felt with Marny and their pride in working with her; as well as Marny's role in representation of our students on the school board, her voice for social and racial justice, and gender inclusion, and Marny's role as visionary, planner and change-maker. She leaves a great legacy to continue. SEAB members also shared their statement in remembrance of Marny Xiong and noted her positivity and active efforts of inclusion of student voice in the district.

Superintendent Gothard then provided a few updates, including the final weeks of school, including virtual graduations. He thanked staff for their dedicated work to ensure the virtual graduation ceremonies were personalized, and the work to ensure students received their caps, gowns, signage, and materials to celebrate their graduations. He noted the use of iPads throughout the year, and through Summer Connect. He then shared more details of the SPPS ReOpen Task Force and their work to plan for the next school year, including upcoming guidance from the Minnesota Department of Education. Questions from board members involved the plan for flu season in the upcoming school year and ways to navigate within the scenarios of re-opening SPPS, a window of time to let families know about decisions in re-opening schools, district health experts providing guidance during this time, lessons learned from the first implementation of Distance Learning to improve upon future Distance Learning opportunities, student voice in the task force, and anticipated thoughts around the expected guidance from MDE and the

Governor. Behavior changes for the short-term and long-term future were also noted in the reopening plan, and those scenarios are being discussed.

SEAB Members then provided an update on their work, and are hoping to rebound in their work for the upcoming year by strengthening the collaboration with board members. They have also been working tirelessly to help the community impacted by the pandemic and recent protests. Board members expressed their thankfulness of the work of SEAB and their tireless efforts, and look forward to continuing to look at ways to work together, and their leadership in the community as they continue to lead the charge in Marny Xiong's legacy that everyone can be a leader in their community.

Superintendent Gothard then led the Board through discussion on the murder of George Floyd and recent events. He noted the calls, emails and communication on this topic, and inviting others to share space and time to express their thoughts and feelings. He noted the role of education during this time of much-needed change in America. Community and schools are connected and one big web, and we need to coordinate in a way that helps manifest respect and justice for all. We need to believe in all our students, and begin with the assets we recognize, and for our students about who they want to become, and guide that identity. The space was then opened for board members to share their thoughts and feelings, and work in the community during this time. Board members shared their thoughts on the role of the Board of Education to lead changes in education, changes and emotions of the community and country, learning about racism and seeing and experiencing it, anti-racism and anti-bias, community healing and connections for change, and courageous conversations on anti-racism and anti-bias, that Black Lives Matter, and the importance of the success of our children in our community. SEAB Members also shared their experiences with police and racism.

Next, the Board learned more about the Financial Projection Report for the period ending April 30, 2020. Board members' questions centered on the revisions for the upcoming budget, and impact of enrollment in both revenue and expenditures, as well as the impact on funding as a result of the COVID environment, and information on state and federal funding due to COVID. The Board then approved the recommended motion to accept the financial projection report for the period ending April 30, 2020.

The next presentation was the Fiscal Year 2021 Budget Update, including the process, funding comparisons, strategic plan instructional priorities, prioritization of investments, General Fund budget categories, proposed expenditures, budget recommendations, timelines, staffing impacts, and engagement format. This presentation sparked questions from the Board including the budget and investments around PBIS and social-emotional learning, Title 4 funds, the impact on the budget for the plans for the upcoming school year and adaptation, flexibility in resources and programming, more information on the link or choices for proposals to the strategic plan and priority based budget, process for new leaders to the school community, engagement with families and timing including the budget tool kit, and re-thinking the budget process as a year-long engagement session to build upon and provide best practices for families to see where items fit together.

Staff then presented updates to the School Year 2020-21 Rights and Responsibilities Handbook, including committee members, changes made to the handbook and reasons for those changes, and next steps. Questions from the Board centered on the definition and use of "gang activity" as noted in the changes and handbook, predictability and safety for students, more information on the process and data for the changes, clarity on the impact of changes, student notification of changes, details on violations, anti-bias and anti-racism in our policies and procedures, and role of the entire school staff and community in students code of conduct and future work around this topic.

Superintendent Gothard then introduced a discussion around School Resource Officers in SPPS. He noted the many calls, emails, and communications from our students, alumni, parents, families, local community members, and greater community members, as well as from our principals and staff. He shared details on the current structure of the Office of Security and Emergency Management, which includes the current seven SROs, the current contract, and vision and supports of the SEM office to meet the relational and engagement needs with students in a holistic way. He then opened the discussion to board members to share their direction to both him and the team. Board members shared a historical viewpoint of the SRO program in the past five years, the understanding of the role of SROs in our schools, personal beliefs about law enforcement, experience in spending time in schools with our SROs, uniform changes, relationship between the SROs and other officers, and supports from our SROs with our students out in the community. It was noted that this conversation is not about our SROs as individuals, but the policing organization and institution as whole to which they belong. Board members also noted the role of SROs as peace officers in our schools and their mentorship and meaningful relationships with students, as well as the partnership between SPPD and SPPS to ensure that we are coordinating in ways for our schools to be safe. Other board members noted the cost of the contract and other ways that the funds could be spent to ensure safety in our schools, the trauma that accompanies police officer presence in our schools and their effects on learning, mentors in the community who can also provide safety for students, and confusion our students may experience in seeing SROs in school, versus seeing police officers in the community. The need for community engagement in this process was also noted, and the need for a plan moving forward in order to be ready for the decisions and choices that are made. Board members also noted the overarching topic of school culture and climate that we want to have to support our students, the data requested, expectations of the role, and designing a system to create a culture that we believe is in alignment with our values, and if we have the pieces in place so far to do that. Another board member raised the question about the equity in the perceptions of our students regarding SROs, and the disparities of dismissal and discipline of Black and Brown students and students receiving special education. The role of the Board in this decision was raised, as well as the need for teachers of color for students to see their teachers reflected in their lives. SEAB members also shared their experiences, questions on research and training, and their beliefs and stance on SROs in our schools. The Board requested more information on the next steps, including the discussion at the June 23, 2020 Regular Meeting, and direction for the Superintendent and his team.

Board members also approved the recommended motion to postpone the discussion around Ethnic Studies, previously scheduled for the Committee of the Board, to be moved to the June 23, 2020 Regular Meeting due to time.

MOTION: Director Foster moved the Board to accept the report on the June 16, 2020 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

VII. SUPERINTENDENT'S REPORT

A. School Resource Officers in SPPS

Superintendent Gothard then began with a discussion that followed the previous discussion at the Committee of the Board Meeting. He illustrated to those about the current structure - there are 7 SROs at 7 high schools of Central, Como Park, Harding, Highland Park, Humboldt, Johnson, and Washington Tech, as well as offering support for transportation. It is a long-time contract with the Saint Paul Police Department (SPPD), and previously had been 9 SROs which then moved to 7. He went on to note that the current contract is up at the end of June 2020, and previously stated that the negotiations would begin in August for a contract for the next school year. Over the last month, there has been great change in districts in Minnesota and across the country that have voted to remove police officers from schools, including Winona and Minneapolis. He went on to state that this is discussion to direct the Administration team and direction from the Board about the next steps. He noted the 1000 emails, and while they do not reflect every individual or group, many stated their wish to remove SROs from SPPS. He shared the emails in support of SROs as well - including from principals as individuals, as well as the Principal bargaining group, and high school teachers. Members of the community also spoke up in support of SROs and see their value and role in our direction of a safe school environment. He noted his experience with 27 years in education, and his relationship with SROs both in previous districts and SPPS. He shared information about the Security and Emergency Management Office, under the Chief of Operations, and their great job of being responsive, and liaison to the Board and responding to incidents that call the contract to question. He noted the challenging times as well, and the response to ensure this relationship is positive for the students, staff, community, and that the Board feels comfortable allocating taxpayer dollars towards it. It's also important to note that while 7 of the schools did have SROs, there are 60 that do not. There are many things in the system that are challenges and issues that are not due to or based on these 7 individuals. He is not naive to the serious challenges as a country and community with policing, and historical policing. If this contract is severed or not, the police will continue to be an organization that we need to interact, whether or not there is a formal agreement. Oversight and how to interact with law enforcement in schools is an important conversation to have, and Ms. Olson and her team do a great job, but there also needs to be greater stakeholder input as seen as reflective of the entire community, which is our commitment in this process.

Director Brodrick as noted in minutes of the Committee of the Board that we discussed at very great length this item. He was impressed by the respect and sincerity which was displayed by all as board members on this very important and controversial issue. He noted that everyone on the Board knows about his belief in support of the SRO program. He then went on to make the following motion:

MOTION: Director Brodrick moved that the District negotiates with the Saint Paul Police Department for a new SRO contract, and that the Board directs the Superintendent to enter into negotiations following current contract language.

The motion was not seconded, and therefore, the motion failed.

Director Brodrick noted that he is very disappointed that no one on this Board decided to give a second so that his motion could be discussed.

Director Marchese then introduced the following motion for consideration:

MOTION: Director Marchese moved that the Board directs the Superintendent as follows:

- a. Cease negotiations with SPPD for SRO services for FY 2021 and end formal contract arrangements as of 6/30/20;**
- b. Develop an interim safety plan without SRO services to be discussed at the August 2020 BOE meeting.**
- c. Create a District-Wide School Climate and Safety Implementation Committee to oversee the district's future safety and climate initiatives in light of this decision and guide the district's efforts at eliminating disciplinary disparities. The Implementation Committee will report to the Board at the December 2020 Board meeting and provide any recommendations for either Board or administrative action, in areas including, but not limited to, staffing, addressing disciplinary disparities, and policies for engaging law enforcement. The Committee should include representation from staff bargaining units, students, central and building level administration, and up to two board members.**
- d. Create building-level School Climate and Safety Implementation Groups to work with and be supported by the Implementation Committee. The purpose of the Implementation Groups is to develop climate and safety plans that address building-specific conditions, provide opportunities for innovative practices, and share information with the Implementation Committee and between buildings. Implementation Groups should include broad representation from building communities, including leadership, staff, students, parents/caregivers and community partners. Implementation Groups will provide input into the Implementation Committee's report and may continue as needed through the 2020-21 school year.**

The motion was seconded by Director Allen.

It was then opened for discussion.

Director Allen noted that she appreciated the motion - it has been a long time coming and our youth have been asking for it. The Superintendent mentioned the 1000 emails, and many more that were received this week. She appreciated the feedback and comments from students, and other districts that have removed SROs from their schools and their guidance and background on their implementation plans. She feels that students will be safer, and feel safer as they are able to focus on achievement. In order to achieve, our students need to be free from trauma in their schools, and the reality is that many students experience trauma from the police.

Director Kopp wanted to say to the folks writing motions and crafting the language for the motions which takes time and energy thanks for thoughtfulness, deeply appreciated. Also want to express gratitude for the powerful messages from across comm about this issue - especially those in Saint Paul and hearing from people who are with us in this work. It's important to know that this is one step; this is the beginning and we need to be ready to do more and more difficult things in the future.

There were then questions on parliamentary procedure regarding comments at the end of the vote and questions or clarifications that are needed, or comments in favor or against that they be addressed prior to the vote being taken.

Director Marchese explained the provisions of the motion - including the ceasing neg for services of SROs, also directs the Superintendent to plan interim safety plan for operating without SROs and a presentation to take place at the August 20th BOE meeting, and also creates a separate process for district wide school climate and safety implementation committee, which is a clear need for a broader group of folks with a variety of backgrounds and expertise to contribute with the goal to report to the Board in December 2020 with specific recommendations for Board or Administrative action. The motion gives ideas, but does not limit it. The other important part of this is the creation of opportunities for building level implementation groups. Each building operates in a different way, and those in the buildings are best situated to best answer questions to create a safe and secure and welcoming learning environment. Everyone in the building wants this. The challenge will be to create practices to align with and present to the implementation committee. There may be fiscal issues to discuss, or share best practices, pilot ideas, and work with the committee to bring those ideas across the District.

He went on to note the “why” for this motion. This issue is grounded in the Racial Equity Policy. Since his time on the Board, he has been uncomfortable with SROs in buildings. He recounted the tumultuous time in 2016 within the District and his comments and feelings posted where he questioned if SROs belong in our buildings. With SEM’s leadership, there were changes and agreements with SPPD to make changes, and we have spent the past 3 years making changes. In December, the contract was passed unanimously because of the belief that the people doing this work were doing it well. There were many voices that were not being heard at that time, and we are hearing voices that we have not heard before, and that students are not feeling comfortable with SROs in their buildings. It is incumbent of the Board to take into consideration how students perceive the presence of SROs, some of whom may see them as hostile, traumatic, and someone of which they do not want to engage, while there are others who see them as a way to safe buildings. This opportunity is not the end of the road - it is an opportunity to advance the Equity mission of this District, and to advance the vision that SEM staff and leadership have brought forth with an increased role of school district staff and Restorative Practices, and overall student social-emotional well-being. There is an obligation because our students need to survive and thrive in our schools. The decision to remove SROs put us between a rock and a hard place - it creates change. In years past, we have made changes without paying attention to how those changes would be implemented and this motion includes implementation guidance from the committee and groups to begin to address how to move forward in the absence of embedded police in our buildings. Some may not agree with it and some may say this is long overdue, but change is not absent to push; change comes from the push. Change doesn’t happen in a straight line, but do believe that that arc bends towards justice, and it is our responsibility to do that. It is easy to vote one way or another on a contract, but the hard part starts tomorrow.

He noted the statement from the Saint Paul Federation of Educators on police presence, and while he agrees with the statement to stop policing students and causing harm, and that as the leadership of the largest bargaining unit in the District, and the harm that is perpetuated in this district that has led to the results of African and African-descent student to feel unwelcome in buildings. There are 7 SROs, and more than 3,000 members of SPFE. School climate will not change unless the adults participate and engage in ways different than the past, and that’s how we will make change.

He thanked the community for expressing their thoughts, and that we will need their support. If this was worthwhile enough to protest and speak in front of his home, then we will also need their support, and to talk about how to help us and contribute to ways to make our buildings and community different. This is where the real work begins. He is committed to that work, as well as the hope of his colleagues.

Director Ellis stated that since she has been on the Board, she has stated that she does not believe SROs believe in our schools. She has voted for that stance many times, but last year was the exception, and her different feelings throughout the years. Leading up to this, she was hoping we are moving towards a district that doesn't have SROs. Those conversations have happened, but no other plan presented about what potentially something different could look like. There were no other options or options to compare it to - and the Board is left with either approve or not approve, and feels like setting this up without others in place and what does that mean. She noted students - and what it is they think, feel, see and hear. She appreciates this conversation, but this isn't new and having this dialogue every year. Last year, Chair Xiong noted that we need to survey and have input from our students going forward each year - the most accurate information from our students. Other things occurred, and that is something that didn't come to be, but not something we haven't heard before. She noted that hearing from members outside the Saint Paul community was not helpful because we need to work together. This is something we need to do together for it to be different. She does not believe SROs should be in our schools, but also that folks can hold multiple truths and also believe that she has gotten to know 7 individuals. Is there an alternative for them to be in our schools? Yes. Is it an easy decision? Yes and no - she likes the 7, but what she fundamentally believes has not changed. She has heard students and community members. This isn't a new conversation. The only thing that has changed is the make-up of this board, time, and experience and knowledge of this District and ways she didn't know previously and impacts on the District. This District can figure this out with community support and with a plan, and looking forward to that plan. Superintendent and Administration are not in this alone - we are all here to guide and help. No one is doing this themselves. Like to see how we go forward different, and the opportunity we have.

SEAB Member Ali noted that this is the first step and the way the Board is moving is a clear statement is to trust our schools and students and make a point to change through different meaning and community in our in our school. This is the right direction. The statement is about trusting students and taking trauma away from schools, to help with student input and how to be supported within the school. He mentioned the previous conversation where 6 of the 7 SROs are police officers of color, and felt that they were taken away from the community, and rather have police of color to help understand the difference and laws rather than an officer from outside the city. It's exciting that board members realize this is the time and action to be done, and for the students, and hopeful to move forward and hope that the Board makes a decision based on students.

Director Brodrick noted that during this critical time in the history of this country, the one thing we're beginning to learn is that we must all learn to work together. We must learn to form relationships and have understandings between all segments of our community and all partners in our community. Over the years in Saint Paul, he considered the SPPS as one of the major components of the entire Saint Paul community. SPPS has been his life. He has also benefited in his personal life by relationships with the people in SPPD. That goes back to relationships and working together. At this critical time in this history of this country and Saint Paul, because it is unique town, we have had a cadre of SRO officers that we have been satisfied with and worked with them over the past couple years to ensure our expectations for their presence in our buildings was clear, and worked with them and in professional development and security department, and the overall SPPD, and the Chief and his staff. We work together. We were working for was the original intent of SROs in our buildings in the first place - that was to provide safety for our students and to be a buffer in terms of intrusion from the outside, which would endanger our students, but also found out that we saw relationships. Don't know if this is the time for us as a school district to give a vote of no confidence to that wonderful cadre of SROs and for a police department which has closely worked with us in many ways in SRO program, chaperoning, and security at many events.

The SPPD and SPPS have been partners. Concerns that sever this partnerships, will jeopardize safety and relationships. Hope that we do not regret if what happens tonight this decision to no longer have the service of licensed peace officers and potential and proven to be mentors of our students. Consequently, he will be waiting to hear more about this motion before making his vote. He thanked his colleagues on the Board because at last week's meeting this Board shows itself to be a Board that listens to all on the Board.

Director Foster noted that we have talked about this each year, and there has not been an option without SROs. She makes a vote of confidence in our staff, families, students, and leadership to move forward. We have a phenomenal cadre of SROs - we are Saint Paul. She does believe partnerships are key and crucial, but hopes that if this vote is to remove SROs, and to look at what partnership means. Believe partnership means that with SPPD and they don't need to be in our buildings; ways for the Chief and Mayor and City Council, and we need a generational approach with elders and youngest folks and way to make that happen with an interdisciplinary team and working in community on what that looks like. What one part of the city might think about for safety and climate is different than others as a model. Trusting and putting vote of confidence that we can do this - it's past time and needed. Not saying two- truth - not fear of police in scared of SROs, but mom of Black son. This vote is not about that - it's about hearing our students and families, and SPPS is creating space for each and every student to feel safe in our buildings and think critically and pursue their dreams when one student has a fear or threat, what is my responsibility in being a part of that? In casting a vote this day, it's about being a change agent in this district.

Superintendent Gothard thanked the Board for their discussion, and to look closer at the motion. There have been many discussions on this topic. He noted again that 60 of our buildings do not have SROs, and the conversations about safety, security and welcoming are constant conversations. In these 7 schools, they are larger than most cities in the state, and there are things to work on to the scale of responsibility and number of individuals who gather in one space and ensure that have that welcoming environment all the time. Glad to hear share the responsibility lies on the entire staff of our district which is a 6000 person endeavor to make sure doing in this a consistent, safe and equitable way every day. , Consistent in approach will get very best effort, appreciate stating support for Administration in moving forward - a lot of work to do and know that will take this serious in getting right voices to put plan in place to achieve vote, whatever that might be.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	No
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

QUESTION/DISCUSSION:

- Director Allen noted that as a historian, change often feels uncomfortable, especially through history. She does agree with the motion that talks about collective efforts around safety. We're going to need the effort of all 3000 teachers to step to the plate and work in unison with safety teams to create a climate that allows for students to come into the buildings to be safe. She is concerned around ceasing relationships with the police department, and still stay in relationship with them if we need their help in a situation in one of our buildings, and hoping this isn't one of the situations that plays out

where people are so frustrated with the decision that they retaliate and don't answer the call. Believe in PD to an extent and think they can work with us collectively - invested in training in SROs, and if severe enough situation to call police officers to school, hope that those SROs are priority responders to schools. A budget is a moral contract, and as someone who believes divestment in police is investment in Black Lives because of issues dealing with in community where police are murdering. She is proud of board members that are sitting on right side of history and ask that we continue to put in this work, put brilliant minds to work, and what safety means for all students, and how to help collaborate all educators and how those very brilliant people work together to ensure every single student in every building feels safe enough for academic achievement.

- Director Kopp shared her thoughts about this work and work that needs to happen - it would be a mistake to think that this is the only thing that we need to do. She is grateful for the longtime advocacy and organizing of Saint Paul students to prepare for this moment in time to overturn a decades-old practice in SPPS. She is grateful for everything she has learned from her colleagues, and thanks to everyone who wrote emails and called and provided input. She has read all emails, listened to voicemails and talked directly and in person. She is grateful for their love of Saint Paul students. The decision she made tonight was not a political one because she does not have political aspirations to protect. It wasn't a result of pressure, because pressure comes from all sides. This was a result of the way she does her work - through research, questions, reading and listening to broad perspectives of community and Administration, and challenge to see the effects of this decision in as many ways as possible.

While she has not supported police in schools, couldn't start and end as validation of opinion - grounded in community and not everyone agreed - vast majority of BIPOC community were in favor of canceling the contract. Another group of BIPOC voices shared different truth. Her job is to hear and hold that, and also understand what a transition might look like with a shout out to Theon Jerrett in District 287, who was kind enough to talk their journey from SROs to different model, understanding the obstacles, and opportunities, and to be as sure as possible to be sure to do the things we say we are going to go. She needs to be in the position to ask the right questions and provide support to the team who will lead and take responsibility - that is her job. The SRO program was by any measure as good as it could've been and led by talented people who love kids. This is not a reflection on their work with students or love of students. It is a reflection of the times in which we live, and this program was brought to its very best and still not enough to help kids feel safe, and that is the reason she voted the way she did. There are many reasons to be hopeful with an active and engaged group of students and former students who have been asking for change, and an active and engaged group of community members joining this work in progress. There is a school board committed to a different and better future, and a passionate and tireless Administration team, including a talented and committed SEM Director. We are all ready for the hard and hopeful work ahead of how we redefine and reconstruct the definition of student safety that is shared work and shared responsibility.

She also noted Part 2 of her statement, and noted the energy and passion for the next steps. She went on to note her thoughts on education in Saint Paul. There are many local organizations and people researching, planning and leading this work, and encouraged all to research them online. She will not spend one minute working to limit charter schools in Saint Paul, but instead direct energy into rebuilding our own house, through real work in Ethnic Studies, discipline disparities, enrollment practices, cultural change, and programs assigned to sites, including Level 3 EBD programs that are in high-poverty, and schools with the majority of students as students of color.

As a Board, she hopes we use this opportunity and responsibility to do this work with great energy, love, and dedication - we need to do the boring things like process, to set up a strong future and

strong future Board - the foundation we lay now will be the foundations for decisions to last. This Board is a group of smart and capable leaders to do this work, and need to do it together.

Also, if the Saint Paul DFL wanted to continue to endorse school board candidates to a non-partisan office, they need to examine the ways to increase access, education, and support to attract more candidates from more communities, schedule ward caucus to meet and talk with more voters. This matters because people who don't win the endorsement usually don't win the election. She asked party members and leaders to start to have those conversations to make the party better.

She wants to see the relationship with the District and City and County grow - she believes that schools are hubs for community, connectivity and resources, and that we also cannot continue to make up the gaps for families in areas such that also need the City and County in areas such as housing, employment, access to health and mental care, food and security to support education. There needs to be a collective response and welcomes conversations with elected officials to think about ways to do things differently, better, and together.

She also addressed access to teacher licensure, and ways to bring more teachers of color to our schools, as well as organizations that work to protect traditional pathways. She encouraged the research and following of local organizations who are thinking differently and support their efforts. We also need open discussion about how we define teacher qualifications and skills necessary - we are blessed with a number of teacher prep options, and to make them better, and once teachers of color join to count on a culture that welcomes, supports, and values them.

She also noted where parents choose to enroll their students - just 3 years ago, 80% of families who are white chose just 12 elementary schools out of 40 options, which are bigger and broader conversations to have with neighbors.

We need all those who wrote to the Board also voice for fully funded schools - to put the collective power and bring that power to the legislature. She looks forward to doing this work, and these are not tasks for others, but for us together. She is grateful for the opportunity to serve in this District and will do so diligently every day.

- Director Marchese thanked his colleagues for taking this step and recognizing the opportunity. He noted that there were opportunities to do this in the past, and appreciated to do it now, and work with them in this decision. It was mentioned several times about the importance of relationships, and while this may dissolve the formal contractual relationship between SPPS and SPPD, it does not dissolve the actual realistic communal relationships to have with police department, and need to work together in community and across community. He hopes that that is the direction will see us moving, judge us by actions, and appreciates the opportunity to move this forward.
- SEAB Member Ali thanked the Board for listening and not only a task that is going to be on the Superintendent and his team, but on everyone in the buildings, students and community. We need to come together to work this out. Prior to the past month, after what happened, multiple emails from teachers asking how they can help - this is the time to help and this is how you can help supporting students, and listening. Also to the emails after last week's meeting from staff asking about the great resource officer at one school, and imagine that great officer at every school - he noted that he didn't respond, but wanted to say to them that it is not about those 7 officers, but about our students and their mental health and feeling safe in our schools. He thanked everyone and will work together, with SEAB and students advocating the past week - we will work together for a better and safer District.
- Director Foster noted that we are all individual people on this Board, and in community, and we all bring something to this table. To echo, rebuilding our own house. Looking forward to seeing how that begins to be built and trusting Director Olson and her team with a terrific job on our SRO program and looking forward to where we go from here. She thanked everyone for their emails and communication, their advocacy. Thanks for the input, for being consistent. We have work to do. We

are all in this. Chair Xiong is smiling down on this as she rests in power. She would've been happy about this vote.

- Superintendent Gothard noted that there is work to do. Thanks for affirming comments to both him and the team. Trust and belief in abilities will be essential. It is hard work in leading comprehensive high schools, and there are no two days that are the same and it requires us to look and analyze the type of environments to have support in place. He also shared that money was a part of this, but some of the recommendations could be reinvestment or more dollars to do this work. Going into this with a blank slate to start with where we are at, and what we need to make it better, and to align with SPPS Achieves. We need to approach this in a best of class way, prioritize and afford to do it well.

B. Ethnic Studies in SPPS

Superintendent Gothard then welcomed Kate Wilcox-Harris, Chief Academic Officer, to provide an update on the work of Ethnic Studies in SPPS. He noted SEAB's work in this area. This is an ideal time to bring forth this report because we have a framework in SPPS Achieves to do this work not just as a class, but are looking to culturally responsive instruction throughout our entire organization. It's been received well in year of piloting and professional learning and implementation. In addition, looked at from a variety of perspectives, including elective or required, ethnic groups or a survey. We want to be ready to have a definitive plan, and have time. There is no decision tonight, but for questions and for July or August if there are specific recommendations in motion of supporting.

Topics included Preparation and Planning, Development Timeline, and Implementation Considerations. The full presentation can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Brodrick requested more information on implementation considerations. This looks like the very beginning work in terms of creating this course? Response: These are questions that are a starting point and a cyclical conversation, and they are all inter-related, and in looking at the MDE requirements and our resource development. They are all interconnected.
- Anytime we would consider adding a course to our curriculum is what are the goals of this course, and what are the content and skills involved in arriving in these goals? Response: The course development is taking place this Fall and bringing in teachers. The intent is to create a course where students are able to identify and work through intersections of racial identity to examine broader issues around oppression, freedom, power, and change and how that impacts them as individuals and society. All of the social studies and Ethnic Studies standards required by the State, assessments, readings, theorists, and parts that meets the standard for a rigorous course, and then present to the State for approval.
- He also noted the four key words, and how did we arrive at those as our main topics for an Ethnic Studies course? Response: Those are broad concepts that may be in the course as a natural outgrowth of this work. The guidance from the stakeholder group and looking at other Ethnic Studies courses, and picking out the best and what needs to be left behind. This is the first group of four-month folks providing input into the coursework, and then to the role of the educators to unpack with supervisors and teachers. Committee members noted that it is not a multicultural course looking at slim courses of individual cultures. They noted the failures of the those courses because they fail to allow students to bring their whole selves, to really engage, and to really help and move and see themselves as learners and create and co-create what's needed for the course and success, and activating them as engaged learners.

- It sounds like the committee has established goals and values connected with this course. He was also interested in the composition of the committee, and what was input from classroom teachers, but also from people from within the broader Saint Paul community and those who represent our individual ethnic communities. We have had a group of people already determine this course. He noted he feels we have gotten ahead of ourselves, and describe the focus of this course without an opportunity about what it will really be about - some people in their thoughts are thinking of this as a survey course of various ethnic cultures, and tying those in with a unique American culture as a result of coming together of multicultural history. Concerned already taken on a definitive objective, and they may very much represent particular ideologies amongst members of the committee. As a social studies teacher, and those teachers interested in teaching this course, what is the goal of this course and what are the values we expect to create in our students, and most importantly, dictated by the content of what is presented and brought to the students, and what are the skills? Recognition of cultures, or primarily interested in creating an ability to relate between cultures? Is it intra- or inter-cultural experience for students. If required as a course, that will absolutely mean students will not be able to take another course. He noted uneasiness about what has been presented. The Superintendent noted that they are not asking the Board to make a decision, but was an action directed by the Board to create an Ethnic Studies course and underway for over a year. These are scenarios to consider as a requirement, and does require planning, with ramifications from those presented. We are not looking for a decision tonight.
- Director Brodrick noted that the information presented does not give enough information to make a decision. We are back to where we are when Board are asking Administration and it is “on the way.” Response: There are members of the Board who have been involved in the course development. Have been giving regular updates on Ethnic Studies for over a year.
- This update is short of any specifics. Response: The initial stakeholder group did include teachers and students, and had the initial brainstorming of what this course could and could not be. The next step of hiring an Ethnic Studies position funded through Achievement and Integration is to take that information and work with it to develop the course. We are taking our time to ensure we have the pieces in place and the feedback and adjusting to have teachers engaged, time for PD, and selection of materials. There will be discussion on course development and continue to bring to the Board for feedback as well. There is a tremendous amount of flexibility and a group dedicated to this work and checking back in with the Board because it is no small thing to add a graduation requirement to our students - it does have repercussions and have to map out teachers and students, communication and marketing, and that students want to attend, brings value, and high level engagement. We will continue to check in and hope to bring in July or August about the direction of the group. We want more engaged in the conversation and welcome input. This is a slow, deliberate process.
- It was noted that there will be arguments involved, and there will also be robust input and dissent that will be heard. This is another landmark decision. Response: We will lean into feedback, and will engage in dissent and cognitive conflict and will develop the best Ethnic Studies course in the state of Minnesota or the nation, and use the ideas from students and staff to help do that.
- Director Ellis noted that she sat on the committee and stakeholder group, and lots of dialogue on this course, including Ethnic Studies format and details, and the impact of that course including research. There are professors from universities in the group discussing and teaching these courses at a college level about potential for 9th grade or 10th grade classes, and duration and information. There are people who came together to determine the format and how this could be created knowing we wouldn't be the ones teaching but what was in course would include PD for staff, provide supports for that dissent that could happen, and would staff be able to handle conversations. It was how do we as a District and community with partners and need to reach out for instruction and materials and speakers, and others - flexibility for the course and help staff to get what they need to teach it, and

feedback regularly from students on the impact. There was also discussion thinking about how students have the Johnson event and Equity Summit and how to bring a presentation to community from the course, and make connections to support other students who have gone through the course and ongoing dialogue for future courses and flexibility to change. This was turned over multiple times and the definition of Ethnic Studies for SPPS means. She was honored to be in space with students and community members to do this work, and think we're in the right direction and that having this conversation is progressing and excitement of building to this place and educators can be innovative and students can learn and challenge. This group was great, and understanding that would come back together to talk about other pieces; they are impressive and worked hard to get to space we're not teaching this, but what would we have liked to have seen, and what do our students need to have conversations about in that space.

- Director Allen thanked the team for the presentation and appreciate learning more about where we are with Ethnic Studies. She wishes our District is prepared to move forward quicker in this work. Some of the terms like oppression - those are issues that directly disenfranchise our students from America's story, and that issue of disenfranchising directly our kids from American education, and brings in reasons why we are dealing with the achievement gap. She applauds SPPS for moving forward in this course, and appreciate the note about making this a continued learning experience. We need to shape education to ensure we are teaching truth. There are many spaces to show, highlight and uplift to show where Black and Brown and Indigenous people fit within our country. There are images and ideals, but there is not real truth taught in our classrooms, and with the onset of internet and kids carrying truth, they are walking into classes and have more information than what might be taught and can create a conflict. We need to get to a place where we teach some of the truthful things, so all students can be empowered through all heroes. We have 144 languages spoken in SPPS and sit on cultural pot of gold, and dive into that and allow students to learn from each other is what will give the broader understanding of our world. Appreciate the in depth studies and work groups to determine what this looks like for our District and that this is a marathon because 144 cultures cannot fit into one class, but also to truly dig in and highlight the obstacles of America that has made us this country. Look forward to the next presentation and hope to get to place where District is ready and prepared for this level of learning and truth in our classroom.
- Director Kopp recounted a previous board meeting and Public Comment where a group of students presented about how the first time they learned about people from their culture who had accomplished great things, who were innovative and done great things was after they left SPPS - in college or community. They shouldn't have to pay college tuition to learn those things. In her teaching experience and in terms of a model, this seems like its an inquiry based course where students choose what they want to study and how they want to present it, and imagine it - it opens up flexibility in how that could be programmed. Less about trying to check boxes, and more about creating body of resources and right educator to facilitate. In inquiry based learning, it's about coaching and encouraging students to direct their learning.
- Is it possible to see the guidelines related to Ethnic Studies from MDE? As a part of these conversations, are there licensure challenges? That seems like it's a barrier to ensure we are planning for that. Response: Yes, hit on a couple of potential barriers. The standards from MDE can be sent. We also know there is not a specific Ethnic Studies license, but demonstrate a social studies teacher or English teacher had adequate license and understand the standards and evaluate them. The other barrier deals with coding of the course to determine eligibility of teachers, and want to be as inclusive as possible. Also, where community experts come in to contribute to quality and content of the course and lean into brilliant folks in our community. The piece around inquiry and student facilitated is the kind of conversation underway and honoring the contributions of students, and slow ready to engage for cross-racial conversations with tools and capacity and to understand all working

toward a common goal of eliminating racism, identifying structural racism and working to eliminate disparities.

- Director Kopp appreciated the thoughtfulness around the obstacles and opportunities, especially as a parent and opportunity for her student, and appreciate work done and going-forward.
- Director Marchese appreciated the presentation and discussion and the planning and work and deliberate nature. This is a central component of this District living out the mission in the previous discussion - creating a District that is operating and highlighting and elevating the stories and experiences of students and communities outside what we have done in the past. We need to do that well, so folks understand why, and in a way that brings folks along. Appreciate the planning process and will add to that, and service of the District team and community members doing the hard work to craft this. To those concerned about how this will play out, this is an important opportunity for us to rise to the challenge of creating something different. What our students believe is relevant, and always felt and articulating it in ways in a clear voice with ongoing conversations about this topic multiple times and very imp align what we do with what our students have been asking for in a respectful way and take it seriously. Hear from students, those opportunities and go forth to make them happen.
- To focus on when, if graduation requirement - understand pieces to be in place to do that and do it well. Believe that this is step this board should take and take it soon - understand that conversations and timeline to understand what are the considerations about making this a graduation requirement. Response: In slide 2, see the year by year, at that last year 22-23, that would be the year land as graduation requirement in SPPS. This means elective experience year prior to - one year from this fall, Ethnic Studies taught in schools and year after launch as requirement. Current thinking at 10th grade, by the time 10th graders to 2025, Ethnic Studies requirement as part of SPPS graduation portfolio.
- Looking at Class of 2025, graduation requirement under this plan. Does that require specific board action to enact, or something to happen as a decision by the Superintendent or Administration? Response: Chief Wilcox-Harris recounted her time in the District and experiences in adding graduation requirements including CTE credits, and Human Geography and the impacts and feedback of those additions. She noted that this Board is very engaged and interested in the instructional landscape and will be helpful in making determinations, communication, and guidance, and be a tremendous lift for the system with this change. She also noted the role of MDE and that they are currently reviewing the social studies standards, which will be available this Spring.
- Is a Board resolution helpful in doing this in making this a graduation requirement? Is it required, or helpful in speeding up the process? The Board has directed us to do this - not optional, board directive. When is appropriate time for this Board to take that action? We can be helpful as navigate work and helpful place around that to push forward for this to be adopted and implemented as smoothly and widely as possible. Response: Yes, it would be very helpful for the Board to direct Administration. As soon as comfortable directing us to do so - to provide support and communication and create heft as we move forward in sense empowered to make decisions to get us towards this goal. As far away as it sounds, course development and creation and experience take time.
- Director Marchese suggested that we consider a resolution by this Board in July or August BOE meeting as he has heard his colleagues speaking on this topic in various settings and meetings, and want to clearly express the intentions of the Board and a way to leverage the momentum moving forward.
- Talked about social studies standards and they might be changing - when would we know that and how much of an impact on what currently doing? Response: We expect to have something by the Spring - under review right now, could come any time as soon as they have a plan. This means that it could come as suggestions, could come as requirements, and may include course placement, and

might be course to teach, where, and what to have in it - process for what we currently have and modified to meet requirements- do expect to learn by Spring with ample time to integrate into this course if proper to fit it.

- Who will be leading Ethnic Studies within the district and who in charge or tasked with training staff, navigating this dialogue in conversation about what staff development and this course creation? Response: We have several people doing the work, ultimate leadership is Mr. Craig Anderson as the Executive Director of the Office of Teaching and Learning. He is supported by Megan Dols, Assistant Director, and Courtney Bell who is responsible for leading culturally responsive work, and we will also be hiring a new specialist for this role as an Ethnic Studies Specialist. The posting is available and recruiting is occurring. There is a core team and this work also strongly guided by Rebecca Biel, Supervisor for Social Studies, and a lot of overlap between Ethnic Studies and Social Studies.
- SEAB member Ali noted “traditional American history” as mentioned, and experience with “traditional American history” and his experience. He first came in 4th grade and took 2 years to learn about his and this community and this diverse community which wasn’t included in his education. It was a History Day project that allowed him to learn more. That project allowed him to do his own research and hear and read stories from others. This Ethnic Studies course will bring us together as a community; with 79% students of color and immigrants, and this is a way that we learn each others’ story and ways for students to learn different stories. He noted the inclusion of the working group and his passion for this topic. Director Brodrick noted that he did not use the term “traditional American history”, but did refer to the study of this course with the focus on being inter-cultural or intra-cultural. America does have a unique culture which has come about as a composite of cultures.
- Director Foster noted that she is glad to see movement on this, and the timeline starting in 2021. She appreciated the deliberate actions and being intentional in this rigorous and well-designed course. She thanked the team, as well as Director Ellis and the working group for their role and involvement. As we move forward in this work, the community will shift in this work, and there will be many perspectives brought into this work as we all talk about our histories. We are an eclectic country and our differences bring us together, and having a course that is specific and relevant and instructional curriculum and expectations around instructional learning and tied to Ethnic Studies is not what has happened historically in our educational system, and our response to that. She appreciated the more detail in each presentation as we move forward.
- Superintendent Gothard noted that the purpose of this presentation was to bring forth information to the Board to determine an elective course or graduation requirement, and additional information to inform that decision. It has been clear from the discussion that the timeline needs to be more specific, the legal and governance process, and content of the course, and ensuring that the Board is comfortable with the direction. The purpose was to get the conversation going about whether it would be elective versus required, and clear direction for the team. This is not a single course - it is important to Administration, students, SPPS Achieves, and needs to be embedded in how every educator connects with children and families and a supportive space to examine the intersectionality and how we relate to each other.
- Director Brodrick noted that he thinks Ethnic Studies is a vital and important course in SPPS because of the rich demographics of our City. He is in full support of the Ethnic Studies curriculum and also agrees that we cannot only rely on this class offered in only 9th or 10th grade, but something that we teach from Kindergarten to 12th grade. Director Foster also noted that we are a PreK-12 program, and to also think about our youngest learners in our Ethnic Studies work.

C. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period May 1, 2020 through May 31, 2020. Director Kopp and Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items E2 - 2020-21 Rights & Responsibilities Student Handbook Revisions, E4 - Designation of an Identified Official with Authority for Education Identity Access Management, E12 - Facilities Department FY20 Purchases Over \$175,000, and F1 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation for separate consideration. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

A. Gifts

BF 32101 Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation

Authorize the Superintendent (or Designee) to accept the gifts from the Twin Cities Dunkers Fund of the Minneapolis Foundation.

B. Grants

BF 32102 Request for Permission to Submit a Grant to Allina Health

That the Board of Education authorize the Superintendent (designee) to submit a grant from Allina Health for student and staff health and wellness activities across the district; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 32103 Request for Permission to Submit a Grant to the Best Buy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Best Buy Foundation for funds to purchase additional hotspots; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 32104 Request for Permission to Submit a Grant to the Bush Foundation - Murray Middle

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Bush Foundation for funds to train staff in Innocent Classroom; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32105 Request for Permission to Submit a Grant to the Bush Foundation - OCCR

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Bush Foundation for funds to extend career exposure activities into core content areas; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32106 Request for Permission to Submit Two Grant Applications to the Cargill Foundation

That the Board of Education authorize the Superintendent (designee) to submit a to from the Cargill Foundation for the funds to support Nutrition Service's Grow Our Own Project and COVID19 relief efforts; to accept funds if awarded; and to implement the project as specified in the award documents

BF 32107 Request for Permission to Submit a Grant to the Cirese Walburn Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Cirese Walburn Foundation for funds to provide funds to mitigate the effects of trauma due to COVID-19; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32108 Request for Permission to Submit a Grant to the Institute of Museum and Library Services – CARES Act

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Institute of Museum and Library Services for funds to expand the selection of high-quality, culturally-relevant e-books available to students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32109 Request for Permission to Submit a Grant to the Minnesota Department of Education – Comprehensive State Literacy Development

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to hire five full-time secondary literacy specialists and one full-time family literacy specialist to work at designated secondary schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32110 Request for Permission to Submit a Grant to the Minnesota Department of Education – Comprehensive State Literacy Development

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to hire seven full-time literacy specialists and one full-time family literacy specialist to work at designated K-5 schools and ECFE sites; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 32111 Request for Permission to Submit a Grant to the NoVo Foundation and Education First

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the NoVo Foundation and Education First for funds to funds to train staff in Innocent Classroom; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 32112 iPad Shore-Up for COVID-19 Related Demands

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Apple for the purchase of iPads in support of the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum.

D. Agreements

BF 32113 Approval of an Employment Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2020-202

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 Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said Agreement is for the period of May 1, 2020 through April 30, 2021.

BF 32114 Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2020-2021

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, 2020 through April 30, 2021.

BF 32115 Licensing Renewal – Microsoft

That the Board of Education authorize administration to approve the proposal from DELL for the renewal of Microsoft Licenses in the amount not to exceed \$500,000.

BF 32116 Request for Permission of Board of Education to Enter into a Renewal Agreement with Schoology

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Schoology as the District's learning management system for as long as Schoology serves as the adopted learning management system for Saint Paul Public Schools.

E. Administrative Items

BF 32117 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period April 1, 2020 – April 30, 2020.

(a) General Account	#725782-726619	\$56,696,097.02
	#0003702-0003737	
	#7003708-7003732	
	#0004571-0004663	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$2,150,184.08</u>
		\$58,846,281.10

Included in the above disbursements are two payrolls in the amount of \$39,263,301.49 and overtime of \$29,633.03 or 0.08% 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 September 30, 2020.

BF 32118 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 32119 Increase Paid Lunch Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2020.

- Grades PreK-5 lunch to \$2.60
- Grades 6-8 lunch to \$2.80
- Grades 9-12 lunch to \$3.00
- Adult breakfast to \$2.65
- Adult lunch to \$4.30

BF 32120 Insurance - General Liability, Commercial Auto, Crime, Educators Legal Liability, Excess Liability, Inland Marine, Law Enforcement Liability

That the Board of Education authorize the Superintendent to accept a 12-month bundled policy for General Liability, Commercial Auto, Crime, Educators Legal Liability, Excess Liability, Inland Marine, and Law Enforcement Liability coverage with Liberty Mutual Insurance Coverage for the period of July 1, 2020 through June 30, 2021, at a cost of \$1,265,650.

BF 32121 Insurance – Property

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2020 through June 30, 2021, at a cost of \$750,398.

BF 32122 Employee Assistance Program for Active Employees

That the Board of Education approve the contract for the Employee Assistance Program for Active Employees with SandCreek effective July 1, 2020.

BF 32123 Optional Vision Insurance for Active Employees

That the Board of Education approve the contract for employee vision insurance coverage with EyeMed effective January 1, 2021.

BF 32124 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage as noted in paragraph 1 with HealthPartners, effective January 1, 2021, at the proposed premium renewal rates.

BF 32125 Settlement of Claim

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

F. Bids

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

The Board requested further information on this item. Superintendent Gothard welcomed Joshua Delich, Assistant Superintendent, to provide information and transparency provided.

Dr. Delich provided an overview, including the process for the annual Rights and Responsibilities (R&R) review, including the committee members from across the District, and this process throughout the course of the year and reviewing the current areas and areas to grow upon, expectations, and training with Administrators in providing guidance to support the information to students. He reviewed the process of R&R review with staff. Printed and uploaded copies are available. He also reviewed the changes to the handbook, including coding. In addition to R&R, provide a coding training to reclassify to ensure all are coding in correctly into student records and looking at data to be as clean as possible for informed decision. He noted the concerns around “gang activity” as previously mentioned at the Committee of the Board meeting, as well as egregious acts and next steps. He also noted the A2E program and work of Mr. Wolff and areas of support for students, and when egregious actions did occur that able to support students within the system and opportunities for support despite egregious acts. The other wrap-up is equity in changes, age-appropriateness, context, prior history and where suggestions have occurred. Rights and Responsibilities are guiding principles to approach situations or behavior and important to take time to look at unpacking discipline disparities and disproportionalities occurring and tigeething up to provide equity needed within the system. This is something that happens annually and we look forward to continuing to improve each year.

This is a very detailed publication and what the process is at the beginning of each school year to properly inform staff and students and parents about the Rights and Responsibilities are for them. Response: The beginning of the year as we publish this copy, start to get copies out in bilingual and posted on websites. To communicate to parents, variety to provide that, post on websites, and some sites send letters and verifications. One task with team is to make sure how are we communicating in highly effective manner and will be unpacked at August training with Administrators in marketing the changes and bring kids up to to speed on Rights and Responsibilities within grade level forums, full campus student meetings tailored to the school, and with the parent piece, there is accessibility to R&R. We cannot overcommunicate in this important topic. For staff, during teacher training days, those are opportunities to see sites unpacking key changes in regard to Rights and Responsibilities and continuous voice on how to provide updates. He then shared he is excited for the work of this committee with a lot of hours and discussion and exciting to see the movement to be advocates for racial equity work and self-analyzing our internal practices to ensure we are providing equity for all.

For verification that the information has been read, if a child or parent is unaware of items within the R&R and a situation occurs for violating a particular item, if they claim they didn’t know - how can we support if they didn’t know? What percentage do we feel that everyone is made aware of R&R in that building, and when have occurrences, that reminded of R&R Handbook - for teachers, staff, and students. Response: One of the items is to anytime enter organization, knowledge base of understanding that staff, students, as part of the system, also responsible to guiding principles and guidelines. It goes back to messaging of creating space and opportunity for learning. While not everyone reads all of the handbook, but acknowledgement of understanding and taking advantage of learning when occurrences do happen. Also in being mindful of being intentional to create opportunities to be proactive when individuals may not be aware they have breached an item in R&R.

Director Allen wondered about how to ensure everyone is aware of the changes, and in Distance Learning we have individuals who know technology. Wondering if connect with Tech Team and daily put those flashes on the screen so that kids know to read it and understand and review before they go into the iPads every day. Moving into world of technology, and invested for access for all families.

SEAB Member Ali added that students know rights and responsibilities in school to ensure they know them - not only show them.

Superintendent Gothard thanked the committee and Dr. Delich for their work.

MOTION: Director Brodrick moved that the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to the Rights & Responsibilities Student Handbook for SY20-21. Director Kopp and Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

BF 32127 Designation of an Identified Official with Authority for Education Identity Access Management

Director Brodrick noted thanks to Dr. Gothard and other staff for answers to this item. Chief Wilcox-Harris provided an overview of this item, including the acronyms for this item, which grants an individual access to MDE secure websites. We must follow internet and data safety protocols. In this District, it is Sherry Carlston in our Title office who has served in this capacity for many years.

MOTION: Director Brodrick moved that the Board of Education authorize the Superintendent to authorize Cheryl Carlstrom, Cheryl.Carlstrom@spps.org, to act as the Identified Official with Authority (IOWA) for Saint Paul Public Schools ISD 625. Designation of an Identified Official with Authority for Education Identity Access Management The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access 110 when it is no longer needed to perform their job duties. The Director recommends the Board authorize add Cheryl Carlstrom, Cheryl.Carlstrom@spps.org, yayasister28 to act as the Identified Official with Authority (IOWA) for add Saint Paul Public Schools ISD 625. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

BF 32128 Facilities Department FY20 Purchases Over \$175,000

The Board requested more information on this item for transparency and a quick explanation of the increase in costs involving 3 different projects - particularly in furniture.

Chief Turner then provided more details on these items, including additional fire marshall orders for Nasseff and Egan for those requirements.

The request for furniture is a neutral price transaction - not spending additional money, but using a different vendor after waiting for the preferred vendor for Como and Humboldt and they were not able to product the furniture needed. We are using a different vendor and the original PO was not large enough to purchase the furniture. We are transferring the amount from one vendor to another and not spending additional money, only changing vendors. We are decreasing one vendor and increasing the other, so no additional money is being spent and we are not going over an original budget number.

Director Brodrick requested further clarification on this item.

Chief Turner also noted the Dalco purchase, which are related to COVID, to anticipate to need for Fall opening and planning, and they arrived earlier, and coming in on FY20 budget, but need to increase 2020 budget to secure those supplies that were not anticipated until August.

As a board member and talking about these financial items, it's part of the due diligence of a board member to ask these questions. He also noted that there have been times where he didn't understand and makes feel confident to ask to assure that this is a good deal, and that is what occurred, and thanked staff for their responses.

MOTION: **Director Brodrick moved that the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000. Director Marchese seconded the motion.**

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

BF 32129 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation
(Project # 1100-19-01) – WS09-D Flooring: Gate #4 – Contract Award; Gate
#4A – Finance Plan Update

Director Brodrick also noted questions about this item - and noting watchful and diligent as proceed through this project. More information was provided. This Board is not spending more money, but did approve gate point check 4 in May, and that check included the total amount of the fiscal allocation for Frost Lake. At that time, the majority of prime vendor contracts ready for bid and approving. There was one straggler contract, and did need to modify bid documents and re-bid that work, and this came in after the May board meeting. This is our primary flooring vendor. Not spending additional money, but tracking to come in \$6M under budget, and keep that in a contingency fund in case of unforeseen circumstances for the project or holding for other projects. This particular item was already approved with the dollar amount, and approving this vendor right now. This stays within the \$36M budgeted. The cost of this contract was presented as anticipated hard cost and was accounted for in the previously approved budget. This is the actual cost and vendor, which was in the previously projected costs.

In gate point check 4, it will be the total amount of dollars, but there may be vendors that come in later depending on the bidding process.

Director Brodrick noted the due diligence of board members to watch the dollars spent on projects and clarification.

We are not spending more money, but staying with the approved amount approved. It may be helpful to find last month's and go through that to understand for transparency for accurate and valid data and that the Board and community understand that we are not spending more money. There was missing information at the last meeting, and this information is now part of this consent agenda item. As represented last month as anticipated dollars - that cost of completion remains the same with estimated costs of flooring work in the estimated cost of completion. That work is contracted that were hard costs we knew would be spent and are now committing them.

The amount presented as the bid amount last month did include an estimate of what this bid was going to represent when it did come in? Response: That is correct, but this money wasn't represented as a bid amount but overall hard cost of construction.

The number so happy about as overall bid, pleased with that. But totaled up bids submitted, not come up to this amount because we did not have this bid amount? Response: Correct, with several other committed vendors that have not come in yet.

MOTION: Director Brodrick moved that the Board of Education authorize the award of Bid No. A20-0811-A Frost Lake Elementary Addition & Renovation flooring (Project # 1100-19-01) to Floors By Becker, LLC for a lump sum base bid plus Alternate #4 of \$712,163 and approve Gate #4a Finance Plan Update. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

IX. OLD BUSINESS

A. Action on FY21 Budget

Marie Schrul, Chief Financial Officer, then provided an update on the FY21 Budget.

Purpose

To present the proposed FY21 Budget to the Board of Education for adoption

FY21 Budget: Influencing Factors

- The FY21 Proposed Budget is a baseline budget for next school year
- A FY21 budget revision will be necessary for Distance Learning plans
- A FY21 projected enrollment decline of 1,228 students impacted revenue & school allocations • Inflation (salaries, benefits, transportation, insurance)
- Contractual obligations (for example: continuing class size agreements) • Legislative session changes requiring budgetary adjustments
- Maintaining smaller schools & programs
- Bond Ratings

FY21 Budget Process

We committed to an ongoing, priority-based budget process for the FY21 budget. The steps and timeline were then reviewed.

The presentation included details on the FY21 Proposed Budget (Expenditures), which were also reviewed, with the FY21 Proposed Budget of \$822.3M. The FY21 Proposed Budget Revenue and Expenditure Summary was shown. FY21 Revenue Projection were shared. FY21 Resource Allocations were displayed. SPPS Proposed Budget Recommendations were also reviewed. The Budget Development Timeline was also shared.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen mentioned rolling out Culturally Relevant Curriculum and deficit there, as well as Family and Community Engagement. Will we be able to utilize other resources to identify these two key areas? Response: Chief Wilcox-Harris provided information on PBIS and Culturally Relevant Instruction. In seeing the red \$233, 607 as a deficit from Culturally Relevant Instruction, that is an FTE that only works with well-rounded education. That position was eliminated after one year and was a one-year position, and felt it was important to take that reduction and invest in other areas, including the \$67,000 that 4-8 schools that need more materials to be more well-rounded in their standards. There is a significant investment in Culturally Relevant Instructional side and be devoted to PD content areas together, and deep into how we teach. This is a very priority based and pushed us toward our priorities in SPPS Achieves.
Chief Baker and Heather Kilgore provided information on the family engagement work. As of right now, the budget for Family Engagement is stable. There was one position not filled, and potential work around the strategic plan that was not fully finished or moved forward with. No one is leaving that department and this work is also very important.
- Does that increase the workload and decrease their availability? That position was more fleshing out the work as we move forward. In looking at this work at the beginning of the strategic plan and

looking at the work, we have come to a point where we know the work, who needs to do that work, who is responsible for that work. That position wasn't filled at the time. The work is still important and determining ways to meet the needs with resources.

- There was the program around Parent Teacher Conferences with engagement and do more with those conferences with class and parents to increase achievement? Response: The program is still exists and is expanding with the first high school Special Education team, and other Montessori modifications. It is not a pilot and will continue.
 - Like with safety, this is a collective effort, and as many individuals as we can to help with student achievement, the better.
 - Director Ellis noted the Academic Parent Teacher Teams and recount her experience in visiting several of the sites with Vice Chair Foster with families to review student data and in Kindergarten who passed the standards for letter recognition and celebration. She also noted the previous request for a presentation on this item. Response: We want to ensure we did hear the Board about that presentation and there were a few things that happened, and plan to bring forward that presentation later in the year.
- Director Kopp thanked Chief Schrul and her team for their work.
- Director Marchese also thanked Chief Schrul and Chief Baker for their work and responses. He noted that he recognized the priority based budgeting process and the intended roll out was modified due to COVID and it made it more difficult to get a handle on the numbers for community engagement and changes. He noted disappointment in the Board understanding the tradeoffs in this budget, and need to know because community will ask, why fund one thing over another. A lot of work done by Administrative teams and Finance to come up with this document and make it fit with what we have with the revenue we have - make sure the Board is getting into this conversation at an appropriate time and early enough to influence. Disappointed did not have enough of an opportunity to influence this budget process, which was out of necessity but some also want to flag for next year. Had concerns about budget in the past, and didn't vote to approve it last year. This was better but more to do, and understand reasons why couldn't bring all the way there with operational issues with COVID. Important for this board to ask questions early and to know all the things that these trade off decisions. Appreciated the sessions, and wish they would have happened earlier. Response: Some of the trade offs are that - they are taking vestiges of school district of the past and modify to the school district we want in alignment with the strategic plan. Some of the other trade-offs that we hear is that we do not have a discretionary list of spending at schools, and when that funding changes based on student enrollment or other factors, there may be things that buildings once could fund that they no longer can - and they ask the District to fund. We would love to be able to offer all items, but a number of factors impacting that.
 - Understand that some of this is changing how funding is coming to the buildings and easy to use funding, responsibilities for functions managed or funded centrally versus the building budget and has double edge sword - it doesn't appear in building budget, but decision making form central location for operation reasons. Important the Board know inflection points more clearly because we hear form community, staff, families and others who don't understand the choices because they are not immersed in it. Helpful to explain that and have a clear understanding. Other part is choices that the Board should be making - if spend funds on a particular type of program, those choices come back in the form of a budget, and ensure due diligence to spending in alignment with values we support. The earlier to get into that conversation - recognize the timeframes got mixed up for reasons out of control - earlier and better to vocalize and ask questions, solicit input from community and check test things to make sure moving the process forward. Appreciate work being done, and want to keep eye on making sure the Board is in its sweet spot in being effective and know next year moving work further along to be more strategic, focuses on priorities

and outcomes to see. Dollars should transfer to outcomes in spps achieves and moving those high level achievement outcomes for students, and what funding in alignment with that. Want to ensure all on the same page throughout the process.

- Director Ellis appreciated the time with Chief Schrul to go through the questions. She appreciated trying priority based budgeting and agreed that it would have been helpful to have started earlier. Felt like would understand better at the end of this budget cycle why and how we're doing it and how we got here, and she understands some pieces but not all impacts and what buildings will feel later on. Appreciate the work going into this - think big parts of the budget are muddled and hard to make connections seeing it in several different iterations. Helpful, but also "connect by numbers" would be helpful. If we're looking at a budget and how it may change based on information received, it would be helpful if format stayed the same, but information was inserted in a way to connect it better. Liked the placemat that had everyone on it - felt like it should be that simple to follow. Thanks to the Team for their work in this complicated matter, and looking forward to us doing it better.
- Director Foster thanked the team and it was helpful to discuss in depth - it's difficult to know all things about a topic like this. The timing and COVID situation played a huge part for her, and appreciated the time to break it down. She thanked Director Ellis for her questions.
- Superintendent Gothard thanked all who worked on this, and recounted the Senior Leadership Retreat in going through this to Chief Schrul and her team with the support and guidance to do this in a different way. We predicted that the first year may have challenges in this new way, and also adding what we faced. These last 15 weeks have been incredible in terms of not being able to be together to work, to engage as the way we thought, and contentious contract negotiations that determined ways we may not have and options we might not have exercised. We didn't factor that into the budget for this year - that contract settlement, and provided us the need to think differently in this year's budget, and to do it in a remote way. There were a number of variables. We are still in distant, remote environment and unknowns ahead of us for the year ahead - we don't know when we will need to make decisions, which decisions to make. We are creating contingency plans with guidance and do it in a flexible way. To continue down priority based budget, but also a side note of COVID-19 and planning for the future. It means we're going to need to continue conversations, but also honest and upfront about challenges for the future, and continued advocacy - the aid might not be enough or timeline may not be long enough. We are thinking out the next few months, but also long term. There are added things to this plan in thinking a multi-year plan. He thanked everyone for their work in these unprecedented, difficult times, as well as added factors such as enrollment. Thanks for support and engagement, and a job well done to the Team. Chief Schrul also thanked Karen Randall for her work with the 5C team, and Academics and Operations staff who also worked on this budget. Karen has been a real force for a lot of us.

MOTION: Director Foster moved that the Board of Education approve the proposed FY21 Budget as presented for adoption. Director Ellis and Director Kopp seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

X. NEW BUSINESS

Vice Chair Foster then introduced the Resolution Remembering Marny Xiong. Board members then read aloud the below:

A. Resolution Remembering Marny Xiong

BF 32098 Resolution Remembering Marny Xiong

WHEREAS, Marny Xiong was born on March 23, 1989 in the City of St. Paul's Frogtown neighborhood. She was the fourth oldest of eight to Zahoua Xiong and See Yang Xiong; and

WHEREAS, Marny Xiong attended Longfellow Elementary School, Washington Middle School, and graduated from Arlington Senior High School in 2007; and

WHEREAS, Marny Xiong graduated from the University of Minnesota - Duluth, with a Bachelor of Arts in Political Science and a minor in African and African American Studies in 2012. Marny fought alongside with the Black Student Association in college to successfully create the African and African American Studies, of which she minored in; and

WHEREAS, when KDWB, a local radio station owned by Clear Channel created their racist parody on Hmong people titled "30 Hmong in a House," Marny led students to join the protest at the headquarters and demanded Clear Channel to apologize. Clear Channel apologized and created culturally relevant trainings for their employees; and

WHEREAS, Marny Xiong started her career working at E-Democracy as an organizer promoting an online community forum. Afterwards, she went on to work at TakeAction MN as a field organizer helping to build the program "Organizing a New Economy." She led political organizing in six key swing House districts in 2012; and

WHEREAS, Marny Xiong also worked at the Food Group MN from 2014-2016 to fight hunger and nourish the community in an equitable and culturally relevant way; and

WHEREAS, Marny Xiong was selected to be on the City of St. Paul Neighborhood Star Board in 2015; and

WHEREAS, Marny Xiong was elected to the Saint Paul District 5 Neighborhood Council Board in 2016; and

WHEREAS, Marny Xiong worked for SEIU as a homecare organizer in 2016 and then transitioned to work at Minneapolis Public Schools District as the School Administrator Manager for Hmong International Academy; and

WHEREAS, in 2017, Marny Xiong ran for school board in St. Paul and successfully won the race leading all other candidates with over 36,000 votes; and

WHEREAS, in 2018, Marny Xiong was the treasurer for the “Vote Yes for St. Paul Kids” referendum campaign to increase school funding; the campaign was successful and voters approved to support all students; and

WHEREAS, in November of 2019, Marny Xiong initiated the collaboration between community organizations and Saint Paul Public Schools to create a resolution for the district to formally recognize Hmong American Day in May; and

WHEREAS, in January of 2020, Marny Xiong was supported by her colleagues and elected to Chair of the St. Paul School Board and led the district to end a four-day strike; and

WHEREAS, in April of 2020, Marny Xiong led the effort in introducing a resolution condemning anti-Asian racism fueled by the pandemic and called attention to the long history of racism and xenophobia towards Asian Pacific Islander communities; and

WHEREAS, Marny Xiong volunteered on various campaigns in the last decade, a testimony to her belief in and commitment to grassroots organizing, representation, and inclusive democracy at all levels of government; and

NOW, THEREFORE LET IT BE RESOLVED, that the Saint Paul School Board and Saint Paul Public Schools recognize the value and contributions Marny Xiong has added to our district and community, and both celebrate and honor the benefits of the lifelong influence she has had and will leave with our community, including elevating student voice, advocating for ethnic studies courses, practicing inclusive, positive, and resolute leadership, and backing up her optimism with hard work and a collaborative spirit; and

FURTHER RESOLVED, Saint Paul Public School and its Board of Education will tend to the good work Marny Xiong began and carry her spirit of love and service to students forward in all we do, and identify a space at the district administration building at 360 Colborne Street where all can remember and celebrate Marny Xiong as a friend, a colleague, a champion for students, and one of Saint Paul's brightest and most enduring lights.

QUESTIONS/DISCUSSION:

- Director Brodrick noted that in all the Whereas statements, they very clearly describe someone, who in her unfortunately short life, was a true leader and accomplished a lot. A lot. Proud to say that Marny as a graduate of Saint Paul Public Schools in her lifetime did a lot for the city of Saint Paul and all communities. Thank you and rest in peace.
- Director Allen noted this is a hard pill to swallow. Chair Xiong was a motivation to run to be on the board, and when won, excited to work alongside her and have her lead us. Believe in youth voice, and although 31, and valued that she was a great leader at young age and prepared to lead us in the direction forward of this District. She spent a short time with her and appreciated every moment and look forward to continuing her work. As read resolution, she noted the food distribution, and it brought different spirit around work while in the George Floyd response and the amazing work happening across the city, and wondering how it was happening and moments of frustration in feeling like the Hmong community was not being reached, and then tuning into a Zoom call with another Hmong leader, and the spirit of Marny being there and pushing it forward, as well in an Director Allen's organizing work. Tonight is an example of Marny's spirit with her work leading the SRO argument.

She admires Marny's spirit and work, especially as we move into the work of Ethnic Studies, and more details for our Hmong students to learn about the great warriors in their city.

- Director Kopp thanked Marny's family for their work in this resolution, and was grateful to contribute to it. Think it tells a beautiful story of life well lived in service to others. Grateful to have spent time with her and to have learned so much.
- Director Marchese noted that this is a difficult conversation at this point in the meeting, and over the past weeks has missed her voice and presence, energy and wisdom throughout discussions had that pertained to this meeting, and all times. He knows that her presence was felt in spirit, even if not in reality. He felt it and hoped others did as well. He appreciated this resolution and learned things and in reading it. He appreciates the Xiong Family for their inclusiveness to allow the Board to participate and mourn her and celebrate her life. He spent many hours with her on the Board, and always had such respect for her, her integrity, knowledge, and commitment. On a human level, he misses his friend and colleague. He is looking forward to being in community on Friday at Marny's service with her family and friends and sharing that space. These opportunities are important and these days of COVID isolation don't make it easier. He thanked her family for drafting this resolution and is proud to have served with her and added to her legacy.
- Director Ellis recounted times with Marny - including her treats on Tuesday in preparation for board meetings, and sharing her treats with Director Ellis. She had an ability to allow people to try new things they maybe didn't want to try. She recalled driving with Marny and singing in the car and missing their turn. She appreciated the opportunity to honor and recognize her in this way with this resolution. She is preparing for Friday to say goodbye, but also not goodbye. She misses Marny, and is still expecting to see her text messages with her great bitmoji. She misses her texts and phone calls, especially to wrestle with topics that this Board wrestles with, and talking things through to feel better.
- Director Foster noted that in this space, and working together, there is a relationship and a bond that is built when 7 different people from 7 different walks of life come together for a collective purpose and similar passions. She misses her friend and colleague, and going to miss Checkerboard Pizza and Marny's jokes. She has memories in such a short time of a phenomenal woman who lived life to the fullest while she was here. She is thankful to the Xiong Family, her mother and father for blessing us with time we had in this world with her. Her services are this Friday and the Board will be there together to help grieve and move through this and will read resolution at that time as well. She encouraged all to continue to think of her in prayer, and that we honor those that leave us by keeping memory alive by actions and words, left in 31 years, and it is context of how she came to us. Her life's journey to get to the Board and all sorts other things in the background. She noted there are questions in community around the work of the Board currently, and noted that we are grieving and trying to continue to move forward. This District is grieving. We have lost a friend and grant us the grace to move through this Friday, and beyond, and to keep the Xiong Family lifted in prayers, as well as the SPPS community.
- Superintendent Gothard noted last text messages, pep talks, quotes, and especially misses her laugh. He recalled the strong tying tradition when Marny was elected to the Board at the gathering to celebrate her accomplishment and participated in the strong tying on her wrist, and being with others and the deep meaning to celebrate her family and the Hmong community to welcome him into the tradition is a great memory and wished for many more.

MOTION: Director Foster moved to approve the Resolution Remembering Marny Xiong. Director Ellis and Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Foster noted an email from a student about apps, and wondering about a follow-up about what we are doing and using for apps, and ideas around physical health and mental health. Information to what we are doing and using, and great to have that information. Response: We did respond, and can resend if there is additional information, and can include with ongoing Distance Learning work and presentations.
- Director Ellis noted that in the Schoology account about interest in apps for over the summer, and there was a survey that went to students.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp made a general thanks to the District Administration team for the meetings, conversations about SROs, budget, and any other topics, and for being so available and willing to make time to connect. She particularly thanked the SEM team, Budget team, and operations and appreciated the time they made to answer questions and share information.
- She also noted thanks to the Board Administration team of Kaying Thao, Board Administrator, and Sarah Dahlke, Secretary to the Board, including the detailed minutes of the Committee of the Board meeting. As a person who reads the minutes, they are interesting and valuable to her work. The minutes are very detailed so the public can read them, and values and appreciates her work. She noted the support of the Board through this team, and thanked them for their work in organizing and keeping on track.
- She went on to note graduations, which were awesome and emotional. SPPS has amazing kids and every graduation was a little different and personalized, which is difficult to do in distance graduations. They were all really beautiful and grateful to see school communities and looking forward to learning more, and getting to know them in person.
- She also thanked principals for their feedback for the Board to communicate better with school communities, and share information about the work the Board is doing, and is excited to continue those conversations. In looking at SROs and other decisions, and to be proactive in building relationships with buildings and be available to them and in service to this project, whether in an implementation committee or not, but the accountability in these spaces to build those relationships.
- She recounted her time in meeting with the Ramsey County League of Local Government and the collaboration built there with County commissioners, and hopefully the City will re-join. It is an opportunity to talk as a group of elected officials about the alignment of our work, including during this economy and budgeting. She is grateful to attend and learn.
- She also noted, as a nod to SEAB Member Ali, that the Premier League of English football began last week, and shared the love of the beautiful game of soccer with both Liverpool and the Arsenal Gunnars. Also, that she was talking Director Ellis to be a Liverpool fan, and encouraged others to do the same.

- Director Ellis recounted her time with the Minnesota School Directors of Color and their conversation with Commissioner Ricker to talk about the impact of distance learning on students and families and community and appreciated the opportunity to be at that meeting with colleagues across the state.
- As part of the MSBA Board, there was a distance learning feedback group with MSBA members across the state, and barely being able to scratch the surface of distance learning in an hour, with a Q&A session, and the note about other districts outside of SPPS, MPS or Anoka Hennepin and their different concerns, but that we do this work for the entire state on behalf of students. The need to see the collective well-being and things to accomplish, and those conversations and dialogue.
- She also noted thanks to the Districts across the state and country who have sent condolences on the loss of Chair Xiong, as well as the texts and individual emails from community members. She appreciated the time in reaching out.
- She also noted appreciation for the Superintendent's wrap-up virtual meeting for staff and families, and how this year shifted gears quickly and the end of this school year. The communication from the District will be especially important for the community going-forward. It's important to communicate as effectively as possible, especially when reacting to recent events, news, or guidance. She also noted the appreciation from community members on social media for the wrap-up of the year.

XI. FUTURE MEETING SCHEDULE

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

- July 21
- August 18
- September 22
- October 20
- November 17
- December 15
- January 5, 2021 (Annual)
- January 19
- February 23
- March 23
- April 20
- May 18
- June 22
- July 20

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

- August 5 (Wednesday)
- September 8
- October 6
- November 10
- December 8
- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

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 Foster	Yes
Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

The meeting adjourned at 11:47 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
MINUTES OF THE SPECIAL MEETING OF THE
BOARD OF EDUCATION

June 29, 2020

I. CALL TO ORDER

The meeting was called to order at 7:06 a.m.

II. ROLL CALL

PRESENT: Director Brodrick, Director Allen, Director Kopp, Director Marchese, Director Ellis, Director Foster, Superintendent Gothard; Cedrick Baker, Chief of Staff; Kevin Burns, Director of the Office of Communications, Kaying Thao, Administrator to the Board; Chuck Long, General Counsel; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes

IV. NEW BUSINESS

General Counsel Chuck Long then provided information on the process for filling the Board of Education vacancy. The first item for discussion and decision is on the process for an appointment to temporarily fill the vacant positions until a special election in November. State statute requires that when there is a vacant position that the position must be filled through an appointment, and also consistent with Board policy 202.02. The exact process for fulfilling the obligations and appointment is up to the Board and for discussion at this meeting so that the notice can be posted and published. He also recounted the previous instance of a Board appointment in 2016 and the process used. Under state statute, there is a 30 window after appointment to fill a vacancy during which a challenge could be made.

QUESTIONS/DISCUSSION:

- We are appointing someone until November 2020 or November 2021? Response: The appointment would be until a special election held in November of this year to run concurrent with the general election. After the special election, that individual will be seated on the Board following the canvassing of the votes in mid-November. That term would run through the duration

of Chair Xiong's term until January 2022. Special election is special because there is a change in the board status, and also not a regular board election for SPPS.

- The person appointed is not automatically precluded from running in the special election? Response: Yes, that is correct.
- That would not preclude us as board members individually or questions, can we ask candidates about the intention in the special election or the 4-year term which would follow afterwards? Response: That question can be asked, but do not believe a person could be prevented from running for the elected terms.
- It would be clear that it would influence the decision in terms of person appointed? Response: How the appointment is made is up to the Board's discretion, and that question can be asked.
- Understand we can use the process from 2016, and understanding that at the time of the appointment in 2016 if the individual was interested in running and discussed during the conversation, either publicly or individually - the fact that individual would be appointed and strongly encouraged not to be running in the general election, and not the perception that the Board would be appointing the successor to the Board. It's important that we adhere to the principles to the appointment for the short term position at interviewing, speak to their intentions on that. individually have that factor into decision making as make it known. Important to separate the appointment from the election in terms of impact of the choice.
- Director Foster recounted her experience in the previous appointment process. Want to be sure everyone is on the same page in terms of details around running in the elections.
 - Director Brodrick noted that the question is whether that question would be included in the interview as the first question, and that person publicly declare their intentions. Would it be fair? It is a short time, with a 30 day window. Personally think one of the questions should be the intentions to run in either the special election for the 1-year terms or the 4-year terms. Something for this Board to decide on. Would that preclude them? We can't legally, but ask publicly. It does become political.
 - Director Allen noted that since it is a short window between appointment and election, but if they have long-term plans it may put us in a position where we are appointing and giving them an opportunity to do or show certain things to sway the public, and like a hyped campaign opportunity. Concerns around that. Because it's a short period in between, appoint someone for 1-2 meeting, and then special election, and that instability could be a concern, and opening it for the special election. Make it a question and allow the Board to decide because they vote on the appointment, and that would be important.
 - Director Kopp agreed with it having be a question, and interested in what about it, and how experiencing that by Director Foster. Director Foster noted the confusion about this position when submitting her materials, and it was then explained. It would be ensuring we are clear with the public and those with an interest to be clear that while there is no legal reason to prevent people, that the preference is that we see these as distinct opportunities, and that language and clarity so folks can jump into what they are interested in doing. This appointment would only be for 1-2 months until the canvassing of the special election results in November. Response: These two things will run concurrently depending on timeframe for the appointment, the time to submit applications process, and then the window for filing for special election could happen at the same time. We are going to be clear in the posting and the notice for the special election. There could be some overlap. With the appointment itself, it does run through the election on November 3, and then the canvassing of the results shortly thereafter. The details on this process in 2016 was also noted. Chief Baker noted that this is important because there were a couple of decision that the Board needed to make with a full seven members, and that important decisions were thought about and strategically placed with an elected member. It wasn't clear when the process first started on running in the election, and the overall expectation.
 - Clarity, especially with concurrent things, to have clear communications for folks to apply or run for the place they want to and not be frustrated.
- It's important that these are two separate opportunities - opportunities for appointment for the short term, and the election for the seat to last until the end of the term or end of 2021. Whoever runs elections in 2020, will have to decide if they want to run in 2021. The campaign part is a separate matter, but appointment is the action to be clear about. In terms of question and how to proceed

with question - filing period and application and decision running concurrently and discussion at the time, wanted to be cautious about appointing someone to seat as perceived as giving heads start before election for replacement. While no legal power to stop someone, in our conversation, felt important not perceived as appointing person with a leg up in election. Can't stop someone filing once appointed - can individually decide answer to question means to us and decide accordingly. Personally believe it is important to draw distinction. We can factor it as we wish, and decide carefully in this process to use discretion and be cautious and message to the community if chose someone who does not commit to not run. Something to be aware of.

- In this section, we are determining the process to use? All in agreement to move this as soon as possible? Legally we need to.
 - Director Ellis noted she is fine with the question in the interview process. Trying to figure out who selected the candidates and how they were narrowed down? Response: There were applications, and all were reviewed, and those individuals were interviewed, and individuals were nominated, and then voted. There could be multiple nominations, and there was a vote, and if no majority, then go back. Response: In 2016, if there were 6 applicants, then all receive interview with the Board. If more than 6, each board member chose two applicants, and the set a special meeting during which the interviewees came in for 6 minutes, asked questions. Following the interviews, the Board voted with the process outlined. Any appointment should require the majority vote, per Board policy.
 - She remembered nominating at the 2016 meeting, and the vote happened right away and not a chance for others to nominate. That part wasn't very helpful or smooth. Response: There was some confusion at the time, and after the nomination, and time for vote in the process, offer that board members didn't understand the deciphering and narrowing down during the vote, and questions at the time. It came across that the process wasn't clear in 2016.
 - In process, mean that each board member is nominating someone, and how narrowing down from nominations? Response: Matter of communication and clear into the vote, each have opportunity to nominate, but didn't have to nominate - each person could nominate up to 1 candidate. there may be up to 6 votes, and eventually decide one candidate to be selected by 4 votes. Each board member has the opportunity to nominate someone. The voting had to happen several time until a candidate with enough support for 4 votes.
- If more than 7 candidates, board members could nominate 2 candidates? Response: That relates to the interviews. When it comes to nominating candidates to be considered, each get 1 person to nominate to be considered.
- If more than 7 applicants, board members can pick 2 to be interviewed.
- How long will we be accepting applications? When would we need to do next steps including going through applications and selection process? Board members then discussed. In going into July and that process of opening the timeframe, and interview process (roll right into that), and then select someone, with 30 days to contest it. It needs to roll from one to the next.
- The application timeline is what the Board decides.
- What is the method for announcing this is open? Response: Pursuant to Board policy, the Board shall publish in the newspaper of record, and the details on the website.
 - Is there additional community outreach to let others know this position is open, and the application process so that it is clear? Response: We can do that and opportunities to get this out in different ways, and open to other ways. Outside of the Legal Ledger and the website, we are open to the other ways as well. Response: Suggestion of press release for broader community to understand community and timeline, and application. A clear process to everyone.
- Wanting to get notice out tomorrow, and how long are we going to post that out? Response: In looking at the calendar, wondering if agreed to 3-week period for applications, which would be July 21st for applications; not less with the holiday and enough time for people to track and submit. Perhaps a special meeting the week of the 27th - the turnaround time and determinations if more than 6 names to be interviewed - interviews and decision and 30 day period of time, to end of August, and allow individual to participate in September meetings. Think compress a little to have person selected by end of July? Our next COB meeting is August 5, and that week of the 27th is open.
- Director Allen agreed with the timeline, and whatever timeline allows for this person to be a part of

the Board in September, and another brain to put behind things to adjust to.

- There was consensus for that timeline.
- Thinking about process and however many applicants, to continue to communicate the timeline and process to use going forward.
- Once applications come in, do they go through anyone else, or go directly to the Board? They go directly to the Board. For those who have reviewed applications in the past, how long to evaluate the applications? In thinking per application - how much time for each? Are we going to vet candidates from a legal standpoint to ensure they are eligible to serve on a school board, and at what point since appointed time, any security or background check? Response: There are minimal qualifications to serve on a school board established by statute. Anyone applying for either would need to be able to meet those qualifications.
- How do we want to do interviews - via video conference? Response: The recommendation is to plan for video conference and will share protocols, with staff interviews done via video conferencing and protocol to make a positive experience for all.
- Selections are done in advance; internally set a date to expect board members to review applications and let applicants know for the special meeting on July 27th.
- The process for informing board members to collect information by the deadline, and provide copies of materials received by the deadline.
- Is it possible to get applicants as received to prepare?
- The format for the special meeting on July 27th was reviewed.
- There were clarifying questions on the process and internal process to notify the candidates on the opportunity to interview on July 27th.
- One scenario that could be problematic with 7-8 applicants, and process by which each board member nominates 2 - hypothetically, we could narrow the number of candidates to 2 if every board member chose the same 2. There would be 4-6 people who didn't get a chance to interview. Should we plan on having at least a certain number? Response: It is up to the Board. The process decided is up to the Board and the discretion of the Board.
 - The candidates, if there are 7-8, by this process, limit it to 2-3, and would not be interviewing anyone else. Could there be a perception as deciding on the semi-finalists are without giving people a chance to interview? Response: This happens often in interviewing large pools of folks, and ranking. When pooled together, there is a ranking. If 6 is important, we can work with consultants from HR to help facilitate a process based on individual rankings. Important to know how many the Board wants to interview if more than 6 applicants. Thanks to Administration and HR for their support. If all to look at 8 applicants, and the conclusion by 6 of us would be that there are 2 stood out as the finalists, and very much consensus, but way explained, not uncomfortable with end up with 8 or 9, or narrowing it down to less than 6 to be interviewed. In listening to the Superintendent and General Counsel, feeling more comfortable.
 - What is the number the Board wants to avoid that possibility? HR could determine candidates to rank for accurate representation.
- It was noted that the District and Administration is not involved in this process, and to figure out a process to balance that situation amongst the Board in more democratic form - even if have to nominate more than 2 - all about Board discretion, and the process around that and scenarios.
- Instead of reinventing a process, possible based on the Superintendent described to review process by HR and make adaptations rather than try to solve massive word problem that has already been solved, and leaning into expertise to those who do this on the regular. HR would serve as a liaison - maybe a rubric to use.

A. Process for Filling Board of Education Vacancy

MOTION: Ms. Foster moved to approve that “Applications to fill the Board vacancy open upon posting of Notice of Vacancy to Board and SPPS website on Tuesday, June 30, 2020. The deadline for submission of applications is Tuesday, July 21, 2020 at 5:00 p.m. If there are six (6) or fewer total applications for the vacant position the Board will interview all candidates. If there are seven (7) or more total applications for the position each Board member will nominate up to two (2) applicants for the interview process. Interviews of selected applicants will take place

on Monday, July 27, 2020 beginning at 4:00 p.m. via telephonic and video conference after which the Board of Education will make their selection of the applicant to fill the position vacated by Marny Xiong on June 7, 2020.” Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes

B. Resolution Calling Special Election to Fill Vacant School Board Office

BF 32099 RESOLUTION CALLING SPECIAL ELECTION TO FILL VACANT SCHOOL BOARD OFFICE

WHEREAS, the office of School Board Member became vacant effective June 7, 2020 with the death of Marny Xiong; and

WHEREAS, the vacancy occurred more than 90 days prior to the Tuesday following the first Monday in November of 2020; and

WHEREAS, the current term of that office is in its third year and said term will expire on the first Monday in January 2022, i.e., January 3, 2022; and

WHEREAS, Minn. Stat. § 123B.09, subd. 5b (2019) and Section 2.05 (B) of the Saint Paul City Charter require that a special election be held in conjunction with the state general election to fill the vacancy for the unexpired term;

NOW, THEREFORE, BE IT RESOLVED, that the School Board does hereby authorize and call a special election of the School District, to be held in conjunction with the state general election on November 3, 2020; and be it further

RESOLVED, that candidates to fill this vacancy must file affidavits of candidacy with the Ramsey County Elections Office during the period beginning on July 28, 2020 and ending on August 11, 2020; and be it further

RESOLVED, that the Ramsey County Elections Office is hereby authorized to make all necessary preparations and give the required notices to conduct the special election.

MOTION: **Ms. Foster moved the Board approve the Resolution Calling Special Election to Fill Vacant School Board Office. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes

V. ADJOURNMENT

MOTION: **Ms. Foster moved the meeting adjourn, seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Director Brodrick	Yes
Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes

The meeting adjourned at 8:18 a.m.

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

Prepared and submitted by
Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education

Reopen SPPS

Board of Education Update
July 21, 2020



Saint Paul
PUBLIC SCHOOLS

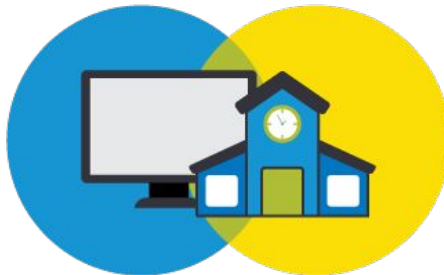


MDE: Plan for Three Fall Scenarios



Continued Distance Learning

- Students receive instruction using online tools and classes
- Implement improvements to Distance Learning based on feedback from families and staff



Hybrid Instruction

- Combination of online and in-person learning
- Groups are at schools part-time to allow for smaller classroom sizes, following social distancing guidelines



Traditional Learning

- Students return to school buildings full-time
- Health safety measures continue to be in place for daily cleaning and social distancing, based on state guidelines

Guiding Principles



Focus on the needs of students and families.



Prioritize community well-being, including the social emotional and physical health needs of students and staff.

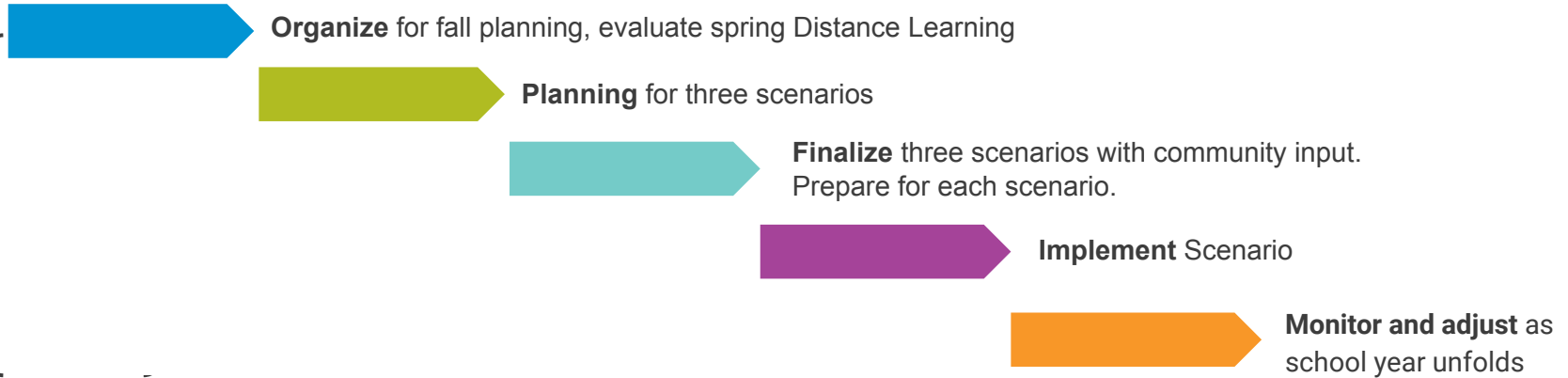


Champion equity and make sure students maintain progress toward their learning goals.



Design fiscally responsible and sustainable solutions.

Timeline



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Planning Structure

Core Task Force

Cross Functional Work Groups

Departmental Work Groups

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Reopen SPPS Task Force

- David Watkins, Chief of Schools
- Jackie Turner, Chief Operations Officer
- Kate Wilcox-Harris, Chief Academic Officer
- Marie Schrul, Chief Financial Officer
- Kenyatta McCarty, Executive Director, Human Resources
- Craig Anderson, Executive Director, Office of Teaching and Learning
- Hans Ott, Executive Director, Office of Digital and Alternative Education
- Joshua Delich, Assistant Superintendent of Schools
- Marcy Doud, Assistant Superintendent of Specialized Services
- Leah VanDassor, Vice President, Saint Paul Federation of Educators
- Mary Langworthy, Supervisor, Student Health and Wellness
- Tom Parent, Facilities Director, Facilities Department
- Laurie Olson, Director, Security & Emergency Management
- Karen Randall, Assistant Director, Strategic Planning and Project Management Office
- Shawn Hogendorf, Communications Consultant, Office of Communications

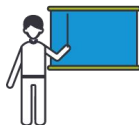
Reopen SPPS Work Groups



Budget



**Communication,
Engagement,
Evaluation**



**Curriculum and
Instruction**



**Facilities and
Operations**



Health Protocols



**Schedules,
School Support
Services**



Technology



Workforce

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Assessing & monitoring COVID-19 fiscal impact

Federal CARES Act funding

Authorizing COVID-19 funding requests

Reviewing, costing, & preparing allocation models for Work Groups

Communications plan
Engagement plan
Evaluation plan

Instructional design models for fall in three scenarios

Spring Distance Learning review

Student engagement in learning

Grading/testing

SpEd, ML and GT services

Professional Development

Space usage plans, modeling social distancing and operational scenarios

Implementation of social distancing, PPE, and cleaning protocols

Social distancing, PPE, and other health guidelines

Student and employee wellness manual

Building visitor guidelines

School schedules in three scenarios?

Social/emotional supports

First month of school planning

School year contingencies for differing levels of building access

Access to technology

Logistics of iPad handout and set-up

Technology maintenance and replacement

Adjusting staffing and bargaining unit MOUs to evolving organizational needs

Support for staff that are at elevated risk for COVID

Budget Workgroup



- Monitoring **COVID-19 fiscal impact**
- **Federal CARES Act** funding applications under development
 - GEER and ESSER allocations
 - Applications through MDE
- Working with each Reopen SPPS Work Group on **reviewing, costing and preparing allocation models** for new COVID-19 related expenses

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Communications, Engagement, Evaluation Workgroup



Continuing to update fall planning website spps.org/reopen2020

Pulse Surveys

- Completed first pulse survey (more than 10,000 responses) and shared results on fall planning website
- Second pulse survey being shared this week with students, families and staff

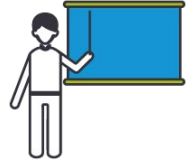
Engagement

- Superintendent Town Hall, small group conversations and online forum on spps.org/reopen2020

Communications

- Working on messages about hybrid schedules, safety protocols, distance learning as an option, website updates
- Creating fact sheets for school schedules, cleaning protocols, health and safety, meal services, transportation, etc.

Curriculum and Instruction Workgroup



- **Distance Learning 2.0 must be ready in all three scenarios**
- Teachers post grade level lessons / assignments in Schoology and Seesaw **for each day.**
- Lessons will be **designed in a similar way** to be ready for quarantine periods
- **Distance Learning PD for all teachers** before school starts (stipends), also Opening Week
- Students will be taught **course navigation & expectations**; defined "Same Time" and "Anytime" learning structures
- **Grading expectations will be taught** for each course
 - **Grading based on achievement**
 - **Families notified** if students are falling behind
 - Each school will have a **team to address issues** with engagement and attendance
 - Teams figure out the **best way to serve** the students and families
- English Language learner lesson structure provided for content and ML teachers
- Special education plans focus on safety as well as supportive and rigorous services in all scenarios; especially the distance learning environment.

Facilities/Operations Workgroup



Ventilation System Readiness

- Mechanical systems will run longer every day and draw in more fresh outside air
- Enhanced filtration

Space Readiness

- Room-by-room capacity analysis
- Cafeteria and kitchen layouts for safe service & social distancing
- Acrylic dividers at public reception
- Social distancing and directional signage
- Minimum 2 hydration stations per building
- COVID Isolation Rooms

Cleaning & Disinfection

- 4 tiered cleaning plan
- New equipment for high volume disinfection
- Rapid response team for large scale support
- Will need additional staff to sustain

Personal Protective Equipment:

- 3 cloth face coverings for every employee
- Paper masks for all visitors / supplement
- Gloves, shields, gowns
- Working with OSS, HR for specific PPE needs

Supplies:

- Hand sanitizer in every classroom
- Disinfectant spray / wipes in every classroom
- Water bottles for every student

Facilities/Operations Workgroup

Meals

- Eliminate self-service foods and supplies.
- Discontinue share tables and salad bars.
- Continue Breakfast To Go with hallway pick-up.
- Adjust serving lines in the cafeteria for full-service lunch.
- Replace lunch trays with reusable clamshells.
- Provide protective barriers at the serving line and cashier stations.
- Modify cafeterias to accommodate student dining while maintaining social distance.
- Coordinate lunch schedules with principals to manage cafeteria capacity.
- Provide meal boxes for students when distance learning.

Transportation

- Working through scenarios to address social distancing
 - Staggered arrival and end of day loading
 - Seating
- Continuing to support meal delivery



Health Protocols Workgroup



- COVID-19 **Employee Workplace Manual Updates** (includes training)
- COVID-19 **Student and Family Guidelines and Expectations**
- Updated **system for self-reporting** COVID-19
- Building **administrators as point people** for COVID in conjunction with health services
- Staff and visitor **mask requirement**, students recommended
- **Health screening** for symptoms by self-monitoring through education and reinforcement
- **Signage** - Masking, social distancing/floor markings, health screening, handwashing

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Health Protocols Work Group Continued

- Identified **isolation rooms/space** when students get sick
- **Materials handling** recommendations
- Modifications to **visitors, student pick up/drop off, large gatherings, communal space**, etc.
- **Student attendance modifications** as a result of prolonged absences with link to distance learning, when needed
- **Key messages** around staying home when sick, handwashing, social distancing, and wearing masks

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Schedule/School Support Work Group



Hybrid Schedule - K-12 and Full-Day Pre-K*

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*Early childhood and half-day Pre-K will follow the same group schedule during their normal class time (a.m. or p.m.)

Monday

Group 1
on-site
(regular schedule)

Group 2: Distance Learning

Tuesday

Group 1
on-site
(regular schedule)

Wednesday

Group 2
on-site
(regular schedule)

Group 1: Distance Learning

Thursday

Group 2
on-site
(regular schedule)

Friday

Both Groups
Distance Learning
(Teacher work and student support day)

- Groupings **keep families on the same days** as much as possible
- **Consistency in instructional minutes** regardless of location
- Working on options for **additional student support** on Distance Learning days
- **Attendance taking** enhanced through new Campus tool
- Resources to support **social/emotional needs**

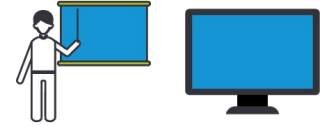
Technology Workgroup



- Ensuring **iPad and Wifi access** for all students
- Reviewing **video conferencing** needs and tool
- Expanding Seesaw licenses to **support special needs students**
- Updated **fall handout processes**
- Updated **break/fix procedures**
- Updating **technology support resources** for staff and students

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Distance Learning as a Choice



- Regardless of the scenario decided on by MDE, **SPPS will be offering a Distance Learning School throughout the year for any family** who prefers their students not to attend an in-person or hybrid schooling option for the 2020-2021 school year.
- This Distance Learning School will maintain a student's path to graduation and will address state standards.
- More information and registration information will be available soon.

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Workforce Workgroup



- **Train all employees** on health protocols, expectations
- **Manage workforce issues**, issues of employee illnesses
- **Share information, work options** with employees
- **Communicate** our precautionary measures, implement passive screening for all employees, students, and visitors.
- **Support employees' access** to emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits and work options.
- **Assess the impact** on benefits and terms and conditions of employment as it is related to the needs of our adjusted learning structure.
- Review and assess the **workforce needs** as we navigate our adjusted learning structure.

Questions?





SAINT PAUL
connect

The place to find youth summer programs

Website

- Organized by grade level
- 32,010 visits as of July 14.*
- Most popular pages are 'All Ages' and 'PreK-K'
- Social Media 27,314 ind. reached
- 30% open rate from SPPS emails



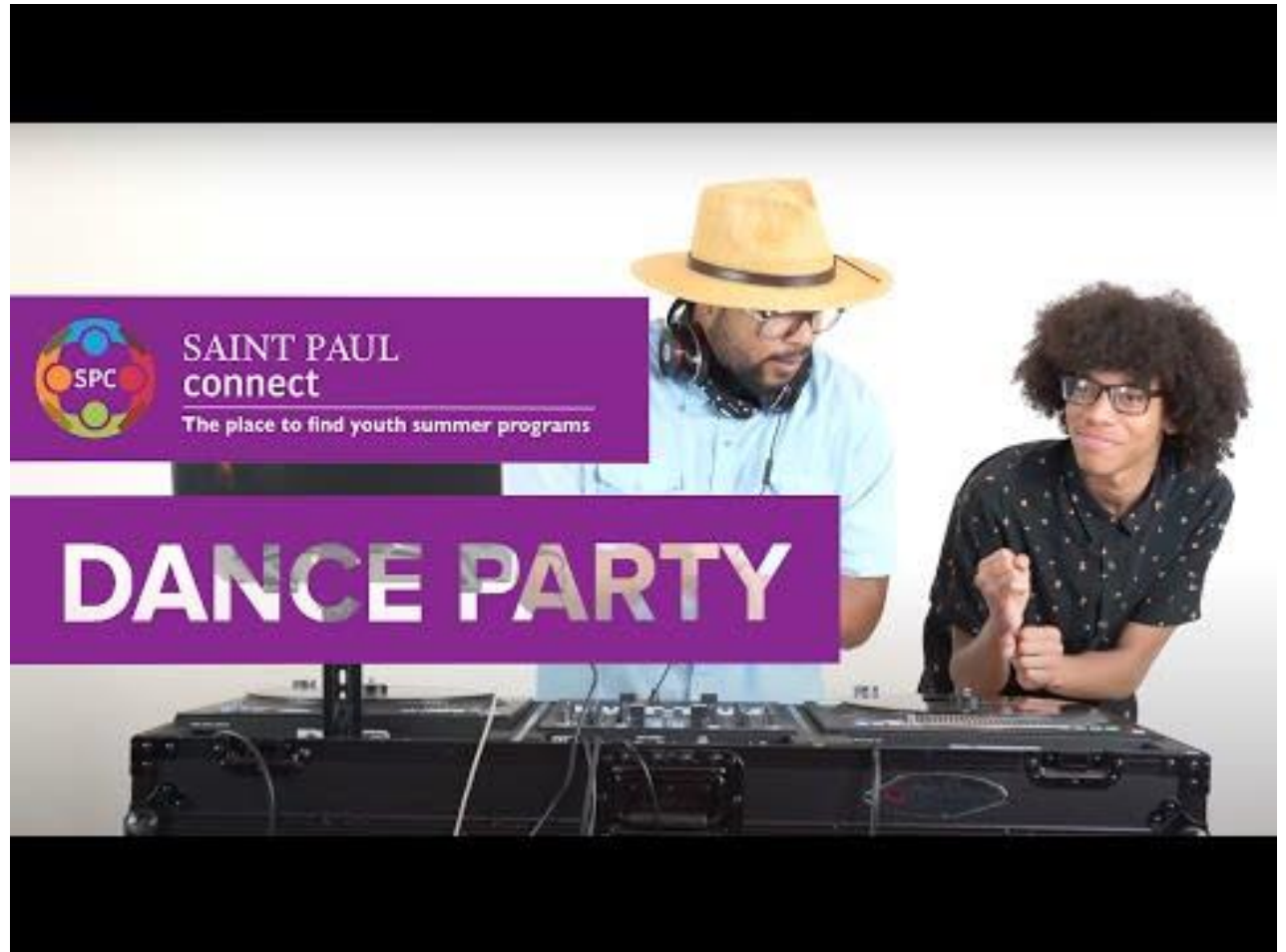
Welcome! St. Paul Connect is a website built to share free youth programs, hosted by St. Paul Youth-Serving agencies. Check back often as programs will be continually created and added throughout the summer.



*Went live June 15.

Launch Party

- ~400 attendees.
- Over 4459 watches on our YouTube channel



Partners

Total: 45

SPPS: 7

Activities

All Ages: 16

PreK-K: 29

Elementary: 19

Middle/High School: 26

Feedback

Community Partner- They are loving it! Very engaging through virtual platform

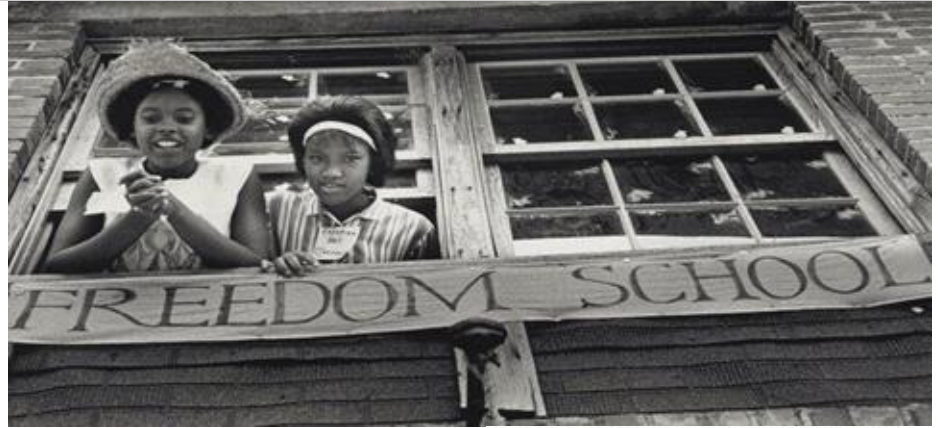
Wilderness Inquiry	CDF Freedom Schools Connect- SPPS
Ignite Afterschool	FilmNorth
Ramsey County 4-H	Office of Teaching & Learning
Neighborhood House	Office of Digital & Alternative Ed
St Paul Urban Tennis	Office of family & Community Partnerships
East Side Arts Council	Saint Paul Public Library
The Sanneh Foundation	Saint Paul Parks & Recreation
Como Planetarium	Como Park Conservatory
Community Education	Right Track
Sprockets	E-Stem Middle School
National Park Service	Early Childhood Family Education -SPPS
American Indian Youth Enrichment	Girl Scouts River Valleys
YMCA of the Greater Twin Cities	
ComMUSICation	
Cookie Cart	

1964 Freedom Summer in Mississippi as a part of the Civil Rights Movement.

CDF Freedom School Connects

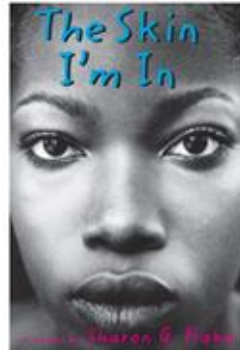
www.spps.org/freedomconnect

- Enrollments 82
- Website went live July 3
- Full version: July 6 start
- Set up needed for Website Analytics
- Funding / Donors \$150,000/ 5 donors
- Events
 - Harambee
 - Read-a-loud
 - Family Empowerment #1 Health & Wellness Resources Fair July 28
- Google Meets Invite will be sent
- Certified Servant Leaders/Instructors



Harambee! is one of the favorite daily events of CDF Freedom Schools.

The Harambee! videos below highlight some of the components.



Freedom School

Check out this Flipgrid!

DAILY THEME: "Don't judge a book by it's cover"

FOCUS SKILLS: Character analysis

MAIN ACTIVITY: Read and discuss the book "The Skin I'm In" chapters 1-3 pages 1-35

(Click on Youtube link below if you missed group session)



Call to Unity

CDF Freedom Schools Certified & Amazing Servant Leaders/Instructors

Collaborates with Families and Communities to:

Create positive ways for scholars to embrace and celebrate learning through culturally relevant and affirming lessons, enrichment, projects, and books

73 Maintain open channels of communications during the summer, and provide connections to a variety of multicultural resources and services especially needed during COVID-19, and hosting engaging Parent Empowerment Workshops topics identified by families.

Offer a creative outlet for the expression and respect of our scholars voices and feelings

“Family means different things to different people. To me family means someone who is related to me both by birth and through adoption. I have two families. One family I have is my birth family and they live in Ethiopia. My other family is the family I live with.” ~Level 2 Student



Activity: Tell me in 5 to 7 sentences the definition of “FAMILY” and what “FAMILY” means to you? Secondly, draw a picture of what your FAMILY looks like.



SPPS Achieves Strategic Plan 2019-2020 Report

Board of Education

July 21, 2020

[SPPS Achieves Strategic Plan 2019-2020 report](#)

Strategic Initiatives - SPPS Achieves Underway

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Positive School and District Culture

Strategic Initiatives

- 1a.** Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
- 2a.** Improve culture by using input from students, staff and families

Effective and Culturally Relevant Instruction

Strategic Initiatives

- 3a.** Implement culturally relevant practices within all student learning and programming
- 3b.** Ensure all students have access to a well-rounded education

Program Evaluation and Resource Allocation

Strategic Initiatives

- 5a.** Implement a system for assessing program effectiveness
- 5b.** Determine a districtwide middle school model
- 5c.** Allocate resources more strategically

College and Career Paths

Strategic Initiatives

- 6a.** Create career-related curriculum and personal learning plans for all PreK-12 students
- 7a.** Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
- 7b.** Expand high-quality instruction in targeted career fields

Family and Community Engagement

Strategic Initiatives

- 8a.** Identify ways to engage the community in district decisions and initiatives
- 9a.** Review and revise relationships with external organizations to better meet student needs

Initiative Year 2 Milestone Progress

Overall status	Yr 1 Jan-Aug 2019		Yr 2 Sept 2019-July 2020	
Milestones completed	31	82%	60	75%
In progress	6	16%	11	14%
Scheduled	1	3%	0	0%
Paused	0	0%	9	11%
Total	38		80	

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Positive School and District Culture

Initiative	2019-2020 Outcome Example	Performance Indicators	Target	Status
1A PBIS/SEL	SEL lessons have been tested at 12 pilot sites	% of classrooms at the 12 pilot sites complete the SEL lessons	80%	100%
2A Positive Culture	New employees are onboarded and welcomed following recommendations in the district culture improvements document	% of new employees and new supervisors reporting recommendations were followed	80%	Unable to measure due to COVID

Effective and Culturally Relevant Instruction

Initiative	2019-2020 Outcome Example	Performance Indicators	Target	Status
3a Culturally Responsive Instruction	SPPS academic offices, departments affecting instruction have a shared understanding of culturally responsive instruction.	% of Office of Academic supervisors and PD leaders complete the CRT PD series	100%	100%
3b Well-Rounded Education	Specific expectations (# minutes per semester in each content area) for a K-8 Well Rounded Education (WRE) are distributed and understood at the site/school level.	% of school leaders have received training on the expectations document	100%	100%

Program Evaluation and Resource Allocation

Initiative	2019-2020 Outcome Example	Performance Indicators	Target	Status
5a Program Effectiveness	The number of SPPS district staff with the capacity to participate in self-evaluation of their program has increased.	% of COHORT indicating intention to embed evaluation into sy 20-21 programmatic work	95%	100%
5b Middle School Model	The Foundations program and curriculum has been updated & implemented by 11 schools	% of middle schools (P-8, 6-8) implementing foundations	55%	100%
5c Resource allocation	A priority-based budget process is established.	% of 15 budget steps completed as designed	100%	97%

Program Career and College Paths

Initiative	2019-2020 Outcome Example	Performance Indicators	Target	Status
6A Personal Learning Plans, Career Curriculum	The framework for Personal Learning Plans has been implemented.	% of pilot sites implementing PLP framework	80%	100%
7a/b Career Pathways	9th graders have a career sampler curriculum	% of 9th grade students scheduled for career sampler	100%	100%

Focus Area: Positive School and District Culture

Initiative	2019-2020 Outcome Example	Performance Indicators	Target	Status
8A Engagement	District program leaders are operating under a standard expectation for authentic engagement design, strategies and tools , as reflected in a guidelines document.	% of district program leaders that have a common understanding of authentic engagement design, strategies and tools	100%	33%
9a Partnerships	The Office of Family Engagement and Community Partnerships has documented existing district partnerships .	% of district-level of district partnerships that are categorized in the partnership database	100%	100%

2020-2021 Instructional Priorities

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Positive School and District Culture	• Supporting school capacity to implement and monitor the SPPS PBIS framework, using data to inform decisions • Implementing Social-Emotional Learning, including Restorative and Trauma-Informed Practices and adult SEL supports
Effective Instruction and Culturally Relevant Instruction	• Implementing culturally responsive practices within all student learning and programming • Addressing instructional barriers to a well-rounded education • Deepening implementation of the middle school model
College and Career Paths	• Expanding implementation of personal learning plans PreK-12 • Expanding implementation of career-related curriculum and experiences PreK-12 • Expanding career pathways at comprehensive high schools

Questions?



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SPPS Achieves Strategic Plan 2019-2020 Progress Report

July 21, 2020

Mission Statement

Inspire students to **think critically**, pursue their **dreams** and **change the world**.

Guiding Values

- Achievement
- Communication
- Continuous Improvement
- Collaboration
- Accountability
- Inclusive culture

Introduction

The [SPPS Achieves Strategic Plan](#) launched in December 2018 with a focus on 10 initiatives. For the school year 2019-2020, two more initiatives were added as Saint Paul Public Schools (SPPS) moved from planning key projects to installing the systems and resources needed to carry them out. During the year, staff, students and families began to see real changes in SPPS due to the strategic plan. Each initiative set outcome goals and performance measures for the school year. This report details the results, some of which were affected by a teachers' strike and school closures due to the COVID-19 pandemic.

The impact of the pandemic will continue to be felt in the coming years. As a result, this fall SPPS will revisit the scope of the strategic plan, prioritizing initiatives that are well under way and tightening our focus to ensure progress on our long-term student outcomes.

Long-Term Outcomes	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
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Outcome Overview

This year's strategic plan progress monitoring included setting task milestones and outcome performance indicators for each initiative.

There were 80 milestones across 12 initiatives to be completed by the end of July 2020. The move to Distance Learning in March due to COVID-19 redirected resources and interrupted projects that were underway. The initiatives most impacted by this were those working on positive staff and student culture surveys and developing community engagement and partnership resources and training, as these departments were immersed in staff and community support through the pandemic. Other initiatives moved activities online and continued to make progress. The overall result has been a higher level of "in progress" and "paused" activities this year, with an overall 2019-2020 milestone completion rate of 75% compared to the January-August 2019 completion rate of 82% for 38 milestones.

Overall status	January-August, 2019		September-July, 2020	
Milestones completed	31	82%	60	75%
In progress	6	16%	11	14%
Scheduled	1	3%	0	0%
Paused	0	0%	9	11%
Total	38		80	

Regardless of the challenges to meeting this year's milestones, initiatives had solid successes in meeting their outcome targets. Out of 33 performance indicators, 70% of the targets were either met, exceeded, or fell within 3%. Those outcomes and targets are detailed in the sections below along with notes and next steps for 2020-2021.

Focus Area: Positive School and District Culture

Initiative 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

2019-2020 Outcomes	Performance Indicators	Target	Status
School sites have PBIS and SEL implementation goals	% of schools with SEL/PBIS implementation goals in their SCIPs	100%	81%
SEL lessons have been tested at 12 pilot sites	% of classrooms at the 12 pilot sites complete the SEL lessons	80%	100%
Staff capacity to implement PBIS and SEL concepts has increased.	% of PD session seats filled	80%	78.5%

2019-2020 Performance Notes

- The Office of School Support led the integration of Social-Emotional Learning with our Positive Behavior Interventions and Support (PBIS) framework.
- The Collaborative for Academic, Social and Emotional Learning (SEL) [Framework and 5 competencies](#) has been adopted as the SPPS definition of SEL.
- 81% of schools choose a SEL/PBIS related goal; that is 55 of 68 sites; the other 13 schools chose a goal that is related.
- The [Second Step](#) Social-Emotional Learning curriculum was used at 12 middle school sites.
- The [Zones of Regulation](#) are being used at more than 20 elementary sites. Lessons designed to foster self-regulation and emotional control are delivered by classroom teachers and supported by counselors and social workers.
- The team provided 48 different professional development opportunities with 3,196 participants, including Special Education, English Learners and other paraprofessional staff. The sessions were delivered in person, through synchronous virtual sessions and through sessions that were available on Schoology for staff to take independently.

Coming in 2020-21

- Second Step will be used in all middle schools.
- A toolkit of SEL/PBIS resources will be available through Schoology in the fall.
- SEL professional development opportunities will continue through the year.

Initiative 2a. Improve culture by using input from students, staff and families

2019-2020 Outcomes	Performance Indicators	Target	Status
District adult culture survey is ready for full implementation.	% of survey questions that are updated based on pilot and researcher feedback	100 %	75%
New employees are onboarded and welcomed following recommendations in the district culture improvements document	% of new employees and new supervisors reporting recommendations were followed	80%	Unable to measure due to COVID

2019-2020 Performance Notes

- The [Positive School and District Culture](#) guidelines were the basis of professional development for all district operational leaders on developing a culture of belonging and customer service.
- The initiative team developed a staff survey and piloted the question with 10 schools and district departments. The results are being reviewed by Michael Rodriguez of the University of Minnesota for survey question reliability. This review has been delayed due to the pandemic.
- The team established expectations for welcoming new staff that included indicators that are being revised to fit a distance learning environment.
- Measuring and addressing perceptions of district responses has been an aspect of pandemic surveys.

Coming in 2020-21

- Feedback will continue to be gathered on the needs of students, families and staff and ways to improve district culture. This input will help shape planning and implementation of our response to the evolving impact of COVID-19.

Focus Area: Effective and Culturally Relevant Instruction

Initiative 3a. Implement culturally responsive practices within all student learning and programming

2019-2020 Outcomes	Performance Indicators	Target	Status
SPPS academic offices, departments affecting instruction have a shared understanding of culturally responsive instruction.	% of Office of Academic supervisors and PD leaders complete the CRT PD series	100%	100%
SPPS academic programs are developing resources that reflect a culturally responsive teaching practice profile using a district-wide framework.	% of instructional resources and PD that integrate a culturally responsive teaching practice profile and district-wide framework	80%	80%

2019-20 Performance Notes

- SPPS adopted the [Ready for Rigor framework](#) developed by Zaretta Hammond to guide culturally responsive instruction (CRI). Her book, [Culturally Responsive Teaching and the Brain](#), was foundational in the launch of the equity work in SPPS. Several schools have been using the text in their professional development and professional learning communities. This book will provide the focus for CRI professional development for all paraprofessionals, teachers and administrators through our Schoology learning platform.
- The wording of this initiative was revised from “culturally relevant” to “culturally responsive” to reflect the Hammond framework.
- Other resources completed include a [CRI practice profile](#) and a [checklist](#) for culturally responsive online distance learning.
- Planned CRI institutes for staff and students were cancelled due to COVID-19.

Coming in 2020-21

- Course design is underway that reflects the Ready for Rigor framework, along with professional learning opportunities.
- Design is underway for a required Ethnic Studies course by 2024.

Initiative 3b. Ensure all students have access to a well-rounded education

Year 2 Outcomes	Performance Indicators	Target	Status
Specific expectations (# minutes per semester in each content area) for a K-8 Well Rounded Education (WRE) are distributed and understood at the site/school level.	% of school leaders have received training on the expectations document	100%	100%
FY 20 gaps in K-8 WRE in SPPS are identified.	% of schools that report on gaps in access to a well-rounded education	100%	98%
K-8 School schedules are adjusted to meet SPPS expectations for a well-rounded education.	% of 2019-2020 school schedules that reflect the expectations	100%	In process due to COVID-19

2019-20 Performance Notes

- In support of equal access to instruction for all students, SPPS articulated and shared [expectations](#) regarding student access to a well-rounded education (WRE).
- An annual well-rounded education [cycle of review](#) was developed to ensure continuous improvement. This annual review process includes opportunities for school leaders to work collaboratively with peers and content leads to improve subject area options, as well as an annual assessment to identify and address gaps in student access to a well-rounded education.

Coming in 2020-21

- The well-rounded education guidelines provide direction for K-8 scheduling decisions and also the Envision SPPS project, which is looking at programming and size at all schools.
- Principals and educators use a menu of [resources](#) to support providing a well-rounded education.

Focus Area: Program Evaluation and Resource Allocation

5a. Implement a system for assessing program effectiveness

Year 2 Outcomes	Performance Indicators	Target	Status
SPPS commitments are identified and cataloged.	% of district commitments with completed profiles	90%	78%
The number of SPPS district staff with the capacity to participate in self-evaluation of their program has increased.	% of COHORT indicating intention to embed evaluation into sy 20-21 programmatic work	95%	100%

SPPS senior leaders make decisions about sustaining or sunsetting commitments based on collection, analysis and reporting results from 5A action team	% of SELT members who indicate value of 5A CAR process, and the 5A CAR process was instrumental in the decision to sustain or sunset a commitment	100%	80%
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2019-20 Performance Notes

- The Department of Research, Evaluation and Assessment (REA) hosted a year-long course in evaluation for SPPS district staff, increasing their capacity to evaluate and improve their programs.
- REA established a district-wide repository of commitments; it is a baseline that will be revised annually.
- REA collected an environmental scan that resulted in identifying 253 district-wide commitments; 90 district-wide commitments were reviewed
- The decision to sustain or sunset was made for 68 district-wide commitments, 78% of the total reviewed.

Coming in 2020-21

- There will be a review of 14 district-wide commitments given one year for continuation.
- A meta-analysis for effectiveness of district-wide commitments will be conducted.
- Additional commitments will be identified through next year's environmental scan.

Initiative 5b. Determine a districtwide middle school model

Year 2 Outcomes	Performance Indicators	Target	Status
The Foundations program and curriculum has been updated & implemented by 11 schools	% of middle schools (P-8, 6-8) implementing foundations	55%	100%
All classrooms/ schools observed during Foundations had at culture of engagement in place * see definition below*	% of middle schools (P-8, 6-8) implementing foundations	100%	100%
Students have an increase in 4 aspects of positive identity as a result of participating in Foundations.	% of students grade 8 indicating that they possess positive identity	100%	Unable to measure due to COVID
Writer's workshop is implemented at 6th grade	% of ELA teachers delivering Writer's Workshop as specified in SCIP	100%	100%
Teachers are collaborating more through Job Embedded PLCs.	% of middle schools with job-embedded professional development	100%	100%
6-12 Schools are implementing the core components of the Middle School Model in the 6-8 grades.	% of 6-12 schools meeting guidelines	100%	100%

2019-20 Performance Notes

- Resources focused on improving the Middle School Model provided time in K-8 and 6-8 schools for Foundations advisory classes for students and Professional Learning Communities (PLC) for teachers.
- A full year of Middle School Foundations lessons were created and implemented, for example this link to a lesson on identity, [Where I'm From](#).
- Foundations Daily Connect prompts helped with Distance Learning teacher/student connections and attendance.
- This new [Foundations as Advisory practice profile](#) was written.
- The 6th grade Readers Workshop and Writers Workshop literacy block is fully underway, supported by new classroom libraries and other reading resources.
- ** The culture of engagement in Foundations is defined as:
 - Opportunities for student voice, participation, leading a discussion
 - Opportunities for student choice in discussion prompts, partner work, project types, etc.
 - Observation of community building activities where all participate

Coming in 2020-21

- The 6th-8th grade Foundations curriculum will be updated to include Personal Learning Plans, financial literacy, and lessons with resources from Teaching Tolerance, Black Lives Matter and AVID.
- Middle school English Language Arts course alignment with District Content Supervisors in Literacy and writing.
- Middle school staff will participate in professional development on Young Adolescent Development and Adult Social Emotional Wellness

5c. Allocate resources more strategically

Year 2 Outcomes	Performance Indicators	Target	Status
A priority-based budget process is established.	% of 15 budget steps completed as designed	100%	97%
The budget process resulted in an FY21 balanced resource plan that maintains fiscal health.	Level of Unassigned General Fund balance (as required by Board policy)	5.0%	Projected 6.2%
The budget process resulted in an FY21 balanced resource plan that maintains fiscal health.	Bond ratings	Remained Stable or Higher Rating	Remained Stable

2019-20 Performance Notes

- In support of clarifying the process for resource allocation, SPPS adopted this [priority-based budgeting framework](#), based on guidelines from the Government Financial Officers Association.
- [SPPS set these instructional priorities](#) to drive budget decisions, informed by the strategic plan.
- The District reviewed and implemented some cost-saving reductions in order to re-invest funding in its instructional and operational priorities.
- The District delivered an on-time, balanced FY21 budget that took into account instructional priorities.
- Challenges this spring led to a delay in developing a formal document that describes the Instructional Priorities and how the investment required to achieve them will be funded over a multi-year period.

Coming in 2020-21

- The priority-based budgeting process and resources created for FY21 will be refined and expanded in developing a balanced FY22 budget.
- Presenting a multi-year financial plan to the Board of Education that incorporates the priority based budgeting process.
- Ensuring sustainability within the priority-based budgeting process through evaluation of results and making decisions to sunset programs that are not cost-effective or do not support long term student outcomes (in partnership with 5a).

Focus Area: Career and College Paths

Initiative 6a. Create career-related curriculum and personal learning plans for all PreK-12 students

Year 2 Outcomes	Performance Indicators	Target	Status
All students create a plan for their future.	% of students with a Personal Learning Plan (PLP) at pilot sites	80%	77%
Benchmarks are established for the PLP curriculum	% of grade levels with career learning objectives established	100%	100%
The framework for PLPs has been implemented.*	% of pilot sites implementing PLP framework	80%	100%

* See EOY Report: PLP Pilot 2019-2020 for details.

2019-20 Performance Notes

- PreK-12 students in 14 schools participated in piloting the use of Personal Learning Plans (PLP) and career-related lessons. Their experiences and feedback informed next year's expansion of the curriculum district-wide.
 - [Sample K-2 lesson plan](#)
 - [Middle school end of year project assignment](#)
 - We missed the PLP goal by 3.5%. This is largely driven by tracking challenges at the K-2 level.
- A PLP [practice profile](#) was created.

Coming in 2020-21

- SPPS students grades K-12 will be led by counselors in self exploration, career exploration, creating portfolios and developing personal learning plans using a new tool, [Xello](#).
- A [Career Pathway Guide](#) will be provided for families and students to have a clear, visual document detailing students' progress toward graduation and opportunities for life after high school.
- Our partnership with the University of Minnesota's counseling and student psychology program (CSPP) will be expanded to increase opportunities for elementary on-campus experiences; partnership will also support future school counselors in building skills in career counseling at the elementary school level.

Initiative 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

Initiative 7b. Expand high-quality instruction in targeted career fields

Year 2 Outcomes	Performance Indicators	Target	Status
Students in comprehensive high schools have course options that lead to careers in the Arts/Human Services field	% of the 7 comprehensive high schools that have a course in the Arts & Human Services pathway	100%	100%
9th graders have a career sampler curriculum	% of 9th grade students scheduled for career sampler	100%	100%
Dual enrollment course offerings are increased	% increase from last year in sections concurrent enrollment courses to satisfy MN Transfer Curriculum Goal Areas	10%	10%
Students are accessing Career Pathway Centers	% of a school's students visiting Career Pathway Centers	100%	Unable to complete due to COVID

2019-20 Performance Notes

- At the secondary level, comprehensive high schools have identified what 4 Career Pathways will be offered through their programs and committed to funding and staffing them on behalf of students and their expanding career and college choices

Coming in 2020-21

- The Arts and Human Services career pathway will roll-out in SY20/21 at comprehensive high schools, and their 9th grade students schools will participate in Career Sampler experiences.
- SPPS Career Fields will be integrated into secondary courses, with a [Practice Profile](#) developed to use in School Continuous Improvement Plans (SCIP).

Focus Area: Family and Community Engagement

Initiative 8a. Identify ways to engage the community in district decisions and initiatives

Year 2 Outcomes	Performance Indicators	Target	Status
District program leaders are operating under a standard expectation for authentic engagement design, strategies and tools, as reflected in a guidelines document.	% of district program leaders that have a common understanding of authentic engagement design, strategies and tools	100%	33%
District program leaders are using engagement resources that reflect the SPPS engagement guidelines.	% of district programs reporting use of engagement planning and one or more strategies	20%	Unable to complete due to COVID

2019-20 Performance Notes

- The Office of Family Engagement and Community Partnerships led the integration of district-level stakeholder engagement and community partnerships into a single research-based [framework](#), aligned with [district policy](#).
- The International Association of Public Participation's (IAP2) spectrum has been adopted as the [guiding basis for engagement](#).
- Training was provided to some district leaders on stakeholder engagement in one of three planned cohorts. We were unable to meet with the other groups or follow-up with program leaders due to the strike and pandemic.

Coming in 2020-21

- The team has pivoted to put engagement training online, so it will be available to all leaders in a virtual format along with a toolkit of stakeholder engagement resources.

Initiative 9a. Review and revise relationships with external organizations to better meet student needs

Year 2 Outcome	Performance Indicators	Target	Status
The Office of Family Engagement and Community Partnerships has documented existing partnerships.	% of district-level of partnerships that are categorized in the partnership database	100%	100%
District-level partnerships meet contract and data requirements.	% of district-level of active partnerships registered and documented in Syssoft	50%	Unable to complete due to COVID

2019-20 Performance Notes

- District-level partnerships were documented and mapped with services aligned to SPPS Achieves, allowing us to address gaps in partner services to advance long-term student outcomes.
- The process, criteria and timeline for district-level partnerships evaluation were established in collaboration with the Department of Research, Evaluation and Assessment.
- Partnership documentation is on hold pending 2020 guidance from MDE and finalizing what next year will look like.

Coming in 2020-21

- We will be documenting partnerships in August as soon as fall planning is further along.

HUMAN RESOURCE TRANSACTIONS
June 1, 2020 – June 30, 2020
July 21, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abdi, A. M.	Principal	07/01/2020	\$66.71	Humboldt Secondary School
Robbins, C. J.	Machinists	06/08/2020	\$26.37	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Parks, A. D.	Assistant Principal From: School/Community Professional	07/01/2020	\$43.88	Battle Creek Elementary
Smith, J. D.	Assistant Principal From: Classroom Teacher	07/01/2020	\$48.50	Crossroads Montessori
Beard, A. F.	Principal From: Assistant Principal	07/01/2020	\$49.90	JJ Hill Montessori Magnet
Freeman, M.	Principal From: Assistant Principal	07/01/2020	\$59.94	Galtier Elementary
Morris, K. L.	Principal Career Progression	07/01/2020	\$67.47	Como Park Senior High
Thao, L.	Principal Career Progression	07/01/2020	\$55.38	Battle Creek Elementary
Vang, C. K.	Principal Career Progression	07/01/2020	\$66.71	Central Senior High
Sheyba, S. M.	Classroom Teacher From: Temporary Employee	08/08/2020	\$28.14	Frost Lake Elementary
Gonzalez, K. M.	School/Community Professional Career Progression	03/02/2020	\$26.67	Murray Middle School
Gray, K. M.	School/Community Professional Career Progression	03/02/2020	\$27.45	Parkway Montessori / Middle
Holle, D. M.	School/Community Professional Career Progression	03/02/2020	\$34.67	Ramsey Middle School
Neurer, J. M.	School/Community Professional Career Progression	03/02/2020	\$28.00	American Indian Magnet
Nguyen, N. T.	School/Community Professional Career Progression	03/02/2020	\$25.32	Farnsworth Aerospace UPR
Rogalla, K. L.	School/Community Professional Career Progression	03/02/2020	\$27.45	Highland Park Middle School

HUMAN RESOURCE TRANSACTIONS
June 1, 2020 – June 30, 2020
July 21, 2020

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Veverka, N. L.	Assistant Principal	07/01/2020	Highland Park Middle School
Abdullahi, E.	Classroom Teacher	06/19/2020	Highwood Hills Elementary
Greenlee-Karp, C. R.	Classroom Teacher	06/10/2020	Global Arts Plus - Upper
Schmitt, C. D.	Classroom Teacher	06/04/2020	Colborne Admin Offices
Koran, S.	Teaching Assistant	06/05/2020	Focus Beyond
Scott, D.	Teaching Assistant	06/02/2020	1780 West 7th St
Amacher-Malm, L.	Custodian	06/24/2020	Chelsea Heights Elementary
Ferreira, A. K.	Nutrition Services	07/18/2020	Como Service Center
Frimpong, D. A.	Nutrition Services	04/20/2020	Highland Park Elementary
Shepherd, M. C.	Professional Employee	06/11/2020	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gregory, K. M.	Classroom Teacher	06/22/2020	\$33.34	271 Belvidere Bldg
Storbeck, S. A.	Clerical	06/24/2020	\$21.40	271 Belvidere Bldg

RESCISSION OF BUDGET NON-RENEWAL

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
B., J.	Classroom Teacher	06/22/2020	Humboldt Senior High
C., T.	Classroom Teacher	06/24/2020	Como Park Senior High
D., J.	Classroom Teacher	06/24/2020	Cherokee Heights
N., E.	Clerical	06/11/2020	Frost Lake Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Webster, L. D.	Classroom Teacher	06/01/2020	Crossroads Science
Mena, E. M.	Education Assistant	05/08/2020	Washington Tech
Burger, M. M.	Teaching Assistant	06/01/2020	1780 West 7th St
Eklund, L.	Teaching Assistant	05/26/2020	Jie Ming Mandarin Immr
George, K. M.	Teaching Assistant	06/15/2020	1780 West 7th St
Jondahl, S. R.	Custodian	06/02/2020	Colborne Admin Offices
Gordon, D. T.	Nutrition Services	06/22/2020	Jackson Preparatory Elem
Macioch, S. L.	Nutrition Services	06/02/2020	Int'l Academy - LEAP

HUMAN RESOURCE TRANSACTIONS
June 1, 2020 – June 30, 2020
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Taylor, T.	Nutrition Services	06/23/2020	Ramsey Middle School

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McManus, J.	Classroom Teacher	12/31/2021	271 Belvidere Bldg
Turner, Y. F.	Classroom Teacher	06/11/2020	Global Arts Plus - Upper
Giesecke, P. A.	Teaching Assistant	06/10/2020	Nokomis Montessori North
Hanson, S. L.	Clerical	05/31/2020	Highland Park Senior High
Ross, M. A.	Clerical	10/01/2020	American Indian Magnet
Hecht, C.	Custodian	10/31/2020	Four Seasons A+
Bohmer, R. M.	Nutrition Services	09/24/2020	Bridge View
Rousu, S. M.	Nutrition Services	09/05/2020	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nolan, G. E.	Principal	07/01/2020	Central Senior High
Theien-Collins, S.	Principal	07/01/2020	Como Park Senior High
Bourg, L. A.	Assistant Principal	07/01/2020	Crossroads Montessori
Morton, D.	Assistant Principal	07/01/2020	Central Senior High
Vang, L.	Assistant Principal	06/20/2020	Humboldt Secondary School
Bell, C. S.	Central Administrator	07/04/2020	E-STEM Middle School
Briggs, S. K.	Classroom Teacher	06/20/2020	Creative Arts Secondary
Freitag, G. N.	Classroom Teacher	06/20/2020	Washington Tech
Hofstad, C. A.	Classroom Teacher	06/12/2020	American Indian Magnet
Johannsen, B. L.	Classroom Teacher	08/09/2020	Jackson Preparatory
Ketterling, J.	Classroom Teacher	08/09/2020	Como Park Senior High
Kvitrud, Z. C.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Lagos, P. L.	Classroom Teacher	06/18/2020	Colborne Admin Offices
Lee, L. L.	Classroom Teacher	06/27/2020	Como Park Senior High
Levinson, E. B.	Classroom Teacher	07/11/2020	271 Belvidere Bldg
Nelson, L. L.	Classroom Teacher	07/04/2020	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
June 1, 2020 – June 30, 2020
July 21, 2020

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Perron Pantano, K.	Classroom Teacher	06/20/2020	Riverview School
Pottle, R. B.	Classroom Teacher	06/20/2020	Maxfield Elementary
Rader, K. E.	Classroom Teacher	06/20/2020	Four Seasons A+
Richardson, A. O.	Classroom Teacher	06/10/2020	Capitol Hill
Sweeney, S.	Classroom Teacher	06/10/2020	Bruce F Vento Elementary
Xiong, L. L.	Classroom Teacher	06/20/2020	Maxfield Elementary
McSherry, E. M.	Classroom Teacher	06/20/2020	Focus Beyond (18-Adult)
Ensch, K. E.	Classroom Teacher	06/20/2020	271 Belvidere Bldg
Larson, K. D.	Classroom Teacher	06/20/2020	Horace Mann School
Bray, L. M.	Classroom Teacher	06/11/2020	Four Seasons A+
McAfee, M. A.	Education Assistant	06/10/2020	1780 West 7th St
Peterfeso, M. F.	Education Assistant	06/10/2020	Humboldt Secondary School
Anderson, K.	Teaching Assistant	06/10/2020	Benjamin Mays/Museum
Campos Guzman, P.	Teaching Assistant	06/10/2020	The Heights
Dembouski, A. L.	Teaching Assistant	06/11/2020	Parkway Montessori / Middle
Donnelly, A. K.	Teaching Assistant	06/10/2020	Como Park Elementary
Espinoza Cortes, O.	Teaching Assistant	06/10/2020	Como Park Elementary
Foster, B. D.	Teaching Assistant	06/11/2020	Maxfield Elementary
Klebsch, G. W.	Teaching Assistant	06/10/2020	Journeys Secondary School
McClain, S. F.	Teaching Assistant	06/10/2020	Bruce F Vento Elementary
Willis, S. F.	Teaching Assistant	06/10/2020	Groveland Park Elementary
Gauster, T. E.	Custodian	08/29/2020	St. Paul Music Academy

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., T. J.	School/Community Professional	07/01/2020
F., A.	Teaching Assistant	04/11/2020
H., L.	Teaching Assistant	05/28/2020

HUMAN RESOURCE TRANSACTIONS
June 1, 2020 – June 30, 2020
July 21, 2020

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
N., E.	Clerical	06/11/2020
S., S. A.	Clerical	06/11/2020
M. M.	Nutrition Services	05/28/2020
C., X. T.	Nutrition Services	05/01/2020
F., C. D.	Nutrition Services	05/01/2020
M., V. D.	Nutrition Services	05/01/2020
N., A. S.	Nutrition Services	06/10/2020

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hellem, M. D.	Clerical	07/01/2020	Ronald M Hubbs Center
Ibrahim, M.	Clerical	07/01/2020	Wellstone Elementary

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

DATE: July 21, 2020

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

A. PERTINENT FACTS:

1. With funding from the Saint Paul Children's Collaborative, the Amherst H. Wilder Foundation provides subgrants to programs that promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area.
2. The Office of Digital and Alternative Education received a grant for funds to finance staffing expenses to support families and children at the Rondo Freedom School. The goals of this project include:
 - Improve readiness for K
 - Improve grade 3 reading scores
 - Improve school mobility rates
 - Improve school attendance
 - Increase parent engagement in the educational process of children
 - Increase housing stability
 - Increase healthy eating and access to healthy food
 - Increase engagement of parents in public decision making processes
 - Increase engagement of SPPN Partners in public decision making processesStaff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$75,000.
4. This project will meet the District strategic plan goal of College and Career Paths by engaging in a cross-sector collaboration that paves pathways of opportunity leading to college and career success so that all children succeed in school and in life.
5. This is a recurring grant-funded opportunity. The duration of the project is May 1, 2020 to December 31, 2020. Amherst H. Wilder Foundation has funded this project since June 1, 2015. Freedom Schools outcomes have included:
 - Average Daily Attendance Rate of 83%. Measured by Attendance files
 - 83% of students maintain or improve on reading from beginning to end of Freedom School, as measured by the BRI
 - 95% of scholars report positive self-esteem, social and behavior skills, and pride in cultural heritage from beginning to end of program, as measured by parent and student surveys
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Elizabeth Putnam, Assistant Director, Department of Alternative Education; Hans Ott, Executive

Director, Office of Digital and Alternative Education; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: July 21, 2020

TOPIC: Request for Permission to Accept a Grant from the Greater Twin Cities United Way

A. PERTINENT FACTS:

1. The Greater Twin Cities United Way provides funds to district programs that support college and career readiness. They are currently awarding additional grants to mitigate the effect of COVID-19 on student summer work experiences and wages.
2. Saint Paul Public Schools was awarded funds to provide meaningful paid work experiences aligned with the district's career pathways efforts. Specifically, funds will support paid summer career exposure experiences including industry recognized certification, personalized learning plan development, and financial literacy as aligned with career pathways.
3. Saint Paul Public Schools will serve as fiscal agent for this project. The grant is for approximately \$25,000.
4. This project will meet the strategic focus area of College and Career Pathways.
5. This is a new grant funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Director of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Greater Twin Cities United Way to support COVID-19 interrupted College and Career Pathways; 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: July 21, 2020

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Natural Resources

A. PERTINENT FACTS:

1. The Minnesota Department of Natural Resources accepts grant applications for projects to expand programming that connects youth to the outdoors. The program supports efforts to expand programming for outdoor environmental, ecological, and other natural-resource-based education and recreation programs serving youth.
2. Humboldt High School was awarded funds to provide outdoor education and opportunities to students and school community. Funds will support the Hawk Eyes Archery Hunting Club that's conducted by nonprofit Ardent Archery and will cover the cost of archery equipment, eliminating the economic barrier and allowing all students to participate.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$8,280. The project will benefit students in the Hawk Eyes Archery Hunting Club.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 24 months.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Mike Sodomka, Humboldt High Principal; Joshua Delich, 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 a grant from the Minnesota Department of Natural Resources for funds to provide outdoor education and opportunities to students of Murray Middle School; 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: July 21, 2020

TOPIC: Request for Permission to Accept a Grant Application From
Prince of Peace Lutheran Church

A. PERTINENT FACTS:

1. Prince of Peace Lutheran Church is awards grants to projects that furthers Prince of Peace's mission out in the community.
2. Saint Paul Public Schools Department of Early Childhood and Family Education prepared an application for funds to partner with at-risk families to build home libraries for our community's earliest learners. The goal of this project is to offer books to families who might otherwise be unable to provide books for their young children. Staff at this program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$15,000.
4. This project aligns with the District strategic plan focus area of Family & Community Engagement by 1) decreasing disparities in achievement based on race, ethnicity, culture and identity, 2) increase achievement of English Learners and 3) increase Kindergarten readiness.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Monica Potter, Ed.D., Supervisor of ECFE; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; 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: July 21, 2020

TOPIC: Request for Permission to Accept a Grant from Ramsey County
Workforce Solutions

A. PERTINENT FACTS:

1. Ramsey County Workforce Solutions provides funding to support programs that address the unique workforce challenges and needs of Ramsey County's residents at this critical time.
2. Saint Paul Public Schools Office of College and Career Readiness was awarded a grant to support Generation Future, a summer program that provides high school students the opportunity to develop their workforce skills despite the cancellation of activities such as work, internships, camps, and college tours due to Covid-19.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$115,000. This grant project will impact up to 400 students.
4. This project will meet the district strategic focus area of College and Career Readiness by providing technical training and certifications to high school students.
5. This is new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Darren Ginther, Office of Career and College Readiness Director; Marie Schrul, Chief Financial Officer; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County Workforce Solutions to provide career and technical training to high school students over the summer; 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: July 21, 2020

TOPIC: Request for Permission to Accept a Grant from Share Our Strength's No Kid Hungry Campaign

A. PERTINENT FACTS:

1. Share Our Strength's No Kid Hungry Campaign is providing grants for projects that expand access to the Summer Food Service Program (SFSP).
2. Saint Paul Public Schools (SPPS) Nutrition Services received additional funds for an existing No Kid Hungry grant to support SPPS' SFSP. Funds will be used to purchase breakfast and lunch meals for children 18 and under, as well as cover the cost of the \$3/hour premium for the staff that are working to provide meals during COVID-19.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. These are supplemental funds for a grant received in May.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Nutrition Services Director; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Share Our Strength's No Kid Hungry Campaign for funds to support the Saint Paul Public Schools Summer Food Service Program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: July 21, 2020

TOPIC: Request for Permission to Partner with Twin Cities Public Television and Accept Grant Funds

A. PERTINENT FACTS:

1. Twin Cities Public Television (TPT) has received federal funding from the Department of Education in support of the project *Superhero School: Harnessing the Power of Science, Literacy, and Media*; an educational media initiative produced by TPT.
2. Saint Paul Public Schools Department of Alternative Education would like to enter into a partnership agreement with TPT to be a *Hero Elementary* Partner Organization; performing outreach activities during Freedom Schools Summer Program as part of this project. The goal of this project is to engage children ages 5 to 8 from low-income families in building key science and literacy skills. Staff at the program researched this partnership opportunity.
3. As a *Hero Elementary* Partner Organization SPPS will receive a grant of approximately \$25,000 from TPT. Saint Paul Public Schools will serve as fiscal agent for the project.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing SPPS with well-researched resources for equitable teaching.
5. This is the second year of receiving funds for the grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Elizabeth Putnam, Assistant Director, Department of Alternative Learning Programs; Hans Ott, Executive Director, Office of Teaching and Learning; Jackie Turner, Chief Engagement Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Twin Cities Public Television for the funds to support participation as a *Hero Elementary* Partner Organization; 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: July 21, 2020

TOPIC: Request for Permission to Submit a Grant to the Otto Bremer Trust

A. PERTINENT FACTS:

1. The Otto Bremer Trust is currently accepting grant applications for projects that focus on basic needs, community asset building, health & wellbeing, and restorative & emergency services.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to expand the Career and College Centers (CCC) staffing at two existing sites from 0.5 FTE to 1.0 FTE. The goal of this project is to serve more students more efficiently, while increasing the amount of individualized support students receive.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$112,000. The project will affect students at Humboldt High School and Creative Arts Secondary School, who will have increased access to CCC staff and resources.
4. This project aligns with the District strategic plan objective to strengthen partnerships that provide college credit, industry certification and job experience to secondary students.
5. This is a recurring grant-funded project. Otto Bremer Trust awarded SPPS \$78,000 in 2019 to fund 1.0 FTE CCC coordinator. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Director, Office of College and Career Readiness; Dr. Kate Wilcox-Harris, Chief Academics Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Otto Bremer Trust for funds to expand Career and College Center staffing at two existing sites from 0.5 FTE to 1.0 FTE; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: July 21, 2020

TOPIC: Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

A. PERTINENT FACTS:

1. The Hiway Credit Union Foundation awards the Accelerate Teacher Grant to fund projects or programs related to life skills that enhance the overall wellness of the community.
2. The Office of School Support received a grant from Hiway Credit Union Foundation to create a calming space at an elementary school yet to be determined.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000.
4. This project will meet the District strategic focus area of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Kathy Kimani, Office of School Support Director; Marie Schrul, Chief Financial Officer; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to create a calming space at an SPPS school; 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: July 21, 2020

TOPIC: Authorization of International Baccalaureate Career-Related Programme at Harding High School

A. PERTINENT FACTS:

1. Starting in June 2018 Harding High School applied for and received an application for candidacy into the IB Career-related Program in order to expand academic services to our students in the pursuit of post-secondary careers. Harding High School has gone through candidacy, verification, and authorization with the IB. We are approved by the IB to conduct the program.
2. This is the third IB program at Harding High School. We aim to give advanced coursework for students not seeking a solely traditional academic education, but a career intensive rigorous secondary education.
3. Commitment is indefinite. The program will be reviewed by the IB every 5 years and overseen by the TDAS of SPPS.
4. Project exist within the existing budget for IB given to Harding High School as follows:

Harding High School 2020-2021 Allocation	CP
\$0.00	Testing Total
\$9,500.00	Professional Development (IBO & MNIB)
\$0.00	Program Support (Materials, Software, Stipends)
\$250.00	Fees/Dues Total (IBO & MNIB)
\$28,800.00	Covering % of coordinator FTE
\$38,550.00	Total

5. This project will meet the District strategic plan goals of Effective and Culturally Relevant Instruction and College and Career Paths.
4. This item is submitted by Daniel Weyandt, Harding High School IB CP Coordinator; Be Vang; Harding Principal; Billy Chan, Assistant Superintendent; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign off on the program to agree to the terms of the International Baccalaureate contract attached.

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

DATE: July 21, 2020

TOPIC: Contract between SPPS and AchieveMinneapolis (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 two of an agreement previously approved in SY 19-20.
2. 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 and college staff who will:
 - a. support students and families through planning for post-secondary options, including completing applications and the financial aid process
 - 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, trade/apprenticeship, military, and/or district approved certificate program
 - d. promote and support students to visit post-secondary education/training opportunities
 - e. coordinate career and college exposure opportunities including job and/or college fairs
3. July 1, 2020 to June 30, 2021
4. Expenses shall not exceed \$334,174.22
5. This project will meet the District strategic goal of preparing all students for college, career and life.
6. This item is submitted by Darren Ginther, Director of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And AchieveMpls.

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

DATE: July 21, 2020

TOPIC: Fraser Contract for Early Learning Programs

A. PERTINENT FACTS:

1. Contractual Agreement between the St. Paul Public Schools Office of Early Learning and Fraser.
2. Two-year contract to support the mental health needs of the St. Paul Public Schools early learning programs. Fraser, Minnesota's largest and most experienced provider of children's mental health services, will be co-located at the Rondo complex offering up to 16 day treatment seats exclusive to the district's youngest learners.
3. The contract is two years in length and will total approximately \$15,000 per year.
4. See attached Executive Summary.
3. This project will meet the District strategic plan long term outcome of improving Kindergarten readiness.
4. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

The Board of Education authorize the Superintendent (designee) to enter into this contract.

EXECUTIVE SUMMARY

Bottom Line Up Front

The Office of Early Learning and Fraser completed a successful first year of it's contractual agreement to co-locate mental health services for Saint Paul Public Schools early learning students. A board agenda item is moving forward to enter into a two year (2020-2022) contractual agreement.

Background Information

The Office of Early Learning identified a critical partnership with Fraser mental health services. Fraser is Minnesota's largest and most experienced provider of early childhood mental health services. Fraser serves children and adults through healthcare, education, housing and employment. Fraser is nationally renowned for their high quality, family-centered approach. The 2019-2020 school year was the first year of the partnership.

In spring of 2019, the Facilities Department did a district-wide feasibility analysis of which spaces would serve these new / expanded early learning opportunities (which include Fraser, Head Start, Early Childhood Family Education, and others), and identified the Rondo complex as the viable home for Fraser. A map of the identified space can be found [here](#).

Impact Upon Early Learning

The partnership will provide on-site mental health programming exclusive to 16 Saint Paul Public School Pre-Kindergarten students and their families. This initiative has a direct tie to SPPS Achieves = long term outcome of Improve Kindergarten Readiness. The onsite partnership will positively impact programming in the following ways:

- **Convenience:** Student/family do not have to travel to a different location to receive mental health services, thereby, reducing time away from educational activities, improved attendance in these services and enhanced outcomes.
- **Rapid Access:** On-site Fraser services allows quick access to intervention and ability to expedite high-need children or family situations. As a reference, wait times in current Fraser clinics for services may be up to 12 months.
- **Coordination:** Fraser staff collaborate with and coordinate intervention strategies with school staff; benefits to the child are a consistent approach and enhanced outcomes.

- **Customization:** Fraser will create a tailored program that fits the needs of the student and their family in terms of program model, referral processes, and communication/loop back with all key stakeholders.
- **Specialized Expertise:** Fraser is the largest provider of early childhood mental health services in the state of Minnesota. Fraser also utilizes recognized evidence-based practices to ensure quality, effective service delivery and outcomes.
- **A Focus on Prevention:** Investment in early intervention helps shape the trajectory in a positive way for children potentially preventing higher intensity and more expensive long term mental health and educational supports in the future.
- **Support for Transition:** Fraser staff works in conjunction with school staff to create a supportive transition plan as children are able to move to higher independence within the early learning environment and/or as students transition to Kindergarten.

Highlights of Year One

- Administrators and teachers were given an overview of the [Fraser referral process](#) in September. All staff had the opportunity to attend the Fraser Open House in October 2019. Teachers and Board of Education members attended the Open House. Fraser staff attended ECFE Parent Advisory Council and various school open houses to share program information.
- The Fraser classroom opened in October 2019. By March 2020, 8 students were enrolled in the morning session with 4 students in the afternoon. Of the 12 students enrolled, 4 were referred by St. Paul teachers and 8 were referred by the family.
- Prior to the teacher strike and COVID 19, the partnership was gaining momentum. Structures were put into place to streamline the Fraser referral paperwork as well as the process to access interpreters.
- A system was set up for routine check-ins between the classroom teacher, Fraser staff and the family. The open communication supported the students' success in the classroom and at home.
- During Distance Learning, all families had the opportunity to participate in telehealth. By late March, 75% of the enrolled families participated in telehealth. By May, the number decreased to 30%.

Programming in a Distance Learning Environment

- Fraser will reopen programming on July 7, 2020.
- Per family feedback, in person programming is strongly preferred.
- Telehealth will be offered if programming must close. Telehealth will also be offered to families who prefer this avenue.

Contract Specifics

The contract between the Saint Paul Schools and Fraser will be two years in length. Monthly meetings will be held between the Fraser and Office of Early Learning staff to ensure strong communication and coordinated programming for students and their families. The contract and program goals will be reviewed and thus will determine whether or not to continue with the partnerships. (Note: This contract is similar to that of other providers including Family Innovations and Life Span.)

Per the contract agreement, the Saint Paul Public Schools will agree to pay \$15,000 per year for related partnership costs (defined below). This will support Fraser's ability to:

- Provide ancillary services and supports to SPPS staff and families (e.g. attending school meetings; family engagement)
- Coordinate care which will expose SPPS staff to techniques and interventions that can be generalized across classrooms and applied to the general student population enhancing the District's training offerings.
- Data shows that developing social and emotional wellbeing in our youngest learners increases academic performance in elementary, middle and high school. Having on-site services is likely to decrease the intensity of special education resources for some students.
- Developing skills to process emotions which will give students tools to respond to environmental challenges in a non-violent and constructive way, possibly allowing the District to reallocate funds designated for security.

Additional Program Information

- A referral to Fraser for services is voluntary, the family has the option to decline or discontinue services.
- The services provided on site at Rondo are similar to or the same as the services Fraser provides at their clinic locations.

Lessons Learned From Year One

- Teachers and administrators were uncomfortable talking with families about mental health supports. In partnership with Fraser, the Office of Early Learning has created a Schoology course to gain comfort in addressing this topic.
- Per the [Fraser referral process](#), teachers were to create, implement and document interventions in partnership with the family. The Office of Early Learning was diligent about following this process. Due to this, teachers were pushed to rethink Tier One (core

instruction) and be more deliberate in planning. Open communication with the family also supported a strong home to school connection.

- The need for trauma informed instruction is significant. With this in mind, Fraser and the Office of Early Learning applied for and were awarded a grant from the Mt. Sinai Foundation that will support the Pre-Kindergarten teachers in the area of trauma informed practice. The grant will afford 12 Pre-Kindergarten teachers the opportunity to partner with Fraser staff in PLC's, professional development and onsite consultations.

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

DATE: July 21, 2020

TOPIC: Oracle Database Cloud Services Agreement with Collier

A. PERTINENT FACTS:

1. The District currently utilizes Oracle America, Inc as its resource for PeopleSoft Financials and Human Capital Management (HCM) systems. These systems are utilized for Finance and Human Resource operations for the District.
2. Collier/Oracle America, Inc has submitted a renewal service agreement that has been reviewed by Marie Schrul, Chief Financial Officer
3. Funding for this renewal of service is currently planned and budgeted for in the Enterprise Resource Planning budget. The total annual cost for FY21 service agreement is \$419,900.43.
4. This item meets the District's Strategic Plan Focus Area of Program Evaluation and Resource Allocation for the District's ERP systems.
5. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize administration to enter into a Cloud renewal services agreement with Collier for a service period of 12 months in the amount of \$419,900.43.

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

DATE: July 21, 2020

TOPIC: Request to Sign the Academy of Finance PSEO by Contract Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Request to sign the Academy of Finance PSEO By Contract Agreement with Saint Paul College.
2. This partnership supports students in the Academy of Finance at Como Park High School. Students enrolled in ACCT 2410 (Financial Accounting) will have the opportunity to earn 4 credits from Saint Paul College.
3. This has been an ongoing partnership with a similar request as approved last year; this will likely be an annual request.
4. SPPS will be responsible for payment of the SPPS coordinator's salary and benefits for 2020-2021. SPPS will pay \$12,000 for one online section of ACCT 2410 (Financial Accounting). Additionally, SPPS will be responsible for payment of all course books and materials for students.
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 Academy of Finance PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

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

DATE: July 21, 2020

TOPIC: Request to Sign Career Pathways Academy PSEO by Contract Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Request to sign Career Pathways Academy PSEO By Contract Agreement with Saint Paul College.
2. This partnership supports students across all SPPS high schools. Saint Paul College will provide the course delivery of two sections of NAST1111: Nursing Assistant & Home Health Aid and four sections of NAST1112: Nursing Assistant -Clinical in Fall 2020.
3. This has been an ongoing partnership with a similar request as approved last year; this will be an annual request.
4. SPPS will be responsible for payment of the SPPS instructor's salary and benefits for 2020-2021 for the delivery of two sections of NAST 1111 & four sections of NAST 1112 Fall 2020, not to exceed \$36,000. Additionally, SPPS will be responsible for payment of all course books and materials for students.
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 Career Pathways Academy PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

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

DATE: July 21, 2020

TOPIC: Request to Sign Customized Training Income Contract with Saint Paul College.

A. PERTINENT FACTS:

1. Request to Sign Customized Training Income Contract with Saint Paul College.
2. This agreement covers two school years. Saint Paul College will send an instructor onsite to Humboldt High School to instruct a CNA Nursing Assistant/Home Health Aide class for the 2020-2021 & 2021-2022 school years.
3. This has been an ongoing partnership with a similar request approved two years ago; this will be a request every other year.
4. As a part of the agreement SPPS agrees to pay the \$64 test fee to Pearson VUE, finger printing cost, and \$1,106.00 per student enrolled. The student enrollment fees to Saint Paul College will be a minimum of \$8,848.00 (8 participants) and will not exceed \$28,756.00 (26 participants).
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 Customized Training Income Contract between Saint Paul Public Schools and Saint Paul College for FY21.

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

DATE: July 21, 2020

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2020, through June 30, 2022.
2. Contract changes are as follows:

Wages: Effective September 12, 2020, the salary schedule is increased 1.5%, and maintain steps. Effective August 28, 2021, the salary schedule is increased 2% and maintain steps.

Insurance: Effective January 1, 2021, the district monthly contribution for single coverage will increase \$20 for a total of \$697.50 per month; family coverage will increase \$30 for a total of \$1,360 per month. Effective January 1, 2022, the district contribution for single coverage is increased \$20 for a total of \$717.50; family coverage is increased \$30 for a total of \$1,390.

3. The District has 247 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2020-21 budget year: \$17,290,879
 - in the 2021-22 budget year: \$17,721,876
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2020, through June 30, 2022; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

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

DATE: July 21, 2020

TOPIC: Approval of an Employment Agreement with Sheet Metal Workers International Association, Local 10, to Establish Terms and Conditions of Employment for 2020-2021

A. PERTINENT FACTS:

1. New Agreement is for the one-year period May 1, 2020 through April 30, 2021.

2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. The total increase is \$2.65.

3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.

5. The District has two (2) regular F.T.E. in this bargaining unit.

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

- in the 2019-20 budget year (May 1, 2020 –June 30, 2020): \$1,681
- in the 2020-21 budget year (July 1, 2020 – June 30, 2021): \$8,407

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.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Sheet Metal Workers International Association, Local 10, is the exclusive representative; duration of said Agreement is for the period of May 1, 2020 through April 30, 2021; and that the Board of Education authorizes the Vice Chair to sign the Agreement in place of the Chair.

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

DATE: July 21, 2020

TOPIC: Partners in Energy Memo of Understanding – Phase 2

A. PERTINENT FACTS:

1. In September 2019, the Board of Education approved the Planning MOU for SPPS Facilities to work with Xcel Energy as part of their “Partners in Energy” (PiE) program.
2. The purpose of this Memorandum of Understanding (MOU) is to recognize the achievement of Saint Paul Public Schools in developing an Energy Action Plan. The MOU outlines how the District and Xcel Energy will continue to work together to implement the Energy Action Plan.
3. The term of this joint support will cover at a minimum August 1, 2020 through June 30, 2022, with an option to extend for an additional 18 months to allow for task completion.
4. Xcel Energy will support the District in achieving the goals of its Energy Action Plan by supporting the implementation of facilities & operations strategies and community strategies.
5. Xcel Energy will provide up to \$2,000 for reimbursed expenses related to printing and distribution of co-branded marketing materials and other related needs associated with outreach and education.
5. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is presented by Jeff Connell, Assistant Director of Facilities, Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to implement the Partners in Energy program.

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

DATE: July 21, 2020

TOPIC: Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College.
2. This partnership supports students across our high schools providing them the opportunity to earn Saint Paul College credits. Four Business courses are included in this agreement: CPA BUSN 2450 Management Fundamentals, CPA BUSN 1492 Social Media Marketing, CPA BUSN 2455 Essentials of Entrepreneurship and CPA BTEC 1421 Business Information Apps 1. 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.
3. This has been an ongoing partnership with a similar request as approved last year; this will be an annual request.
4. Fees paid to Saint Paul College at the rate of \$2,750.00 per concurrent enrollment course, not to exceed \$11,000.00
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 Career Pathways Academy Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

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

DATE: July 21, 2020

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.
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 \$2,750.00 per concurrent enrollment course. The total cost for all courses for the 2020-21 School Year is \$52,250.00.
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 FY21.

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

DATE: July 21, 2020

TOPIC: Trellis Sculpture Memorandum of Understanding between Saint Paul Public Schools and Youth Farm at the Baker Center

A. PERTINENT FACTS:

1. The purpose of this Memorandum is to provide framework relating to the trellis sculpture at the Baker Center, 201 Page Street West, St. Paul, MN 55107.
2. The District will provide land and access to the land for the installation of a trellis sculpture.
3. Youth Farm will provide and install the trellis sculpture and be responsible for year-round maintenance.
4. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute the Trellis Sculpture Memorandum of Understanding between Youth Farm and Independent School District No. 625 in order to provide framework relating to the trellis sculpture at the Baker Center, 201 Page Street West, St. Paul, MN 55107.

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

DATE: July 21, 2020

TOPIC: Frost Lake Elementary Stormwater Facility Maintenance Agreement with the Ramsey-Washington Metro Watershed District

A. PERTINENT FACTS:

1. The purpose of this Maintenance Agreement is to document SPPS' maintenance responsibilities for the stormwater facilities constructed at Frost Lake Elementary.
2. In order to meet the permitting requirements, SPPS is required to inspect and maintain the stormwater facilities on a regular basis (at least annually) to ensure that the facilities function as intended.
3. SPPS will submit an annual report to the Ramsey-Washington Metro Watershed District to include inspection dates, facility conditions, and corrective actions taken.
4. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute the Frost Lake Elementary Stormwater Facility Maintenance Agreement between the Ramsey-Washington Metro Watershed District and Independent School District No. 625 in order to provide for regular maintenance of the stormwater facilities constructed at Frost Lake Elementary.

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

DATE: July 21, 2020

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 May 1, 2020 – May 31, 2020.

(a) General Account	#726620-727220 #0003738-0003767 #7003733-7003747 #0004664-0004725	\$52,033,099.50
(b) Debt Service	-0-	\$3,500.00
(c) Construction	-0-	<u>\$1,308,135.47</u>
		<u>\$53,344,734.97</u>

Included in the above disbursements are two payrolls in the amount of \$39,545,104.18 and overtime of \$37,187.58 or 0.09% of payroll.

(d) Collateral Changes

Released:

US Bank	FHLB of Cincinnati Letter of Credit No: 522968	5/1/2020
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Additions:

US Bank	FHLB of Cincinnati Letter of Credit No: 550757	5/3/2021
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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 October 31, 2020.

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

DATE: July 10, 2020

TOPIC: Post Age-65 Retiree Health Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides health insurance coverage for post-age 65 retirees through HealthPartners for approximately 3,343 retirees. The District's cost for calendar year 2020 is approximately \$14,100,000.
2. The District covers Medicare-eligible retirees who reside in Minnesota with the HealthPartners Journey Plan. Retirees who are non-Medicare eligible, who desire broad access, or who reside outside of Minnesota are covered by the HealthPartners Retiree National Choice Plan. Current monthly premiums are:

	<u>Single</u>	<u>Family</u>
HealthPartners Journey Plan	\$296.00	\$592.00
HealthPartners Retiree National Choice Plan	\$335.00	\$670.00

3. HealthPartners has proposed an increase of 1.3% for the Journey Plan for 2021. The National Choice Plan for 2020 incurred a decrease of (10.5%). The following are the proposed rates for calendar year 2021:

	<u>Single</u>	<u>Family</u>
HealthPartners Journey Plan	\$299.90	\$599.60
HealthPartners Retiree National Choice Plan	\$299.90	\$599.60

4. The District's annual cost for calendar year 2020 will increase approximately \$300,825 for an estimated annual cost of \$14,400,825.
5. This agreement supports the District's target area goal of alignment.
6. This item is submitted by Joyce Victor, Benefits Manager; Kenyatta McCarty, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approves the contracts for post-age 65 retiree health insurance coverage with HealthPartners effective January 1, 2021, at the proposed premium rates.

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

DATE: July 21, 2020

TOPIC: Resolution To Host Americorps Member From The Minnesota
Greencorps For The 2020-2021 Program Year

A. PERTINENT FACTS:

1. The District is working to decrease waste, energy and water use in the district through benchmarking and assessment, student and staff engagement, and the implementation of conservation measures.
2. Minnesota GreenCorps is a statewide program that places AmeriCorps members with educational institutions around Minnesota, where they will serve for 11 months on focused environmental projects. The program is coordinated by the Minnesota Pollution Control Agency.
3. The District would host the Minnesota GreenCorps to assist current staff with sustainability efforts; supporting school gardens, the organics program and implementing the District Energy Action Plan by engaging staff and students in conservation best practices.
4. This is a no cost initiative for the District. Funding is provided through a grant from ServeMinnesota and the Corporation for National and Community Service.
5. The GreenCorps Member would be supervised by the District's Environmental Services Group.
6. This initiative meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

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

DATE: July 21, 2020

TOPIC: Saint Paul Public Schools 2019 Wellness Policy Annual Report

A. PERTINENT FACTS:

1. Participation in the USDA's National School Lunch Program carries the requirement that participating schools have a district wellness policy. Saint Paul Public Schools Wellness Policy 533.00 was revised in 2017 and approved by the Saint Paul Board of Education (BOE) in December of that year.
2. The policy focuses on creating a culture of wellness for Saint Paul Public Schools students and staff, with an emphasis on physical activity, healthy eating and mental well-being.
3. The District Wellness Team (DWT), consisting of SPPS staff, students, families, and community partners, is required by the policy to submit an annual report to the Superintendent and/or the Saint Paul Board of Education as an update on implementation efforts.
4. There are no costs associated with this report.
5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Effective and Culturally Relevant Instruction.
6. This item is submitted by Mary Langworthy, Supervisor, Student Health and Wellness, and Marcy Doud, Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept this report and continue to support wellness promotion to Saint Paul Public Schools students, staff, and families through physical activity, healthy eating, and mental well-being.

District Wellness Team

2020 Report on Wellness Policy, 533.00

Purpose of Policy: To promote student, family and employee wellness with a focus on healthy eating habits and increased physical activity and ensuring that the district's meals and other foods and beverages available to students during the school day meet USDA National Lunch Program requirements.



Healthy Eating & School Gardens

- School gardens provide opportunities for students in nutrition, physical activity, science, and much more. SPPS has supported gardens in several ways:
 - SPPS held its first school gardens tour in mid-August 2019.
 - SPPS has created a School Gardens Handbook to guide schools in creating and maintaining school gardens programs.
 - Nutrition Services is actively recruiting schools and programs to participate in their Garden to Cafeteria grant.
- Nutrition Services continues to roll out the Tastemasters taste test program. This fall, students in 16 elementary schools learned about the nutrition education and science related to an apple kale salad. They then sampled and gave feedback on the recipe.



SPPS Mobile Bicycle Fleet, Bicycle Maintenance, and Career and Technical Education

- The Mobile Bicycle Fleet is currently operating at capacity during the prime fall and spring cycling seasons. It is largely being utilized as a Physical Education unit.
 - This cycling experience provides many SPPS students the opportunity to ride for the first time and develop safe cycling skills.
 - Interest is driving demand for a second fleet, but there are key challenges that must be addressed first, most notably how to affordably maintain the current fleet.
- A unique opportunity exists through a bicycle maintenance class currently offered at Open World Learning's Project Bike Tech class, a Career and Technical Education (CTE) elective where students learn bike mechanic skills.
 - Plans are underway to start a bike hub at OWL, where students can service not only the district's bikes but the West Side community's as well.





Safe Routes to Schools Coordinator and Expansion of SRTS

- In the spring of 2019, SPPS successfully applied for a three-year MnDOT grant-funded Safe Routes to Schools Local Coordinator.
 - This marks the first time the district has had a staff member dedicated to this work. Under the guidance of lead Sarah Stewart, the program is rapidly taking off.
 - The district started SRTS programming in 2014, with seven schools promoting Walk to School Day.
 - For SY2019-2020, that number has grown to 18, with many schools more robustly participating in Safe Routes. More schools are set to come on board in 2020-2021.
 - SPPS' SRTS was highlighted in a Minnesota Department of Revenue video series. The video featured SRTS efforts at the Rondo Education Center on Concordia Avenue, that resulted in pedestrian infrastructure improvements. "#OurMN" spotlights Minnesota programs, resources and places funded in part by state tax dollars.



Staff Wellness

- There continues to be a lot of interest in employee wellness and finding ways for staff to recharge and re-energize.
- An exciting new functional workout program, The Everyday Program, through Twin Town Fitness, was featured during the annual Wellness Champions training.
 - Saint Paul Music Academy staff tried out the three-session, introductory experience in the fall, with a high degree of interest.
- Wellness continues to partner with the Office of School Culture, exploring ways to support staff in their self-care, leading to supportive environments where students can thrive.



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

DATE: July 21, 2020

TOPIC: Facilities Department FY21 Purchases over \$175,000

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
ARI	Fleet Leasing	\$350,000	060618-ARI Sourcewell
Bredemus Hardware	Building Hardware	\$245,000	Bid #A211172
Dalco	Custodial supplies, equipment repair and a work loading data program.	\$898,000	Bid #A211038-A
Egan	Inspection and maintenance of fire alarm systems	\$750,000*	F-556(5)
General Office Products	Furniture	\$3,110,000	U42.106
Grainger	Maintenance and Janitorial Supplies/PPE/Fire Marshal Orders/Emergency Lighting	\$353,000	T-572(5)
Innovative Office Supply	Furniture	\$205,000	O-86(5)
KFI	Assistance with BAS Integration	\$797,000	GS-21F-0094V
Mavo	General services for environmental abatement and remediation	\$500,000*	A-189
MEI	Annual Inspections Contract 751557	\$220,000	A207126-A
Nasseff	Fire Suppression systems inspection and repair	\$200,000*	U of M 01-444-15-0914.CF
RAK	Bathroom Partitions and Lockers/Emergency Light Replacement/Corrections to Kitchen and Fire Code Violations	\$750,000*	MN02D-121614-RAK
Tierney	Classroom Audio Visual	\$763,700	CPC #17.3-ITS
Trane	HVAC Chiller-Boiler Inspect/Chemicals and Services	\$200,000	15-JCP-023
Walters Recycling	Waste, Recycling & Organics	\$925,000	Bid #A202384-K

***We anticipate coming back to the Board with a mid-year revision to the anticipated expenditures.**

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2021 budget, with the baseline amounts indicated here monitored and adjusted throughout the year as needed.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: July 21, 2020

TOPIC: Facilities Department FY20 Purchases over \$175,000 - Correction

A. PERTINENT FACTS:

1. This is a correction to the Facilities Department FY20 Purchases Over \$175,000 board agenda item that was approved at the June 23, 2020 meeting.
2. The original PO amount listed for Dalco was \$550,000, but the correct amount of the PO is \$850,000.
3. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Dalco	Custodial supplies, equipment repair and a work loading data program.	Original PO: ~~\$550,000~~ \$850,000 Increase by \$200,000 New PO Amount: \$1,050,000	Bid #A211038-A

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2020 budget, with the baseline amounts indicated here monitored and adjusted throughout the year as needed.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: July 21, 2020

TOPIC: FY2022 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

A. PERTINENT FACTS:

1. Minnesota Statute 123B.595 requires the District to submit annually a ten-year facility plan outlining anticipated expenditures along with an indication of whether the District will issue bonds to finance the plan or levy for the costs. Documents required to be submitted to MDE include:
 - A summary of total planned expenditures by category for each of the next 10 years;
 - LTFM revenue spreadsheet;
 - A statement of assurances that the District has reviewed the allowable uses of LTFM revenue to be executed by the Superintendent;
 - And a Board resolution adopting the LTFM ten-year plan.
2. This item is submitted by Tom Parent, Director of Facilities; Marie Schrul, Chief Financial Officer; Arleen Schilling, Controller; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the FY2022 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education.

End of worksheet

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

DATE: July 21, 2020

TOPIC: Dedication of Easement for Public Sewer Purposes

A. PERTINENT FACTS:

1. As part of the project, per the Site Plan Review with the City of Saint Paul, for the property located at 1075 East 3rd Street, Saint Paul Public Schools is tasked with reconciling the individual parcels owned by the District into one combined parcel of land.
2. Identified in the request outlined above were two areas of land that will require vacation action to complete the documentation required to finalize title registration in the name of Saint Paul Public Schools.
3. Part of the area of vacation overlaps a sewer easement that will require modification to assure that the City acquires back the sewer easement when the registration of the title is complete and to allow current construction activities to continue on site as scheduled.
4. This item has been reviewed by the District's Legal Counsel, Charles Long.
5. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute the Sewer Easement for the property located at 1075 East 3rd Street in order to finalize title registration in the name of Saint Paul Public Schools.

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

DATE: July 21, 2020

TOPIC: Employee Assistance Program for Active Employees - Correction

A. PERTINENT FACTS:

1. At the July 21, 2020 Regular Board of Education Meeting, the Board approved the below item. However, there was a mistake in the recommendation. This board agenda item clarifies the correct recommendation.
2. Nine bidders participated in the RFP – SandCreek (incumbent), Cigna, ComPsych, CuraLinc, Deer Oaks, Humana, Morneau Shepell, NuVantage, and Vital.
 - o Additional vendors were invited to participate in the process but did not submit a proposal—ACI, Empathia, Magellan, Beacon, HealthAdvocate, Optum, and WellSpring.
3. Bidders were asked to quote the current scope of services which include 4 counseling sessions per person per issue.
 - o Due to the variation of bid responses all bidders were asked to quote the 4 counseling sessions and 12 annual service hours that can be used on select programs.
4. Two bidders were selected to participate in the finalist phase—SandCreek and Morneau Shepell.
 - o SandCreek quoted \$0.68 per employee per month which represents a 10% decrease under the current fee.
 - In 2021, the District would save approximately \$5,000
 - o Morneau Shepell quoted \$0.60 per employee per month which represents a 13% decrease; their proposal also includes a rate hold for 5 years.
 - In 2021, the District would save approximately \$9,000
5. Both bidders quoted fees are guaranteed for 5 years.
6. The evaluation committee is recommending SandCreek as the employee assistance program vendor.
 - o Remaining with the incumbent vendor allows for continuity of services for both employees and the District.
 - o Term of the agreement is for 5 years, (July 1, 2020 through June 30, 2025).
 - Total savings over the term of the agreement is estimated at \$25,000.
7. This item is submitted by Joyce Victor, Benefits Manager; Kenyatta McCarty, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the contract for ~~[employee vision insurance coverage]~~
Employee Assistance Program for Active Employees with SandCreek effective July 1, 2020.

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

DATE: July 21, 2020

TOPIC: Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

A. PERTINENT FACTS:

1. The Board previously approved this item at the Regular Meeting of the Board of Education on March 24, 2020.
2. This item will require the signature by the Chair of the Board of Education. The Agreement is now routing for signatures by both members of the Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors and Independent School District No. 625.
3. Due to the unfortunate death of Marny Xiong, Board Chair, on June 7, 2020, the Agreement will need to be signed by the Vice Chair.
4. This item will meet the District target area goal of Program Evaluation and Resource Allocation.
5. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021.

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

DATE: July 21, 2020

TOPIC: Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

A. PERTINENT FACTS:

1. The Board previously approved this item at the Regular Meeting of the Board of Education on December 17, 2019.
2. This item will require the signature by the Chair of the Board of Education. The Agreement is now routing for signatures by both members of the Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees and Independent School District No. 625.
3. Due to the unfortunate death of Marny Xiong, Board Chair, on June 7, 2020, the Agreement will need to be signed by the Vice Chair.
4. This item will meet the District target area goal of Program Evaluation and Resource Allocation.
5. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment of those nutrition services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019 through June 30, 2021.

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

DATE: July 21, 2020

TOPIC: Authorization of Vice Chair to Sign Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

A. PERTINENT FACTS:

1. The Board previously approved this item at the Regular Meeting of the Board of Education on March 24, 2020.
2. This item will require the signature by the Chair of the Board of Education. The Agreement is now routing for signatures by both members of the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants and Independent School District No. 625.
3. Due to the unfortunate death of Marny Xiong, Board Chair, on June 7, 2020, the Agreement will need to be signed by the Vice Chair.
4. This item will meet the District target area goal of Program Evaluation and Resource Allocation.
5. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 authorize the Vice Chair to sign, in place of the Chair, the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019, through June 30, 2021.

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

DATE: July 21, 2020

TOPIC: Phase Gate Approval of American Indian Magnet Addition & Renovation Project (Project # 1160-19-01): Gate #4 – Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the American Indian Magnet Addition & Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This project provides playground equipment and poured-in-place surfacing for the playground at American Indian Magnet.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	October 23, 2018
#2 – Project Charter (Predesign) #2A – Finance Update	N/A – does not exist for projects of this size
#3 – Schematic Design #3A – Finance Update	February 18, 2020
#4 – Contract Award #4A – Finance Update	July 21 , 2020
#5 – Project Close-Out #5A – Finance Update	Fall 2024

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

Project Budget	Project Financing	Current Obligations	Spent to Date	Percent Spent
\$53,300,000	\$51,630,000	\$30,093,373	\$2,280,153	4.4%

5. The following bid was received per the terms and conditions of Minnesota State Contract #119795

Lump Sum Base Bid

Flagship Recreation. \$242,738.01

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

7. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of playground equipment and poured-in-place surfacing for the playground at the American Indian Magnet Addition & Renovation project to Flagship Recreation for the lump sum base bid for \$242,738.01 at Phase Gate Check #4.

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

DATE: July 21, 2020

TOPIC: Change Order # 2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Measures to eliminate water infiltration and repair water damage at the mechanical penthouse walls include: complete removal of stucco from mechanical penthouse walls, replace sheathing, install through-wall flashing, and install new metal panel exterior cladding. The scope of work also carries a standard 5-year limited company warranty.
2. Funding will be provided from Long-Term Facilities Maintenance.
3. This project will meet the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

5. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
The original contract sum was	\$1,328,093.00	-
Previous Change Orders approved to date	\$11,584.00	0.9%
The contract sum prior to this Change Order was	\$1,339,677.00	-
This change order amount	\$216,340.00	16.3%
The new contract sum including this Change order will be	\$1,556,017.00	17.2%

6. After the execution of this Change Order, the remaining balance of project contingency will be \$159,219.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #2 for John A. Dalsin & Son, Inc. at Hubbs Center Roof Replacement for the amount of \$216,340.

BOARD OF EDUCATION | 2019-2020SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm
2018-2019SY		
JAN	1/8/2019 4:30 pm	1/8/2019 6:00 pm Annual Meeting
		1/22/2019
FEB	2/5/2019	2/19/2019
MAR	3/5/2019	3/19/2019
APR	4/9/2019	4/23/2019
MAY	5/7/2019	5/21/2019
JUNE	6/11/2019	6/11/2019 Special Non-Renewals 4:00pm
		6/18/2019
JULY		7/23/2019
AUG	Wed. 8/7/2019 Rescheduled to Wed. – NNO	8/20/2019

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	3/24/2020

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. – NNO	8/18/2020